



Reading Progression Document

At North Clifton Primary, to enable our children to become automatic readers, children are taught to read using phonic skills through the systematic teaching of phonics using the Little Wandle scheme. We use phonically decodable books to develop decoding and fluency skills with a variety of other books being used to extend and deepen their learning and range of vocabulary. Through our guided reading (Whole class and Book Talk sessions), as well as our English writing sessions, we provide children with the opportunities for high quality discussion with their peers and adults. Guided reading teaches children reading comprehension skills using VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence/ Summarise). We also use a whole class text for sharing with the children at the end of the day which is used to further extend vocabulary and enthuse the children into reading. The knowledge and skills outlined in the following grids are applied to age related texts. Therefore, whilst the discrete knowledge and skills may be identical across each key stage, the level of text to which they applied will become increasingly more challenging. This will ensure that the reading skills acquired are progressive.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding and Phonics	<p>Phase 2 Working on: Using common consonants and vowels Blending for reading and segmenting for spelling simple CVC words. Working on: Knowing that words are constructed from phonemes and that phonemes are represented by graphemes. Letter progression: Set 1: s, a, t, p Set 2: l, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss Phase 3 Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes. Graphemes: ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters. Consonant digraphs ch, sh, th, ng Working on: Reading and spelling CVC words using letters and short vowels. Letter progression Set 6: j, v, w, x Set 7: y, z, zz, qu Phase 4 Working on: Segmenting adjacent consonants in words and apply this in spelling. Working on: Blending adjacent consonants in words and applying this skill when reading unfamiliar texts. 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 Reception Read individual letters by saying the sounds for them Read some letter groups that each represent one sound and say sounds for them. ELG Say a sound for each letter in the alphabet and at least 10 digraphs</p>	<p>Phase 5 Working on: Reading phonically decodable two-syllable and three-syllable words. Working on: Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes. Working on: Spelling complex words using phonically plausible attempts. New Grapheme Ay/ea/ie Ou/ew/ir /aw/au/wh Ph/oe/ey a-e/e-e/i-e/ o-e/ u-e/oy Alternative pronunciations Ea (bead and head) i (fin and mind) o (fog and cold) Ow (cow and grow) ie (tie and field) ou (you, shoulder,out) c (cat and cell) y (happy, yes and by) u (unit and up) ch (chef, chin, school) g (gem, goat) Alternative spellings for phonemes r(wr-wrap)/ch(tch-catch),m(mb-lamb) o (a- what)/ai(eigh-eight)/ai(ey-grey)s(st- listen) Ee(ey-donkey)/ee(ie-field)ee(y-happy) lgh(y-fly)/oa(o-go)/oa(ow-snow)air (ear- pear) air (are- share) Oo(ou-soup)/oo(ue-blue)/ ear(eer-) deer/ear(ere-here)ar (al-half) Or(al-talk)/or(our-four)/or (aw) or (au) Ur (ear-learn)/ j(dge-fudge) or(augh- caught) or(ore-shore) n(gn-gnome)/ n(kn-knit)/c(ch-school)/sh(ch-chef) sh(t-station)/ sh(c-special) To apply phonic knowledge and skills to decode words. Read accurately by blending sounds in unfamiliar words. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes, including alternative sounds for graphemes.</p>	<p>Phase 5 Recap with a focus on reading in to writing. Phase 6 Working on: Recognising phonic irregularities, and becoming more secure with less common grapheme-phoneme correspondences. Working on: Applying phonic skills and knowledge to recognise and spell an increasing number of complex words. To apply phonic knowledge and skills to decode words. To read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Pupils should be taught to:</p> <ul style="list-style-type: none"> • Read words containing common suffixes. • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read these books to build up their fluency and confidence in word reading. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Apply their 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. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Know and understand the meaning of any new words they meet. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Apply their 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. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Know and understand the meaning of any new words they meet. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. • Read further common exception words (Y5 or 6), noting unusual correspondences between spelling and sound, and where these occur in the word. • Know and understand the meaning of any new words they meet. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. • Read further common exception words (Y5 or 6), noting unusual correspondences between spelling and sound, and where these occur in the word. • Know and understand the meaning of any new words they meet.

Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to and joining in with stories and poems, one-to-one and also in small groups.
- Listening to stories with increasing attention and recall.
- Looking at books independently.
- Handling books carefully.

- Enjoying an increasing range of books.

Word reading: Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book

Reception

Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
Read a few common exception words matched to the phonics programme.

Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.

Re-read books to build up their confidence in word reading, **their fluency** and their understanding and enjoyment

ELG

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Being encouraged to link what they read or hear read to their own experiences.
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Learning to appreciate rhymes and poems, and to recite some by heart.
- Recognising and joining in with predictable phrases.
- Discussing the significance of the title and events.

Word reading: To read words of more than one syllable.

To read words containing -s, -es, -ing, -ed and -est endings.

To read words with contractions, e.g. I'm, I'll and we'll and understand the apostrophe represents the omitted letter.
To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.

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.

To re-read texts to build up fluency and confidence in word reading, checking the text makes sense to them as they read and correcting mistakes.

Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- Being introduced to non-fiction books that are structured in different ways.
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Participating in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- Explaining clearly their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary and discussing their favourite words and phrases.

Word reading: To accurately read most words of two or more syllables.

To read words containing common suffixes.

To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Read most words quickly and accurately when they have been frequently encountered.

To re-read texts to build up fluency and confidence in word reading, checking the text makes sense to them as they read and correcting mistakes.

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Reading books that are structured in different ways and reading for a range of purposes.
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- 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 [for example, free verse, narrative poetry].
- Using dictionaries to check the meaning of words they have read.

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Reading books that are structured in different ways and reading for a range of purposes.
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- 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 [for example, free verse, narrative poetry].
- Using dictionaries to check the meaning of words they have read.

Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Reading books that are structured in different ways and reading for a range of purposes.
- Increasing 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.
- 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.
- Recognising some different forms of poetry [for example, free verse, narrative poetry].
- Using dictionaries to check the meaning of words they have read.
- Distinguishing between statements of fact and opinion.
- Recommending books that they have read to their peers giving reasons for their choices.
- Asking questions to improve their understanding.
- Discussing 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.

Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Reading books that are structured in different ways and reading for a range of purposes.
- Increasing 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.
- Learning a wider range of poetry by heart.
- Participate in discussion about both books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously .
- 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.
- Checking that the text makes sense to them, discussing their understanding by asking questions.
- Reading books that are structured in different ways and reading for a range of purposes.
- Distinguishing between statements of fact and opinion.
- Recommending books that they have read to their peers giving reasons for their choices.
- Asking questions to improve their understanding.
- Discussing 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.

Comprehension VIPERS skills	Vocabulary	<p>3-4 yrs Engage in extended conversations about stories, learning new vocabulary.</p> <p>Reception Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <ul style="list-style-type: none"> Continues a rhyming string. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. <p>ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<ul style="list-style-type: none"> Recognise and join in with predictable phrases. Discuss word meanings, linking new meanings to those already known. <p>Answer questions such as: Why is this character mentioned lots in the story? How has the writer made you/ the character feel sad, happy, and excited? What other words/phrases could the author have used? The writer uses ...words/phrases to describe ... How does this make you feel?</p>	<ul style="list-style-type: none"> Recognise simple recurring literary language in stories and poetry. Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases. <p>Answer questions such as: What does this...word/phrase/sentence... tell you about... character/setting/mood etc? Highlight a key phrase or line. By using this word, what effect has the author created? What other words/phrases could the author have used? The writer uses ...words/phrases to describe ... How does this make you feel?</p>	<ul style="list-style-type: none"> Use dictionaries to check the meaning of words that they have read. Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning. <p>Answer questions such as: What effect has the author created by using this...word/phrase/sentence? What does this word/phrase/sentence tell you about mood/ setting/character? The author uses the word/ phrase X to describe Y. how does this make you FEEL? What other words (synonyms) could the author have used?</p>	<ul style="list-style-type: none"> Use dictionaries to check the meaning of words that they have read. Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning. <p>Answer questions such as: What effect has the author created by using this...word/phrase/sentence? What does this word/phrase/sentence tell you about mood/ setting/character? The author uses the word/ phrase X to describe Y. how does this make you FEEL? What other words (synonyms) could the author have used?</p>	<ul style="list-style-type: none"> 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>Answer questions such as: What effect has the author created by using this...word/phrase/sentence? What does this word/phrase/sentence tell you about mood/ setting/character? The author uses the word/ phrase X to describe Y. how does this make you FEEL? What other words (synonyms) could the author have used?</p>	<ul style="list-style-type: none"> 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>Answer questions such as: What effect has the author created by using this...word/phrase/sentence? What does this word/phrase/sentence tell you about mood/ setting/character? The author uses the word/ phrase X to describe Y. how does this make you FEEL? What other words (synonyms) could the author have used?</p>
	Infer	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done. <p>Think about questions such as: What makes you think that? How do you feel about...? Can you explain why...? I wonder why the writer decided to...?</p>	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done. <p>Think about questions such as: What makes you think that? How do you feel about...? Can you explain why...? I wonder why the writer decided to...?</p>	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <p>Answer questions such as: Which words give you the impression that.....? How do you feel about...? Can you explain why...? I wonder what the writer intended? What do these words mean and why do you think the author chose them?</p>	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <p>Answer questions such as: Which words give you the impression that.....? How do you feel about...? Can you explain why...? I wonder what the writer intended? What do these words mean and why do you think the author chose them?</p>	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <p>Answer questions such as: Which words give you the impression that.....? How do you feel about...? Can you explain why...? I wonder what the writer intended? What do these words mean and why do you think the author chose them?</p>	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <p>Answer questions such as: Which words give you the impression that.....? How do you feel about...? Can you explain why...? I wonder what the writer intended? What do these words mean and why do you think the author chose them?</p>	
	Predict	<p>Suggests how the story might end.</p> <p>ELG Anticipate – where appropriate – key events in stories.</p>	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far. <p>Answer questions such as: Look at the cover/title/first line/chapter headings...what do you think will happen next? How have the cover/title/first line/chapter headings...helped you come up with this idea? What do you think will happen to the goodie/baddie/main character? Why do you think this? Which stories have openings like this? Do you think this story will develop in the same way? What will happen next? Why do you think this? Are there any clues in the text?</p>	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far. <p>Answer questions such as: What will happen next? Why do you think this? Are there any clues in the text? Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way? Why did the author choose this setting? How will that effect what happens next? How is character X like someone you know? Do you think they will react in the same way?</p>	<ul style="list-style-type: none"> Predict what might happen from details stated and implied. <p>Answer questions such as: Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way? Why did the author choose this setting/ this story opening? How will that influence how the story develops? How is character X like someone you know? Do you think they will react in the same way?</p>	<ul style="list-style-type: none"> Predict what might happen from details stated and implied. <p>Answer questions such as: How does the author handle time? (Flashbacks, dreams?) Can you think of other authors who handle time in this way? Why did the author choose this setting/ this story opening? How will that influence how the story develops? How is character X like someone you know? Do you think they will react in the same way?</p>	<ul style="list-style-type: none"> Predict, in detail, what might happen from details stated and implied. <p>Answer questions such as: How does the author handle time? (Flashbacks, dreams?) Can you think of other authors who handle time in this way? Why did the author choose this setting/ this story opening? How will that influence how the story develops? How is character X like someone you know? Do you think they will react in the same way?</p>	<ul style="list-style-type: none"> Predict, in detail, what might happen from details stated and implied. <p>Answer questions such as: How does the author handle time? (Flashbacks, dreams?) Can you think of other authors who handle time in this way? Why did the author choose this setting/ this story opening? How will that influence how the story develops? How is character X like someone you know? Do you think they will react in the same way?</p>

Explain	<p>3-4 yrs Engage in extended conversations about stories, learning new vocabulary.</p> <p>Reception Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Describe main story settings, events and principal characters. Demonstrate understanding when talking to others about what they have read.</p> <p>ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p>	<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them. <p>Answer questions such as: Can you point to the title? or. What is this? (pointing to the. title) What is happening in the pictures? What has happened so far? Is it what you expected to happen? Did you like this book? Why? What was the most exciting part of the story? What sort of character was...?</p>	<ul style="list-style-type: none"> Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say 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>Answer questions such as: What has happened so far? Is it what you expected to happen? Did you like this book? Why? What was the most exciting part of the story? What sort of character was...? What part of the story do you like best?</p> <p>What evidence do you have to justify your opinion?</p> <p>Find, it. Prove it.</p> <p>How do the title/contents page/chapter headings/glossary/index... help me find information in this book?</p>	<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books 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>Answer questions such as: The writer uses words like To describe setting / character.. What does this tell you about the setting / character? What is the story (theme) underneath the story? Does this story have a moral or a message? What evidence do you have to justify your opinion?</p> <p>Find, it. Prove it.</p> <p>How do the title/contents page/chapter headings/glossary/index... help me find information in this book?</p>	<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books 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>Answer questions such as: The writer uses words like To describe setting / character.. What does this tell you about the setting / character? What is the story (theme) underneath the story? Does this story have a moral or a message? What evidence do you have to justify your opinion?</p> <p>Find, it. Prove it.</p> <p>How do the title/contents page/chapter headings/glossary/index... help me find information in this book?</p>	<ul style="list-style-type: none"> Recommend books that they have read to their peers, giving reasons for their choices Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views. <p>Answer questions such as: Discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader. Explain a character's changing feelings throughout the story. What is similar/different about two characters? Why is 'x' (character/setting/event) important in the story? Why do you think the author chose to use a..question/bullet/subheading/table etc to present the information? Why has the writer written/organised the text in this way? Compare and contrast different character/settings/themes in the text. How is this similar/different to...?</p>	<ul style="list-style-type: none"> Recommend books that they have read to their peers, giving reasons for their choices Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views. <p>Answer questions such as: Discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader. Explain a character's changing feelings throughout the story. What is similar/different about two characters? Why is 'x' (character/setting/event) important in the story? Why do you think the author chose to use a..question/bullet/subheading/table etc to present the information? Why has the writer written/organised the text in this way? Compare and contrast different character/settings/themes in the text. How is this similar/different to...?</p>
Retrieve	<p>Know that information can be retrieved from books and computers.</p> <p>ELG Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<ul style="list-style-type: none"> Know the significance of the title and events Draw on what they already know or on background information and vocabulary provided by the teacher. <p>Answer questions such as: Where does the story take place? When did the story take place?</p> <p>What did s/he/it look like? Who was s/he/it? Where did s/he/it live?</p>	<ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher. <p>Answer questions such as: Where does the story take place? When did the story take place? What did s/he/it look like? Who was s/he/it? Where did s/he/it live?</p>	<ul style="list-style-type: none"> Retrieve and record information from fiction and non-fiction. <p>Answer questions such as: Find (and copy) a word or phrase which the author has used to show that..... Who are the characters in the book? Where in the book would you find...? What do you think is happening here? What happened in the story? What might this mean? Through whose eyes is the story told? Which part of the story best describes the setting? What words and /or phrases do this? What part of the story do you like best? What evidence do you have to justify your opinion?</p>	<ul style="list-style-type: none"> Retrieve and record information from fiction and non-fiction. <p>Answer questions such as: Find (and copy) a word or phrase which the author has used to show that..... Who are the characters in the book? Where in the book would you find...? What do you think is happening here? What happened in the story? What might this mean? Through whose eyes is the story told? Which part of the story best describes the setting? What words and /or phrases do this? What part of the story do you like best? What evidence do you have to justify your opinion?</p>	<ul style="list-style-type: none"> Retrieve, record and present information from fiction and non-fiction. <p>Answer questions such as: Find (and copy) a word or phrase which the author has used to show that..... Who are the characters in the book? Where in the book would you find...? What do you think is happening here? What happened in the story? What might this mean? Through whose eyes is the story told? Which part of the story best describes the setting? What words and /or phrases do this? What part of the story do you like best? What evidence do you have to justify your opinion?</p>	<ul style="list-style-type: none"> Retrieve, record and present information from fiction and non-fiction. <p>Answer questions such as: Find (and copy) a word or phrase which the author has used to show that..... Who are the characters in the book? Where in the book would you find...? What do you think is happening here? What happened in the story? What might this mean? Through whose eyes is the story told? Which part of the story best describes the setting? What words and /or phrases do this? What part of the story do you like best? What evidence do you have to justify your opinion?</p>

Sequence / Summarise

Develop own narratives, role play and explanations through play.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

- Sequence pictures for the beginning, middle and end of a story.

Answer questions such as:

Do you know what happens at the beginning, middle, and end of story / text? What happens at the beginning, middle, and end of story / text?

Summarise the main events in order.

Make a table or chart to show the events of the story in order.

Sort these sentences/paragraphs/chapter headings from the story.

- Sequence events from a story, explaining reasons for choices.

Answer questions such as:

Do you know what happens at the beginning, middle, and end of story / text? What happens at the beginning, middle, and end of story / text?

Summarise the main events in order.

Make a table or chart to show the events of the story in order.

Sort these sentences/paragraphs/chapter headings from the story.

- Identify main ideas drawn from more than one paragraph and summarise these.

Answer questions such as: What is the main point/ what are the main points in this / these paragraph/s?

Summarise what happens in these 3/4/5 paragraphs.

Make a chart / table to summarise the information in these paragraphs. Do any of them deal with the same / similar points?

How many times is this point mentioned in these paragraphs? What language is used?

- Identify main ideas drawn from more than one paragraph and summarise these.

Answer questions such as: What is the main point/ what are the main points in this / these paragraph/s?

Summarise what happens in these 3/4/5 paragraphs.

Make a chart / table to summarise the information in these paragraphs. Do any of them deal with the same / similar points?

How many times is this point mentioned in these paragraphs? What language is used?

- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Answer questions such as: What is the main point/ what are the main points in this / these paragraph/s?

Summarise what happens in these 3/4/5 paragraphs.

Make a chart / table to summarise the information in these paragraphs. Do any of them deal with the same / similar points?

How many times is this point mentioned in these paragraphs? What language is used?

- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Answer questions such as: What is the main point/ what are the main points in this / these paragraph/s?

Summarise what happens in these 3/4/5 paragraphs.

Make a chart / table to summarise the information in these paragraphs. Do any of them deal with the same / similar points?

How many times is this point mentioned in these paragraphs? What language is used?

Children should develop fluency and demonstrate increasing competency in this skill by moving from 1 to 4 in each of the four strands below:

Reception

Re-read books to build up their confidence in word reading, **their fluency** and their understanding and enjoyment

ELG

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Expression & Volume

1. Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice
2. Begins to use voice to make text sound like natural language in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.
3. Make text sound like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text
4. Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage..

Phrasing

1. Reads in a monotone with little sense of boundaries; frequently reads word-by-word..
2. Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses
3. Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness, reasonable stress and intonation
4. Generally reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression

Smoothness

1. Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts
2. Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive
3. Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures
4. Generally reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction

Pace

1. Reads slowly and laboriously.
2. Reads moderately slowly.
3. Reads with an uneven mixture of fast and slow pace.
4. Consistently reads at conversational pace; appropriate rate throughout reading

Fluency