**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/hearMy 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 ownknowledge, aswell as what hashappened so farin a story, to makesensiblepredictions aboutwhat couldhappen next andbegin to explainthem verbally andthrough pictures. | Children use ownknowledge, aswell as what hashappened so far ina story, to makesensiblepredictions aboutwhat couldhappen next andgive explanationsof them. | Children userelevant priorknowledge toform predictionsand justify them.Children aretaught the skill ofusing as detailsfrom the text toform furtherpredictions. | Children userelevant priorknowledge, aswell as detailsfrom the text toform predictionsand justify them.Children monitorpredictions, andcompare themwith the text asthey read on. | Predictions aresupported byrelevant evidencedrawn from thetext. Childrenconfirm andmodifypredictions asthey read on. | Predictions aresupported byrelevant evidencedrawn from acrossthe text. Childrenconfirm andmodifypredictions in lightof newinformation. |
| **Inference**  |  | Children makeinferences about acharacters’feelings usingwhat they say anddo to infer moreobvious pointswith directreferences topictures andwords in the text. | Children makeinferences about acharacters’feelings usingwhat they say anddo to infer moreobvious pointsand begin to pickup on some moresubtle references. | Children infercharacters’feelings, thoughtsand motives fromtheir statedactions, beginningto justify themwith somereference to aspecific point inthe text. | Children infercharacters’feelings, thoughtsand motives fromtheir statedactions,consolidating theskill of justifyingthem with somereference to aspecific point inthe text. | Children infercharacters’feelings, thoughtsand motives,giving one or twopieces of evidenceto support eachpoint made,beginning to drawevidence fromdifferent placesacross the text. | Children infercharacters’feelings, thoughtsand motives,giving more thanone piece ofevidence tosupport eachpoint made,drawing evidencefrom differentplaces across thetext. |
| **Questioning**  |  | Children generateliteral recallquestions of theirown to match thetext they arereading, before,during and afterreading. Childrenuse their ownquestion wordsand ask questionswhich can beanswered usingthe text. | Children generateliteral recallquestions of theirown which gowith the text theyare reading,before, during andafter reading.Children use theirown questionwords and beginto be able tochange theirquestions as theyprogress throughthe text. | Children generatea variety ofquestions,including retrievaland inferentialquestions to helpthem understanda text further. | Children generatea variety ofquestions,including retrieval,inferential andquestions aboutthe deepermeaning orthemes of a textto help themunderstandfurther. | Children activelygenerate a varietyquestions to focusthe reading andadjust questionsin light ofevidence from thetext. Adults modelthe use of criticalthinking questionsthat take thediscussion deeperand beyond thetext, which thechildren begin touse. | Children activelygenerate a varietyquestions to focusthe reading andadjust questionsin light ofevidence from thetext. They asktheir own criticalthinking questionsthat take thediscussion deeperand beyond thetext. |
| **Summarising**  |  | Children retell andsequence mainevents from textsand discuss howthe events arerelated, focussingon the maincontent of thetext. | Children retell andsequence eventsfrom texts anddiscuss how theevents are relatedand how theyshape the story,focussing on themain content ofthe text. | Children begin todistinguishbetweenimportant andunimportantinformation in atext andsynthesise the keypoints to give abrief verbalsummary.Teachers modelhow to record forchildren to begin. | Childrendistinguishbetweenimportant andunimportantinformation in atext andsynthesise the keypoints to give abrief writtensummary. | Childrensummariseinformation fromacross a text andmake connectionsby analysing,evaluating, andsynthesising ideaswithin a text. | Childrensummariseinformation fromacross a text andmake connectionsby analysing,evaluating, andsynthesising ideaswithin andbetween texts. |
| **Clarifying (Understanding Vocabulary)** |  | Children discussnew wordmeanings and linkthem to wordsthat they alreadyknow. They usethe pictures tosupport them todo this.. | Children discussnew wordmeanings and linkthem to wordsthat they alreadyknow, includingroot words. | Children begin tofind the meaningof new words byusing the contextof the sentence itis in to help them.They also use theskills of looking atthe picture,finding root wordsand breakingwords down. | Children find themeaning of newwords by usingthe context of thesentence it is in tohelp them. Theyalso use the skillof linking words toother words thatthey know. | Children readaround the wordand are taught toexplore itsbroader meaningwithin a section orparagraph. | Children readaround the wordandindependentlyexplore itsbroader meaningwithin a section orparagraph. |
| **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. SMSCSpiritual * 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
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