**Reading Objectives – Progression - Skills and Depth MTP**

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|  | Foundation Stage | Year 1 and Year 2 | | Year 3 and Year 4 | | Year 5 and Year 6 | |
| **Thinking Skills** |  | I'm thinking...  I'm noticing...  I'm wondering...  I'm seeing...  I'm feeling... | My guess is...  Maybe...  Perhaps...  I'm remembering...  That reminds me of... | I wonder...  What if...  Why...  I’m picturing...  I can imagine... | What’s important here...  What matters to me...  Now I understand why...  I’m changing my mind about... | I can feel/see/smell/  taste/touch/  hear  My mental images include... | One thing that we should notice...  I want to remember...  It’s interesting that...  I used to think\_\_\_\_but now I think...  My new thinking is...  I’m beginning to think... |
| **Retrieval** | They demonstrate understanding when talking with others about what they have read. | Children verbally explain their understanding of what is being read to them by answering simple questions about what has just happened.  **Children can retell the main events from their home reading book.** | Children explain their understanding of what they have just read by answering simple questions about what has just happened.  **Children can retell the main events from their home reading book.** | Children are taught and begin to use skimming and scanning to retrieve and record details from fiction and non fiction, using some quotations.  This skill will be developed across all areas of the curriculum. | Children use skimming and scanning to retrieve and record details from fiction and non fiction, using relevant quotations to support responses | Children use skimming and scanning and reading before and after to retrieve and record information using evidence from a larger part of the text. | Children use skimming and scanning and reading before and after to retrieve and record information using evidence from across the text. |
| **Prediction** |  | Children use own  knowledge, as  well as what has  happened so far  in a story, to make  sensible  predictions about  what could  happen next and  begin to explain  them verbally and  through pictures. | Children use own  knowledge, as  well as what has  happened so far in  a story, to make  sensible  predictions about  what could  happen next and  give explanations  of them. | Children use  relevant prior  knowledge to  form predictions  and justify them.  Children are  taught the skill of  using as details  from the text to  form further  predictions. | Children use  relevant prior  knowledge, as  well as details  from the text to  form predictions  and justify them.  Children monitor  predictions, and  compare them  with the text as  they read on. | Predictions are  supported by  relevant evidence  drawn from the  text. Children  confirm and  modify  predictions as  they read on. | Predictions are  supported by  relevant evidence  drawn from across  the text. Children  confirm and  modify  predictions in light  of new  information. |
| **Inference** |  | Children make  inferences about a  characters’  feelings using  what they say and  do to infer more  obvious points  with direct  references to  pictures and  words in the text. | Children make  inferences about a  characters’  feelings using  what they say and  do to infer more  obvious points  and begin to pick  up on some more  subtle references. | Children infer  characters’  feelings, thoughts  and motives from  their stated  actions, beginning  to justify them  with some  reference to a  specific point in  the text. | Children infer  characters’  feelings, thoughts  and motives from  their stated  actions,  consolidating the  skill of justifying  them with some  reference to a  specific point in  the text. | Children infer  characters’  feelings, thoughts  and motives,  giving one or two  pieces of evidence  to support each  point made,  beginning to draw  evidence from  different places  across the text. | Children infer  characters’  feelings, thoughts  and motives,  giving more than  one piece of  evidence to  support each  point made,  drawing evidence  from different  places across the  text. |
| **Questioning** |  | Children generate  literal recall  questions of their  own to match the  text they are  reading, before,  during and after  reading. Children  use their own  question words  and ask questions  which can be  answered using  the text. | Children generate  literal recall  questions of their  own which go  with the text they  are reading,  before, during and  after reading.  Children use their  own question  words and begin  to be able to  change their  questions as they  progress through  the text. | Children generate  a variety of  questions,  including retrieval  and inferential  questions to help  them understand  a text further. | Children generate  a variety of  questions,  including retrieval,  inferential and  questions about  the deeper  meaning or  themes of a text  to help them  understand  further. | Children actively  generate a variety  questions to focus  the reading and  adjust questions  in light of  evidence from the  text. Adults model  the use of critical  thinking questions  that take the  discussion deeper  and beyond the  text, which the  children begin to  use. | Children actively  generate a variety  questions to focus  the reading and  adjust questions  in light of  evidence from the  text. They ask  their own critical  thinking questions  that take the  discussion deeper  and beyond the  text. |
| **Summarising** |  | Children retell and  sequence main  events from texts  and discuss how  the events are  related, focussing  on the main  content of the  text. | Children retell and  sequence events  from texts and  discuss how the  events are related  and how they  shape the story,  focussing on the  main content of  the text. | Children begin to  distinguish  between  important and  unimportant  information in a  text and  synthesise the key  points to give a  brief verbal  summary.  Teachers model  how to record for  children to begin. | Children  distinguish  between  important and  unimportant  information in a  text and  synthesise the key  points to give a  brief written  summary. | Children  summarise  information from  across a text and  make connections  by analysing,  evaluating, and  synthesising ideas  within a text. | Children  summarise  information from  across a text and  make connections  by analysing,  evaluating, and  synthesising ideas  within and  between texts. |
| **Clarifying (Understanding Vocabulary)** |  | Children discuss  new word  meanings and link  them to words  that they already  know. They use  the pictures to  support them to  do this.. | Children discuss  new word  meanings and link  them to words  that they already  know, including  root words. | Children begin to  find the meaning  of new words by  using the context  of the sentence it  is in to help them.  They also use the  skills of looking at  the picture,  finding root words  and breaking  words down. | Children find the  meaning of new  words by using  the context of the  sentence it is in to  help them. They  also use the skill  of linking words to  other words that  they know. | Children read  around the word  and are taught to  explore its  broader meaning  within a section or  paragraph. | Children read  around the word  and  independently  explore its  broader meaning  within a section or  paragraph. |
| **Depth**  **Teach – Practice - Repeat** |  | We aim to achieve a depth of learning by teaching, practicing and repeating those skills related to retrieving and recording information to back up their opinions. Children are given opportunities to experience a range of texts and pupils’ are encouraged to demonstrate their knowledge through cross-curricular application.  SMSC  Spiritual   * ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values * willingness to reflect on their experiences   Life Skills/Relevance for our pupils   * Ability to read and understand ensuring that they reach their potential in their daily life beyond our academy | | | | | |