

Phonics & Reading

at

Silsden Primary



Silsden
Primary School

Young Minds, Free Spirit, Great Future



Silsden Threads of Learning



Silsden
Primary School



Phonics at Silsden Primary

Systematic Synthetic Phonics is one of our main methods used for the teaching of early reading. Phonics gives children the key to unlocking the English alphabetic code for their reading and spelling. This is why teaching Phonics for reading and spelling is such an important part of the English National Curriculum.

At Silsden Primary School we have devised our own Systematic Synthetic Phonics Programme based upon the principles of Letters and Sounds. With some exceptions, the phonics content of the original Letters and Sounds has been retained, particularly the progression, the important phases and the teaching sequence. This programme is followed with rigor and fidelity by all teachers and teaching assistants and all resources used are consistent throughout the school.

The programme is now securely embedded at Silsden and it has helped us to create a consistent approach across our school as we all work together to ensure our children are confident readers and writers. We are proud of our phonics teaching at Silsden; consistently achieving above national average in the Year 1 Phonics Screening Check.





Phonics at Silsden Primary

At Silsden Primary School, the Phonics curriculum enables:

- Every child to be a reader – providing extra support when necessary.
- Children to progress through a clear structured route, ensuring children build on their growing knowledge of the alphabetic code, as they move through school.
- Early readers to have the skills to decode words and read accurately, inside and outside of the Phonics lesson and across the curriculum.
- Children to read common exception words by sight
- Children to understand what they have read and gain a deeper understanding of the phonetic structure of the English language.
- Children to become enthusiastic and motivated to read for pleasure
- Children to be able to spell words quickly and easily by segmenting the sounds
- Children to have good letter formation
- Children benefit from daily dictated sentences



The Teaching of Phonics

At Silsden Primary School, we follow our bespoke Phonics programme with consistency and rigour.

Phonics in Nursery

Phase 1 Phonics starts in Nursery. This is designed to focus on developing a child's speaking and listening skills (phonological awareness). Through songs, action rhymes, nursery rhymes, stories, poetry, circle games, and play, they learn:

- To listen attentively
- Develop their vocabulary
- Confidence in speaking to adults and other children
- Ability to hear the difference between sounds
- Ability to say/repeat clearly the sounds they hear
- To hear a word and then split that word up and say the individual sounds that make up that word eg c-a-t = cat

The 7 areas Phase 1 focuses on; what is referred to as the pre-phonics stages are :

- Environmental Sound Discrimination
- Instrumental Sound Discrimination
- Body Percussion Sound Discrimination
- Rhythm and Rhyme
- Alliteration
- Voice Sounds
- Oral Blending and Segmenting

This is all about developing their skills through what they hear and say **only** (phonemic awareness). It is all about playing with sounds and words and having fun. Through these consistent practices, we ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.





The Teaching of Phonics

Phonics in Reception, Year 1 and Year 2 – Daily sessions



In **Reception**, we build up from daily 10-minute lessons in Week 3 of the Autumn term, to the full-length lesson as quickly as possible.

Children in Reception and Year 1 learn a new sound every day, except on a Friday, where we review the week's teaching to help children become fluent readers. To ensure Phonics teaching is prioritised, we ensure Phonics lessons are timetabled daily in the morning in EYFS and KS1.

Teaching of phonics is taught in **'fluid' ability groups** according to children's individual progress in reading rather than writing to ensure teaching is targeted so every child achieves at an appropriate pace. Children are assessed regularly, so they always work with children at the same level, allowing complete participation in the lessons.

In addition, to rhymes, we use actions to help the children remember phonemes; this kinaesthetic, visual and auditory approach helps the children to retain the phonemes and supports children with SEND.



The Phases of Phonics Teaching

When do we start to teach Phonics?

The programme is designed for children from Nursery to Year 2. However, at Silsden Primary we will continue teaching Phonics to children beyond Year 2 if they still need support with their reading.

The Phases of Phonics Teaching

Phase 1 – is taught in Nursery and teaches children phonological awareness. This is a very important part of Phonics that has to be taught successfully to ensure children have the foundations, to start Phase 2 in Reception.

Phase 2 - sounds are taught in Reception, together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending.

Set 1:	s	a	t	p
Set 2:	i	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 2 & 3
Sound Mats

Phase 3 – Sounds are taught in Reception in the following order. This is when children are first taught about digraphs (2 letters that make one sound eg s+h = sh) and trigraphs (3 letters make 1 sound eg i+g+h = igh).

The children learn a rhyme for each new sound.

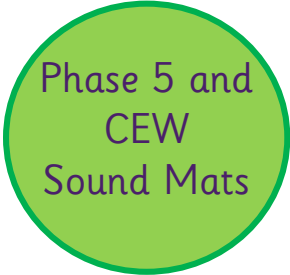




The Phases of Phonics Teaching

Phase 4 – There are no new sounds taught in Phase 4. This phase is taught at the end of Reception and at the beginning of Year 1. Children learn to read longer words with adjacent consonants.

Phase 5 – sounds are taught in Year 1. These are often alternative ways of spelling the sounds previously taught in phase 3, for example the children learn ‘ai’ with the rhyme ‘snail in the rain’ in phase 3 and in Year 1 they now learn that ‘ay’ ‘may I play?’ also makes the same sound.



Phase 5 and
CEW
Sound Mats

Year 2 Spelling Curriculum

Year 2 focuses on transitioning children from decoding to fluent reading and accurate spelling. By the end of Year 2, children are expected to be confident, independent readers and accurate fluent writers. They learn about past and present tense, suffixes and prefixes.





Fidelity to the Scheme

Every teacher and Teaching Assistant has been trained in the Silsden Primary School Phonics scheme and we endeavour for all staff to use it consistently across the school. We like to move staff to different key stages, so everyone can experience the teaching of Phonics from an early age and how it can benefit all learners when the language of Phonics is used consistently throughout school.

We all use the same language, actions, routines and resources to teach children to read so that we lower children's cognitive load and have the same expectations of progress.

Teachers follow a clear progression document, so children are taught from the simple to the more complex grapheme phoneme correspondences and common exception words.

Lessons follow a sequential structure, where we:

- Teach a new sound including oral blending
- Revisit previously taught sounds
- Teach new words to read
- Revisit previously taught words to read
- Spell words using 'Ted Fingers' with the new sound and previously taught sounds
- Hold a sentence to apply new and previous learning

It is important that we all use pure sounds, for example ('m' not 'muh', 's' not 'suh', etc.) when teaching children Phonics, so that your child will be able to blend the sounds into words more easily– [Link to Action and Rhyme Video](#)

Through lesson visits, practice sessions and coaching, the Phonics leader ensures that our Phonics lessons are of the highest standard and consistent across the school.





Interventions

Our expectations of progression are **aspirational yet achievable**; children who are not keeping up with their peers are given additional practice immediately through intervention sessions.

- The Phonics Lead regularly assesses children's phonic knowledge using '*Phonics Tracker*' to identify the gaps in children's phonic knowledge.
- Any child identified as needing additional practice has additional intervention, taught by a trained adult. Extra pinny time will also be offered throughout the day, to help increase speed and confidence with sounds.
- Intervention sessions are tailored to individual children's needs. These sessions match the structure of class teaching, and use the same procedures, resources and vocabulary, but focus on pre-teaching and overlearning, so that every child secures their learning.
- We timetable phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to keep up, so the gap between themselves and their peers does not widen.
- If any child in Year 4 to 6 has gaps in their phonic knowledge when reading or writing, we monitor the child closely and tailor interventions to meet their needs.



Assessment

Assessment and Monitoring

It is important that children's phonic knowledge is assessed frequently to ensure every child's phonics provision is clearly matched to their ability. This will result in the swift identification of those experiencing difficulty and fluid movement between groups.

AFL – by Teacher	Summative – by Phonics Leader	Statutory – by Phonics Leader	Ongoing – by Teacher and Phonics Leader
Daily within class to identify children needing 'Keep up' support. Weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.	Every half term using 'Phonics Tracker' to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the catch up support that they need.	Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.	Children in EYFS, Year 1 and those still requiring phonics are assessed through their teacher's ongoing formative assessment as well as through the half-termly 'Phonics Tracker' summative assessments.





How you can help at home

- Laminate the Phonics mat sent home and use it as a table mat- encouraging your child to read the sounds daily and teach you the sounds
- Refer to the *Actions and Rhyme* video so you are familiar with your child's learning.
- Get into a routine of reading everyday with your child, even if it's just 2-3 pages.
- If your child struggles to decode a word, encourage them to look for digraphs or trigraphs (special friends).
- Gently stop them and ask “Can you see a ‘special friend’ in that word anywhere?” Let them have another attempt at the word. This can also be asked for words which do not have digraphs/trigraphs. It encourages them to skim.
- Keep practicing the phonic flashcards until your child is really secure and can immediately say the sound. Focus on a small selection of the flashcards at first and then build up.
- Aim to read at least 3 times to develop fluency

Websites

https://www.teachyourmonster.org/account/users/sign_in - games that's help children learn to read.

<https://letters-and-sounds.com/> – games and activities linked to each phonic phase.

<https://www.phonicsplay.co.uk/resources> - games and activities linked to each phonic phase.

<https://www.bbc.co.uk/bitesize/primary> - activities for children in Key Stage 1 (Years 1 and 2)

For children with dyslexic tendencies: <https://www.nessy.com/uk/>





Reading

at

Silsden Primary



Young Minds, Free Spirit, Great Future



Reading

Here at Silsden Primary School, reading is a top priority and a key driver within our curriculum.

Our reading curriculum aims to build on our synthetic phonics scheme to further develop the mechanics of reading, advance comprehension skills and foster a wider love of books. Through Reading Club, home reading, reading across the curriculum, opportunities for independent reading and hearing quality texts read aloud every week, we aim to develop fluent, enthusiastic and critical readers who are exposed to a variety of knowledge through high-quality texts.

By promoting reading widely across fiction and non-fiction texts, we are committed to providing vocabulary-rich reading material, which immerses and enhances children's wider knowledge of the spoken and written language, through modern and classic children's literature.

We recognise that the link between children's motivation to read and reading for pleasure is reciprocal. Furthermore, we know that reading pleasure is beneficial not only for only reading outcomes, but for wider learning enjoyment and mental wellbeing. In order to promote this, we have built a community of engaged readers who play a role in the development of our reading provisions across school.

Beyond the school gates, we recognise the importance of children being motivated to read at home regularly in order to increase reading opportunities, improve fluency and stamina and ultimately nurture their enjoyment of reading. We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills and we endeavour to build a home-school partnership which enables parents carers to have the confidence to support their children with reading at home.





Reading in EYFS

We teach children to read through reading practice sessions three times a week. Books are matched to the children's secure phonic knowledge using phonics tracker and bench marking system.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

1. **Decoding:** children use their knowledge of letter-sound relationships to accurately read a word
2. **Prosody:** teaching children to read with understanding, fluency and expression
3. **Comprehension:** teaching children to understand the text.

In Reception these sessions start in Autumn 2. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

In Year 1, these sessions continue in line with children's phonics knowledge.

In Year 2, we continue to teach reading in this way for any children who still need to practice reading with decodable books.





Reading Club in KS1

In Key Stage 1, children continue to develop their understanding of phonics whilst focusing on their reading fluency and stamina.

Year 1

Reading Club sessions remain aligned to each child's phonetic understanding and focus on the following key skills.

- Session 1 – Decoding
- Session 2 – Fluency
- Session 3 – Comprehension

Throughout the year, scaffolding is gradually reduced and to promote a greater independence for our children when reading and to prepare them for the Reading Club Structure of Year 2.



Reading Club – Year 2 onwards

From Year 2 onwards, Reading Club sessions continue to build on the strategies introduced in Year 1; including prediction, retrieval, sequencing, inference and understanding vocabulary in context. In LKS2 we also begin to introduce the skill of summarising which will be developed further in UKS2.

Our teaching sequence focuses on the key VIPERS skills, alongside a variety of other resources, to support flexibility in the teaching sequence. This approach ensures children continue to practice key reading skills relevant to their year group, whilst also allowing teachers to adapt and meet the needs of their class, ensure coverage of the curriculum and maintain engagement in the text.

To ensure children are exposed to a range of text types we use and make links across a variety of texts, including extracts, novels, poems and videos. Texts are read through a range of different strategies including; adult led, reciprocal, chorus and independent reading. The teaching sequence, concludes with an unseen which allows children to apply their skills.

Effective coverage of skills and text types are tracked through a shared **tracking document** which allows teaching staff to have a knowledge of texts previously explored by children in each year group; enabling them to make links and develop their reading skills further.

Progression documents for each year group ensures the skills taught are based on the needs of the class whilst guaranteeing a secure coverage of the curriculum.



Progression Documents

In year 2, these sessions occur three times a week. In KS2 the sessions are daily and conclude fortnightly with a reading for pleasure session.



Assessments and Response



In Years 3, 4 and 5 children complete termly NFER assessments. These assessments mirror the style and format of National Curriculum assessments to help build children's confidence in sitting formal assessments. Questions across all papers appear in a variety of formats to maintain engagement and to reduce dependency on the skill of writing.

Pupil performance is analysed and diagnostic commentaries are used by class teachers to inform planning for the whole cohort and individuals. Through this, class teachers are able to identify common misconceptions, make comparisons to results nationally and identify strengths and weaknesses in order to inform next teaching steps.

In Years 2 and 6, children complete termly reading assessments based on past SATS papers. These assessments help children to develop their confidence and understanding of National Curriculum assessments across fiction, non-fiction and poetry text types. Pupil performance is analysed and diagnostic commentaries are used by class teachers to inform planning for the whole cohort and individuals. Through this, class teachers are able to identify common misconceptions, make comparisons to results nationally and identify strengths and weaknesses in order to inform next teaching steps.

Formative	Summative	Statutory	Ongoing
Daily within class to identify children needing additional support.	Every term to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan individual and group interventions.	Children in year 6 will sit SATS.	Children from Year 2 to 6 are assessed through their teacher's ongoing formative assessment. Intervention is provided for any child identified as needing additional support.



Reading for Pleasure

Vending Machines



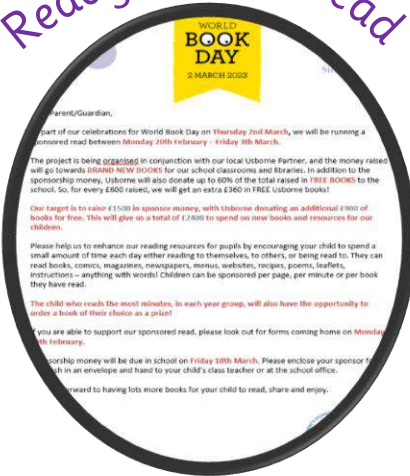
World Book Day



Library



Ready Steady Read



Should Reads



Subscriptions















Young Minds, Free Spirit, Great Future
Silsden Primary School

Young Minds, Free Spirit, Great Future




























Phase 2 Sound Mat

Speed Sounds Mat Phase 2

 Snake	 Apple	 Tower	 Pirate	 Insect
 Nobby's net	 Maisie's mountain	 Dinosaur	 Girl	 Orange
 Caterpillar	 Kangaroo	 Tick tock clock	 Egg	 Umbrella
 Robot	 Horse	 Boot	 Flower	 Leg
 Hiss, hiss!				

Phase 3 Sound Mat

Speed Sounds Mat Phase 3

 Jack-in-a-box	 Vulture	 Worm	 Exercise	 Yak
 Zip	 Queen	 Ch, ch, choo!	 Shhh! Says the horse	 Thankyou! Says the horse
 Thing on a string	 I think I stink	 Snail in the rain	 What can you see?	 Fly high
 Goat in a boat	 Poo at the zoo	 Look at a book	 Start the car	 Shut the door
 Nurse with a purse	 Brown cow	 Spoil the boy	 Hear with your ear	 That's not fair
 Sure it's pure	 Better letter			

Back to main page



Phase 5 Sound Mat

Back to main page

Speed Sounds Mat Phase 5

ay May I play?	ou Shout it out	ie Pie on a tie	ea Cup of tea	oy Toy for a boy
ir Whirl and twirl	ue Blue Sue	aw Yawn at dawn	wh Whisk, whisk	ph Elephant alphabet
ew Chew the stew	oe Joe's toes	au Paul is the author	ey Honey money	a-e Make a cake
e-e Even Steven	i-e Nice smile	o-e Phone home	u-e Huge brute	e He, me, we, she, he
ow Blow the snow	ie Shield in a field	ea Bread on your head	y Angry baby	are Care and share
tch Watch the witch	ore Snooze and snore	ear A bear and a pear	a Amy's apron	a Wasp squad
i Kind child	o Go open!	c Ice city	g Giant giraffe	u Unicorn music

Speed Sounds Mat Phase 5

y Fly in the sky	ch Stomach ache	dge Badger bridge	mb Comb the lamb	gn Naughty gnome
kn Knight with a knife	wr Wrinkly writing	al Calm calf	al Walk and talk	or Working worm
ire Fire, fire	tion Pay attention it's a celebration	tious Scrumptious, delicious		

Year 1 Common Exception Words

the	a	do	to	today	of	said	says	are
were	was	is	his	has	I	you	no	we
she	me	he	be	they	your	go	so	by
my	here	there	where	love	come	some	one	once
ask	friend	school	put	push	pull	full	house	our



Reading Club – Progression Document

Back to Main Page

Year 1	
Develop pleasure in reading, motivation to read, vocabulary and understanding by:	
Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	PA
Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	PA
Being encouraged to link what they read or hear to their own experiences.	PA
Learning to appreciate rhymes and poems, and to recite some by heart.	PA
Participate in discussion about what is read to them, taking turns and listening to what others say.	PA
Recognising and joining in with predictable phrases.	PA
To discuss words meaning and link new meaning to those already known.	V
Draw upon knowledge of vocabulary to understand the text.	V
Checking that the text makes sense to them as they read and correcting inaccurate reading.	V
Discuss favourite words and phrases.	V
Use vocabulary given by a teacher.	V
Begin to make inferences on characters feelings based on what they say, and do.	I
Infer basic points with direct reference to illustrations and words in the text.	I
Discuss the significance of titles and events.	I
Predict what might happen on the basis of what has been read so far – focusing on characters and plot.	P
Verbally make simple predictions based on own life experiences.	P
Contribute ideas and thoughts in discussions – express views about events or characters.	E
Link what they read or hear to their own experiences.	E
Clearly explain understanding of what has been read.	E
Answer a question about what has just happened in the story.	R
Develop knowledge of retrieval through images.	R
Recognise characters, events, titles and information.	R
Retrieve information by finding new words.	R
Recognise differences between fiction and non-fiction texts.	R
Retell familiar stories orally.	S
Sequence pictures based on a story they are familiar with.	S
Begin to discuss how events are linked.	S



Year 5	
Increasing their familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	PA
Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	PA
Participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say and build on their own and others' ideas.	PA
To confidently perform text (including poems learned by heart) using a wide range of devices to engage the audience and/or effect.	PA
Recognising a wider range of different forms of poetry.	PA
Reading a wider range of books that are read to them and those they can read for themselves, taking turns and listening to what others say and build on their own and others' ideas.	PA
Recommending books that they have read to their peers, giving reasonable justifications for their choices.	PA
Checking that the text makes sense – discussing their understanding and begin to explore meaning of words in context (eg metaphors, idioms).	V
Identify how language, structure and presentation contribute to meaning.	V
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (OO).	V
Explore the meaning of words in context, confidently using a dictionary.	V
Use a thesaurus to find synonyms of a wider range of words and investigate alternative word choices.	V
Rewrite passages using alternative word choices.	V
Read around a word and explore its meaning in the broader context of an extract or paragraph.	V
Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence from more complex texts.	I
Provide reasoned justifications for their own views on a range of texts.	I
Infer character feelings, thoughts and motives from justifying inferences with various pieces of evidence.	I
Infer about authors' feelings, words or states – justifying inferences with various pieces of evidence.	I
Begin to draw evidence from more than one place across a text.	I
Use figurative language to infer meaning.	I
Predict what might happen from details stated and implied, providing reasoned justifications for their views alongside relevant information from the text to support their answer.	P
Track predictions to compare and modify them as the text develops.	P
Provide increasingly justified reasons for views and begin to challenge the points of view of others.	E
Identify, discuss and compare themes and conventions in and across a wide range of texts.	E
Provide reasons for authorial choices.	E
Identify how language, structure and presentation contribute to meaning and begin to provide reasoned justification.	E
Distinguish between statements of fact and opinion and provide reasoned justifications for their views.	E
To continue to make links between the books they are reading and other books that have been read and use appropriate terminology to when discussing (eg character, plot, setting).	E
Explain and discuss their understanding of what they have read, including through presentations and debates.	E



Year 5	
Increasing their familiarity with a wide range of books, including fairy stories, myths and legends – retelling them orally.	PA
Listen to and discuss and share opinions on a wide range of fiction, poetry, plays, non-fiction and reference books.	PA
Show understanding of different texts through interpretation, tone, volume and action.	PA
To prepare and perform poems (including poetry learned by heart) and play scripts that show some awareness of the audience when reading aloud using intonation, tone, volume and action.	PA
Recognising some different forms of poetry.	PA
Reading books that are structured in different ways and reading for a range of purposes.	PA
Participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say and begin to build on their own and others' ideas.	PA
Discussing their understanding of texts and begin to explain the meaning of words in context.	V
Identify how language choices help build meaning.	V
Find the meaning of new words using substitution within a sentence.	V
Ask and answer questions of inference relating to characters' feelings, thoughts and motives from their actions.	I
Make inferences about actions or events.	I
Justify inferences by reference to specific points in the text.	I
Predict what might happen from details stated and implied and begin to select relevant information to support answer.	P
Use relevant prior knowledge to make predictions and justify them.	P
Use details from the text to form further predictions.	P
Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books.	E
Begin to identify how language, structure and presentation contribute to meaning of fiction and non-fiction.	E
Identify how language, structure and presentation contribute to meaning of both fiction and non-fiction texts.	E
To continue to make links between the books they are reading and other books that have been read and begin to use appropriate terminology to when discussing (eg character, plot, setting).	E
Use comments pages, headings, sub-headings and indexes to retrieve and record information.	R
Apply the use of sign and scan to retrieve details.	R
Begin to use questions from the text.	S
Identify main ideas drawn from more than one paragraph and begin to summarise these.	S
Begin to distinguish between important and less important information.	S
Give a brief verbal summary of a story.	S
Identify themes from a wide range of books.	S
Make simple notes from one source of writing.	S



Year 2	
Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	PA
Listening to and discuss a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	PA
Being introduced to non-fiction books that are structured in different ways.	PA
Continue to build up a repertoire of poems learned by heart, appreciating those and reciting some, with appropriate intonation to make the meaning clear.	PA
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves – taking turns and listening to what others say.	PA
Discuss and clarify the meanings of words linking new meanings to known vocabulary.	V
Draw on what they already know or on background information and vocabulary provided by the teacher.	V
Recognising simple recurring literary language in stories and poetry.	V
Discuss favourite words and phrases.	V
Check that the text makes sense to them as they read – correcting inaccurate reading.	V
Make inferences on the basis of what is being said and done.	I
Use pictures and words to make inferences.	I
Infer basic points and begin, with support, to pick up on subtle references.	I
Asking and answering questions – modifying answers as the story progresses.	I
Predict what might happen on the basis of what has been read so far – focusing on characters, plot and language.	P
Make predictions using their own knowledge as well as what has happened so far to make logical predictions with some explanation.	P
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those they read independently.	E
Express my own views on reading material.	E
Make links between the book they are reading and other books that have read. (OO)	E
Independently read and answer simple questions about what they have read.	R
Recall significant events and key information from a range of texts.	R
Monitor their reading, checking words that they have decided to ensure they fit within the text they have already read.	R
To retrieve information from a text to enable them to ask and answer questions.	R
Discuss the sequence of events in books and how items of information are related.	S
Retell using a wider variety of story language.	S
Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	S



Year 4	
Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and reading some of these orally.	PA
Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books.	PA
To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience.	PA
Recognising some different forms of poetry.	PA
Reading books that are structured in different ways and reading for a range of purposes.	PA
Participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say and build on their own and others' ideas.	PA
Checking that the text makes sense – discussing their understanding and explain the meaning of words in context.	V
Identify how language, structure and presentation contribute to meaning.	V
Discuss new and unusual vocabulary and clarify the meaning of them.	V
Using dictionaries to check the meaning of words that they have read.	V
Use a thesaurus to find synonyms.	V
Discuss authorial choices of words and phrases that capture the reader's imagination – explaining their effect.	V
Ask and answer simple inference questions based on characters' feeling, thoughts and motives.	I
Infer character feelings, thoughts and motives from stated actions.	I
Consider the skill of justifying by using specific references from the text.	I
Use more than one piece of evidence to justify answers.	I
Predict what might happen from details stated and implied and select relevant information from the text to support their answer.	P
Use relevant prior knowledge to form predictions and justify them.	P
Track predictions and compare them as the text develops.	P
Identify how language, structure and presentation contribute to meaning.	E
To continue to make links between the books they are reading and other books that have been read and use appropriate terminology to when discussing (eg character, plot, setting).	E
Confidently skim and scan texts to retrieve and record information from fiction and non-fiction.	R
Use relevant quotes to support answers to questions.	R
Ask questions to improve their understanding of more complex texts.	R
To retrieve and record information from non-fiction using titles, headings, sub-headings and indexes.	R
Use skills developed in 13 to write a brief summary of main points, identifying key information.	S
Identify main ideas drawn from more than one paragraph and summarise these.	S
Identify themes from a wide range of books and begin to compare.	S
Summarise key paragraphs, chapters or texts.	S
Highlight key information and record it in bullet points, diagrams, maps etc.	S



Year 6	
Increasing their familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, fiction from our literary heritage, books from other cultures and traditions and archival texts.	PA
Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	PA
To learn and perform a wider range of poetry and plays which continually show an awareness of audience when reading and performing using intonation, tone, volume and actions.	PA
Recognising a wider range of different forms of poetry.	PA
Reading a wider range of books that are structured in different ways and reading for a range of purposes.	PA
Recommending books that they have read to their peers, giving detailed justifications for their choices.	PA
Participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say and build on their own and others' ideas.	PA
Checking that the book makes sense to them, discussing their understanding and explore meaning of words in context (eg metaphors, idioms).	V
Identify how language, structure and presentation contribute to meaning.	V
Find, discuss and evaluate how authors' use language, including figurative, contributes to meaning or mood (OO).	V
Evaluate how the authors' use of language impacts upon the reader.	V
Explore the meaning of words in context by 'reading around the word' and independently explore to meaning in the broader context of a section or paragraph.	V
Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions. Providing more than one piece of evidence from across the text.	I
Discuss how characters change and develop through texts by drawing inferences based on indirect clues.	I
Make inferences about events, feelings, states, backing these up with evidence.	I
Provide reasoned justifications for their own views on a range of texts.	I
Predict what might happen from details stated and implied, providing detailed and reasoned justifications for their views alongside relevant information from the text to support their answer.	P
Confirm and modify predictions in light of new information.	P
Identify, discuss and compare themes and conventions in and across a wide range of texts.	E
Provide increasingly justified reasons for views and challenge those of others.	E
Provide reasons for authorial choices.	E
Distinguish between statements of fact, opinion and bias explaining how they know this.	E
Identify how language, structure and presentation contribute to meaning and provide reasoned justification.	E
To compare characters, settings and themes across and within a text and across more than one text.	E
Identifying and discussing themes and conventions in and across a wide range of texts.	E
Explain and discuss their understanding of what they have read, including through presentations and debates.	E
Children confidently discuss and summarise their understanding of what they have read, including through presentations and debates.	E
Participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say and build on their own and others' ideas.	E



Silsden Primary School

Young Minds, Free Spirit, Great Future

Appendix Progression Documents

Year 1		
Develop pleasure in reading, motivation to read, vocabulary and understanding by:		
Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	PA	
Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	PA	
Being encouraged to link what they read or hear read to their own experiences	PA	
Learning to appreciate rhymes and poems, and to recite some be heart	PA	
Participate in discussion about what is read to them, taking turns and listening to what others say	PA	
Recognising and joining in with predictable phrases.	PA	
To discuss words meaning and link new meaning to those already known	V	
Draw upon knowledge of vocabulary to understand the text	V	
Checking that the text makes sense to them as they read and correcting inaccurate reading	V	
Discuss favourite words and phrases	V	
Use vocabulary given by a teacher	V	
Verbally and through	Begin to make inferences on characters feelings based on what they say and do	I
	Infer basic points with direct reference to illustrations and words in the text	I
	Discuss the significance of titles and events	I
Predict what might happen on the basis of what has been read so far – focusing on characters and plot	P	
Verbally make simple predictions based on own life experiences	P	
Contribute ideas and thoughts in discussions - express views about events or characters	E	
Link what they read or hear to their own experiences	E	
Clearly explain understanding of what has been read	E	
Answer a question about what has just happened in the story	R	
Develop knowledge of retrieval through images	R	
Recognise characters, events, titles and information	R	
Retrieve information by finding new words	R	
Recognise differences between fiction and non-fiction texts	R	
Retell familiar stories orally	S	
Sequence pictures based on a story they are familiar with	S	
Begin to discuss how events are linked	S	

Year 1 – Sentence Stems	
Activities to support understanding:	
<ul style="list-style-type: none"> • Model and demonstrate directionality and correct book handling • Relate spoken words to written words in context • Encourage children to act out parts of the story and retell the story in their own words • Transcribe the children’s oral responses into written ones • Jump in – Encourage children to continue the story to the end of the punctuation in a known story • Choral response – Encourage children to read as a group or popcorn ideas to share • MTYT – Allow children to discuss in partners or read together 	
V	What does the word mean in this sentence? Find and copy a word which means Which word in do you think is the most important? Why? Which of the words best describes the character or setting? Which word in this part do you think is the most important? Why do you think they repeat this word in the story?
I	What do you think ___ means? Why do you think that? How do you <u>think</u> ___? When do you <u>think</u> ___? Where do you think ___? How does make you feel? Why did happen?
P	Looking at the cover and the title, what do you think this book is about? Where do you think ___ will go next? What do you think... will say / do next? What do you think this book will be about? Why? How do you think that this will end? Who do you think has done it? What might ___ say about that? Can you draw what might happen next?
E	Is there anything you would change about this story? What do you like about this text? Who is your favourite character? Why? is your favourite character? Why do you think all the main characters are ... in this book? Would you like to live in this setting? Why/why not?
R	Who is/are the main character(s)? When/where is this story set? Which is your favourite/worst/ funniest/scariest part of the story? Is this a fiction or a non-fiction book? How do you know?
S	What happens in the beginning of the story? Can <u>you</u> number these events in the story? How/where does the story start? What happened at the end of the....? Can you retell the story to me in 20 words or less? What happened before that? Can you sequence the key moments in this story?



Appendix Progression Documents

Year 2	
Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	PA
Listening to and discuss a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	PA
Being introduced to non-fiction books that are structures in different ways	PA
Continue to build up a repertoire of poems learned by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	PA
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves - taking turns and listening to what others say	PA
Discuss and clarify the meanings of words linking new meanings to known vocabulary	V
Draw on what they already know or on background information and vocabulary provided by the teacher	V
Recognising simple recurring literary language in stories and poetry.	V
Discuss favourite words and phrases	V
Check that the text makes sense to them as they read – correcting inaccurate reading	V
Making inferences on the basis of what is being said and done	I
Use pictures and words to make inferences	I
Infer basic points and begin, with support, to pick up on subtler references	I
Asking and answering questions – modifying answers as the story progresses	I
Predict what might happen on the basis of what has been read so far - – focusing on characters, plot and language	P
Make predictions using their own knowledge as well as what has happened so far to make logical predictions with some explanation	P
Explain and discuss their understanding of books, poems and other material, both- those that they listen to and those they read independently	E
Express my own views on reading material	E
Make links between the book they are reading and other books that have read (GD)	E
Independently read and answer simple questions about what they have read	R
Recall significant events and key information from a range of texts	R
Monitor their reading, checking words that they have decoded to ensure they fit within the text they have already read	R
To retrieve information from a text to enable them to ask and answer questions.	R
Discuss the sequence of events in books and how items of information are related.	S
Retell using a wider variety of story language	S
Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	S

Year 2 – Sentence Stems	
Activities to support understanding:	
<ul style="list-style-type: none"> Relate spoken words to written words in context Encourage children to retell parts of the story from memory Transcribe the children's oral responses into written ones and model structures for answering question Always ask the children to explain their responses to questions – How do you know? Jump in – Encourage children to continue the story to the end of the punctuation in a known story Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses when needed MTYT – Allow children to discuss in partners or read together Ask children to become Reading Detectives and search for clues within texts Model reading strategies – re-reading for clarity and understanding 	
V	Can you find a noun/adjective/verb that tells/shows you that...? Why do you think that the author used the word... to describe...? Which other word on this page means the same as...? Find an adjective in the text which describes... Which word do you think is most important in this section? Why? Which word best describes...?
I	What do you think... means? Why do you think that? Why / How / When / Where do you think...? How has the author made us think that...?
P	Where do you think.... will go next? What do you think... will say/do next? What do you think this book will be about? Why? How do you think that this will end? What makes you say that? Who do you think has done it? What might.... say about that? How does the choice of character affect what will happen next?
E	What is similar/different about two characters? Explain why... did <u>that</u> . Is this as good as...? Which is better and why? Does the picture help us? How? What would you do if you were...? Would you like to live in this setting? Why? Is there anything you would change about this story? Do you agree with the author's...? Why?
R	Who is/are the main character(s)? When/where is this story set? How do you know? Which is your favourite/worst/funniest/ scariest part of the story? Why? Tell me three facts you have learned from the text. Find the part where... What type of text is this? What happened to ... in the end of the story?
S	What happens in the story's opening? How/where does the story start? What happened at the end of the...? • What is the dilemma in this story? How is it resolved? Can you retell the story to me in 20 words or less? Can you summarise in 3 sentences the beginning, middle and end of this story?



Appendix Progression Documents

Year 3	
Increasing their familiarity with a wide range of books, including fairy stories, myths and legends - retelling them orally.	PA
Listen to, discuss and share opinions on a wide range of fiction, poetry, plays, non-fiction and reference books	PA
Show understanding of different texts through intonation, tone, volume and action	PA
To prepare and perform poems (including poetry learned by heart) and play scripts that show some awareness of the audience when reading aloud using intonation, tone, volume and action.	PA
Recognising some different forms of poetry	PA
Reading books that are structured in different ways and reading for a range of purposes	PA
Participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say and begin to build on their own and others' ideas	PA
Discussing their understanding of texts and begin to explain the meaning of words in context.	V
Begin to use dictionaries to check the meaning of words that they have read	V
Discuss words and phrases that capture the reader's imagination	V
Identify how language choices help build meaning	V
Find the meaning of new words using substitution within a sentence	V
Ask and answer questions of inference relating to characters' feelings, thoughts and motives from their actions	I
Make inferences about actions or events	I
Justify inferences by references a specific point in the text	I
Predict what might happen from details stated and implied and begin to select relevant information to support answer	P
Use relevant prior knowledge to make predictions and justify them	P
Use details from the text to form further predictions	P
Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books	E
Begin to identify how language, structure and presentation contribute to meaning of fiction and non-fiction	E
Identify how language, structure and presentation contribute to meaning of both fiction and non-fiction texts	E
To continue to make links between the book they are reading and other books that have read and begin to use appropriate terminology to when discussing (eg character, plot, setting)	E
To retrieve information <u>from</u> a range of texts (eg fiction, non-fiction and poetry)	R
Use contents pages, headings, subheadings and indexes to retrieve and record information	R
Apply the skill of 'skin and scan' to retrieve details	R
Begin to use quotations from the text	R
Identify main ideas drawn from more than one paragraph and begin to summarise these	S
Begin to distinguish between important and less important information	S
Give a brief verbal summary of a story	S
Identify themes from a wide range of books	S
Make simple notes from one source of writing	S

Year 3 - Sentence Stems	
Activities to support understanding:	
<ul style="list-style-type: none"> Transcribe the children's oral responses into written ones and model structures for answering question Always ask the children to explain their responses to questions – How do you know? Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings Relate the text type back to the writing the children have completed Model how to construct a summary of a text Jump in – Encourage children to continue the story to the end of the punctuation in a known story Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response MTYT – Allow children to discuss in partners or read together Ask children to become Reading Detectives and search for clues within texts Model reading strategies – re-reading for clarity and understanding 	
V	What does this word/phrase/sentence tell you about the character/setting/mood? Can you find this word in the dictionary? By writing in this way, what effect has the author created? What other words/phrases could the author have used here? How has the author made you feel by writing...? Which word tells you that...? Find and highlight the word that is closest in meaning to...?
I	What do you think.... means? Why / How / What do you think...? Can you explain <u>why</u> ...? What do these words mean and why do you think that the author chose them? Find and copy a group of words which show...? How does the description of ... show that they are...? Who is telling the story? Why has the character done this at this time?
P	Can you think of another story with a similar theme? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? What happened before this and what do you think will happen after? Do you think the setting will have an impact on plot moving forward?
E	What is similar/different about two characters? Explain why... did that. Describe different characters' reactions to the same event. Is this as good as...? Which is better and why? Why do you think they chose to order the text in this way? What is the purpose of this text and who do you think it was written for? What is the author's viewpoint? How do you know? How are these two sections in the text linked?
R	Who are the characters in this text? When / where is this story set? How do you know? Which part of the story best describes the setting? What do you think is happening here? What might this mean? How might I find the information quickly? What can I use to help me navigate this book? How would you describe the story? Whose perspective is the story told from?
S	What is the main point in this paragraph? Sum up what has happened so far in X words or less. Which is the most important point in these paragraphs? Do any sections/paragraphs deal with the same themes? Have you noticed any similarities between this text and any others you have read? What do I need to jot down to remember what I have read?



Appendix Progression Documents

Year 4	
Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	PA
Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books	PA
To prepare and perform poems and playscripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience	PA
Recognising some different forms of poetry	PA
Reading books that are structured in different ways and reading for a range of purposes	PA
Participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say and build on their own and others' ideas	PA
Checking that the text makes sense - discussing their understanding and explain the meaning of words in context.	V
Identify how language, structure and presentation contribute to meaning.	V
Discuss new and unusual vocabulary and clarify the meaning of them	V
Using dictionaries to check the meaning of words that they have read	V
Use a thesaurus to find synonyms	V
Discuss authorial choices of words and phrases that capture the reader's imagination – explaining their effect	V
Ask and answer simple inference questions based on characters' feeling, thoughts and motives	I
Infer character feelings, thoughts and motives from stated actions	I
Consolidate the skill of justifying by using specific references from the text	I
Use more than one piece of evidence to justify answers	I
Predict what might happen from details stated and implied and select relevant information from the text to support their answer	P
Use relevant prior knowledge to form predictions and justify them	P
Track predictions and compare them as the text develops	P
Identify how language, structure and presentation contribute to meaning	E
To continue to make links between the book they are reading and other books that have read and use appropriate terminology to when discussing (eg, character, plot, setting)	E
Confidently skim and scan texts to retrieve and record information from fictions and non-fiction	R
Use relevant quotes to support answers to questions	R
Asking questions to improve their understanding of more complex texts	R
To retrieve and record information from non-fiction using titles, headings, sub-headings and indexes.	R
Use skills developed in Y3 to write a brief summary of main points, identifying key information	S
Identify main ideas drawn from more than one paragraph and summarise these.	S
Identify themes from a wide range of books and begin to compare	S
Summarise which paragraphs, chapters or texts	S
Highlight key information and record it in bullet points, diagrams, maps etc	S

Year 4 – Sentence Stems	
Activities to support understanding:	
<ul style="list-style-type: none"> Transcribe the children's oral responses into written ones and model structures for answering question Always ask the children to justify their responses to questions – How do you know? Create comparison grids for different fiction and non-fiction texts Create semantic grids of texts to help to categorise key information Write information gained from the text into a different context Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text Relate the text type back to the writing the children have completed Model how to construct a summary of a text Jump in – Encourage children to continue the story to the end of the punctuation in a known story Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response MTYT – Allow children to discuss in partners or read together Ask children to become Reading Detectives and search for clues within texts Model reading strategies – re-reading for clarity and understanding 	
V	<p>Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? What other words/phrases could the author have used here? Why? How has the author...? Which word is closest in meaning to...?</p>
I	<p>What do you think.... means? Why do you think that? Could it be anything else? I think.... do you agree? Why / why not? How do you <u>think</u>...? Can you explain <u>why</u>...? Can you explain why based on two different pieces of evidence? What do these words mean and why do you think that the author chose them? Find and copy a group of words which show that... What impression of ...do you get from this paragraph?</p>
P	<p>Can you think of another text with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? What does this paragraph suggest what will happen next? Do you think ... will happen? Explain your answers with evidence from the text.</p>
E	<p>What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Is this as good as...? Which is better and why? What can you tell me about how this text is organised? Why is the text arranged in this way? What is the purpose of this text and who is the audience? How does the author engage the reader here? Which section was the most ...? Why?</p>
R	<p>Find the... in this text. Is it anywhere else? When/where is this story set? How do you know? Find the part of the story that best describes the setting. What do you think is happening here? Why? What might this mean? Whose perspective is the story told by and how do you know? How can you use the subheading to help you here?</p>
S	<p>What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in X words/seconds or less. Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes? How might I record this to ensure the best possible outcome?</p>



Appendix Progression Documents

Year 5	
Increasing their familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	PA
Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	PA
Participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say and build on their own and others' ideas	PA
To confidently perform text (including poems learned by heart) using a wide range of devices to engage the audience and for effect.	PA
Recognising a wider range different forms of poetry	PA
Reading a wider range of books that are structures in different ways and reading for a range of purposes.	PA
Recommending books that they have read to their peers, giving reasonable justifications for their choices.	PA
Checking that the book makes sense, discussing their understanding and begin to explore meaning of words in context eg metaphors, idioms	V
Identify how language, structure and presentation contribute to meaning	V
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (GD)	V
Explore the meaning of words in context, confidently using a dictionary	V
Use a thesaurus to find synonyms of a wider range of words and investigate alternative word choices	V
Rewrite passages using alternative word choices	V
Read around a word and explore its meaning in the broader context of an extract or paragraph	V
Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence from more complex texts	I
Provide reasoned justifications for their own views on a range of texts	I
Infer character feelings, thoughts and motives from actions- justifying inferences with various pieces of evidence	I
Infer about actions, feelings, events or states – justifying inferences with various pieces of evidence	I
Begin to draw evidence from more than one place across a text	I
Use figurative language to infer meaning	I
Predict what might happen from details stated and implied, providing reasoned justifications for their views alongside relevant information from the text to support their answer	P
Track predictions to compare and modify them as the text develops	P
Provide increasingly justified reasons for views and begin to challenge the points of view of others	E
Identify, discuss and compare themes and conventions in and across a wide range of texts.	E
Provide reasons for authorial choices	E
Identify how language, structure and presentation contribute to meaning and begin to provide reasoned justification	E
Distinguish between statements of fact and opinion and provide reasoned justifications for their views	E
To continue to make links between the book they are reading and other books that have read and use appropriate terminology to when discussing (eg character, plot, setting)	E
Explain and discuss their understanding of what they have read, including through presentations and debates.	E

Year 5 - Sentence Stems	
Activities to support understanding:	
<ul style="list-style-type: none"> Transcribe the children's oral responses into written ones and model structures for answering question. Ensure that a full answer is modelled to the children (3 marks Qs) Always ask the children to justify their responses to questions – How do you know? Ask children to keep a running response in their reading journal. Create comparison grids for different fiction and non-fiction texts Create semantic grids of texts to help to categorise key information Write information gained from the text into a different context Change part of the text from fiction to non-fiction and vice-versa. Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text Relate the text type back to the writing the children have completed Model how to construct a summary of a text Jump in – Encourage children to continue the story to the end of the punctuation in a known story Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response MTYT – Allow children to discuss in partners or read together Ask children to become Reading Detectives and search for clues within text Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc. 	
V	Can you quickly find...in the dictionary and thesaurus? What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why? Find and highlight the word which is closest in meaning to ... Find a word which demonstrates... Can you rewrite this in the style of the author using your own words? How have simile and metaphor been used here to enhance the text?
I	What do you think... means? Why do you think that? Could it be anything else? I think...; do you agree? Why/why not? Why do you think the author? decided to...? Can you explain why...? Can you give me evidence from somewhere else in the text? What do these words mean and why do you think that the author chose them? How does the author make you feel? What impression do you get from these paragraphs?
P	Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story?
E	What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Does this story have a moral? Which is better and why? How is the text organised and what impact does this have on you as a reader? Why has the text been written this way? How can you tell whether it is fact and opinion? How is this text similar to the writing we have been doing? How does the author engage the audience?
R	Find the... in this text. Is it anywhere else? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting. What do you think is happening here? Why? Who is telling this story? Can you skim/scan quickly to find the answer?
S	What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in... words/seconds or less. Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes? Can you find a text with a similar theme?



Appendix Progression Documents



Year 6	
Increasing their familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, fiction from our literary heritage, books from other cultures and traditions and archaic texts	PA
Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and references books or textbooks.	PA
To learn and perform a wider range of poetry and plays which continually show an awareness of audience when reading out loud using intonation, tone, volume and actions.	PA
Recognising a wider range different forms of poetry	PA
Reading a wider range of books that are structured in different ways and reading for a range of purposes.	PA
Recommending books that they have read to their peers, giving detailed justifications for their choices.	PA
Participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say and build on their own and others' ideas	PA
Checking that the book makes sense to them, discussing their understanding and explore meaning of words in context eg metaphors, idioms	V
Identify how language, structure and presentation contribute to meaning	V
Find, discuss and evaluate how authors' use language, including figurative, contributes to meaning or mood (GD)	V
Evaluate how the authors' use of language impacts upon the reader	V
Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph	V
Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions. Providing more than one piece of evidence from across the text	I
Discuss how characters change and develop through texts by drawing inferences based on indirect clues	I
Make inference about events, feelings, states, backing these up with evidence	I
Provide reasoned justifications for their own views on a range of texts	I
Predict what might happen from details stated and implied, providing detailed and reasoned justifications for their views alongside relevant information from the text to support their answer	P
Confirm and modify predictions in light of new information	P
Identify, discuss and compare themes and conventions in and across a wide range of texts.	E
Provide increasingly justified reasons for views and challenge those of others	E
Provide reasons for authorial choices	E
Distinguish between statements of fact, opinion and bias explaining how they know this	E
Identify how language, structure and presentation contribute to meaning and provide reasoned justification	E
To compare characters, settings and themes across and within a text and across more than one text.	E
Identifying and discussing themes and conventions in and across a wide range of writing.	E
Explain and discuss their understanding of what they have read, including through formal presentations and debates.	E
Children confidently skim and scan and also use the skill of reading before and after to retrieve information (evidence from chapters)	R
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.	R

Year 6 – Sentence Stems	
Activities to support understanding:	
<ul style="list-style-type: none"> Transcribe the children's oral responses into written ones and model structures for answering question. Ensure that a full answer is modelled to the children (3 marks Qs) Always ask the children to justify their responses to questions – How do you know? Ask children to keep a running response in their reading journal. Summarise each of the main characters and return and add to these as reading progresses. Create comparison grids for different fiction and non-fiction texts Create semantic grids of texts to help to categorise key information Write information gained from the text into a different context Change part of the text from fiction to non-fiction and vice-versa. Fully develop skimming and scanning techniques – fastest finger first – to find particular parts of the text Relate the text type back to the writing the children have completed Model how to construct a summary of a paragraph, text, story. Jump in – Encourage children to continue the story to the end of the punctuation in a known story Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response MTYT – Allow children to discuss in partners or read together Ask children to become Reading Detectives and search for clues within text Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc. 	
V	What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? Can you find examples of simile, metaphor, hyperbole or personification in the text? Why has the text been organised in this way? Would you have done it differently? What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?
I	What do you think... means? Why do you think that? Could it be anything else? I think...; do you agree? Why/why not? Why do you think the author decided to...? Can you explain why...? What do these words mean and why do you think that the author chose them? How do other people's descriptions of ...show that...? Where else in the text can we find the answer to this question?
P	Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story?
E	What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Does this story have a moral? Which is better and why? Can you identify where the author has shown bias towards a particular character? Is it fact or is it opinion? How do you know? How does the author make you feel at this point in the story? Why did they do that? Can you explain it in a different way?
R	Find the... in this text. Is it anywhere else? Can you skim the next... and find me the answer to...? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting. What do you think is happening here? Why? Who is telling this story? What genre is...? Can you look at these other texts and find me what is similar and what is different?
S	What is the main point of the text? Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? Sum up what has happened so far in... words/seconds or less. Can you read the text and summarise what has happened? Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes?

