

# Key Skills Progression in Reading: Comprehension<sup>1</sup>

Foundation Stage	Y1	Y2	3	4	5	6		
	<b>Develop pleasure in reading, motivation to read, and understanding by:</b>		<b>Develop positive attitudes to reading and understanding of what they read by:</b>		<b>Maintain positive attitudes to reading and understanding of what they have read by:</b>			
<i>A new fiction or non-fiction book forms the core of each week's learning in FS. It will be read several times and the children will engage in many activities based around themes in the books.</i>	<p><b>Listening to &amp; discussing a wide range of poems, stories &amp; non-fiction at a level beyond that at which they can read independently</b></p> <ul style="list-style-type: none"> <li>Class teacher/TA reads to the children introducing new authors/books</li> <li>Stories read and discussed in assemblies</li> <li>RWI lessons</li> </ul> <p><b>Key Texts include:</b> Nursery rhymes, <i>We're going on a bear hunt</i>, <i>Stories: Oliver Moon</i>, <i>Traditional stories</i>, <i>The enormous Crocodile (Dahl)</i></p>	<p><b>Listening to, discussing and expressing views about a wide range of contemporary &amp; classic poetry, stories &amp; non-fiction at a level beyond that at which they can read independently.</b></p> <ul style="list-style-type: none"> <li>Class teacher/TA reads to the children</li> </ul> <p><b>Key texts include:</b> <i>Poems by Walter de la Mare</i>, <i>Michael Rosen</i>, <i>Alan Ahlberg</i>, <i>Julia Donaldson</i>  <i>Stories: Flat Stanley</i>, <i>James and the Giant Peach</i>, <i>Super Loud Sam</i>  <i>Non-fiction texts related to topics</i>  <i>Anthony Browne (Willy stories)</i></p>	<p><b>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</b></p> <ul style="list-style-type: none"> <li>Class teacher reads to the class to enhance topic learning</li> </ul> <p><b>Key texts used</b></p>	<p><i>Friend and Foe</i>; <i>Stone Age Boy</i>; <i>The Twits</i>; <i>Into the Forest</i>  <i>Class English texts: Cliffhanger</i>; <i>Dinosaur Cove</i>, <i>Ice Palace</i>, <i>Variak Paw</i></p>	<p><i>„Carrie' War</i>, <i>Alone on a wide sea</i>; <i>Butterfly Lion</i>, <i>Indian Tales</i>; <i>Wombat goes Walkabout</i>; <i>Stoneage Boy</i>; <i>Stories from other cultures</i>  <i>Class English Texts: Zahra</i>; <i>The catch</i>; <i>the dream giver (Literacy shed)</i>, <i>The Lion</i>, <i>the Witch and the Wardrobe</i>, <i>Journey to Jo'burg</i></p>	<p><b>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction and reference books or textbooks.</b></p> <ul style="list-style-type: none"> <li>Whole class reading lessons</li> </ul> <p><b>Key Texts used:</b></p>	<p><i>The Boy in the Girl's Bathroom</i>  <i>Goodnight Mr Tom</i></p>	<p><i>Kensuke's Kingdom</i>  <i>Skellig</i>  <i>The Jabberwocky</i>  <i>The Spiderwick Chronicles</i></p>
	<p><b>Being encouraged to link what they read or hear to their own experiences</b></p> <ul style="list-style-type: none"> <li>Range of books read by children to to include many with familiar setting</li> <li>Non-fiction related to topic. E.g <i>Home sweet home</i> and <i>Marvellous Me</i>.</li> </ul>							
		<p><b>Discussing the sequence of events in books and how item of information are related</b></p> <ul style="list-style-type: none"> <li>Story maps drawn and adapted</li> <li>Key events to cut up and order</li> <li>Guided reading activities in non-fiction texts</li> </ul>	<p><b>Reading books that are structured in different ways and reading for a range of purposes.</b></p>	<p><b>Reading books that are structured in different ways and reading for a range of purposes.</b></p> <ul style="list-style-type: none"> <li>English lessons</li> <li>Guided Reading</li> </ul>				
			<ul style="list-style-type: none"> <li>Narrative from different view points</li> <li>Into the Forest</li> </ul>					
			<b>Using dictionaries to check the meaning of words that they have read. Mainly in Y4</b>					
	<p><b>Becoming very familiar with Key stories, fairy stories &amp; traditional tales, retelling them &amp; considering their particular characteristics</b></p> <p><b>Key texts for English units...</b></p> <ul style="list-style-type: none"> <li><i>Handa's surprise</i></li> <li><i>Hungry caterpillar</i></li> <li><i>Jack and the Beanstalk</i></li> <li><i>The Day the crayons quit</i></li> <li><i>Mr Wolves pancakes</i></li> <li><i>Goldilocks</i></li> <li><i>Little Red Hen</i></li> <li><i>Gingerbread Man</i></li> </ul>	<p><b>Becoming increasingly familiar with &amp; retelling a wider range of stories, fairy stories and traditional tales.</b></p> <ul style="list-style-type: none"> <li>RWI grey books...<i>The Princess and the Frog</i></li> <li><i>The Emperor's New clothes</i></li> </ul> <p><i>Pie Corbett style retelling: 3 pigs, 3 billy goats gruff; the magic paintbrush</i></p>	<p><b>Increasing their familiarity with a wide range of books, including fairy stories, myths, legends and retelling of some of these orally.</b></p>	<p><b>Increasing their familiarity with a wide range of books, including myths, legends &amp; traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</b></p> <ul style="list-style-type: none"> <li>English lessons</li> <li>Guided Reading</li> </ul>				
				<p><i>Creation myths from other cultures</i></p>				
					<b>Recommending books that they have read to their peers, giving reasons for their choices.</b> <i>Creating book reviews and recommendations</i>			
	<p><b>Recognising and joining in with predictable phrases</b></p> <ul style="list-style-type: none"> <li><i>Jack and the Beanstalk – fe, fi, fo, fum</i></li> <li><i>GB man – Run, run as fast as you can</i></li> </ul>	<p><b>Recognising simple recurring literacy language in stories and poems</b></p> <ul style="list-style-type: none"> <li>Poems with repetition –</li> <li>Texts based on traditional stories – <i>3 little wolves</i></li> </ul>						

		<p><b>Discussing their favourite words and phrases</b></p> <ul style="list-style-type: none"> <li>Guided Reading groups and whole class reading lessons</li> <li>Texts such as <i>Dogger</i>, <i>Desperate for a dog</i>, <i>James and the Giant Peach</i></li> </ul>	<p><b>Discussing words &amp; phrases that capture the reader's interest and imagination</b></p> <table border="1"> <tr> <td><i>Descriptive language Ice Palace</i></td> <td><i>Descriptive language LWW Dialect Journey to Jo'burg</i></td> </tr> </table>	<i>Descriptive language Ice Palace</i>	<i>Descriptive language LWW Dialect Journey to Jo'burg</i>	
<i>Descriptive language Ice Palace</i>	<i>Descriptive language LWW Dialect Journey to Jo'burg</i>					
			<p><b>Identifying themes and conventions in a wider range of books</b></p> <ul style="list-style-type: none"> <li>Guided reading and whole class reading</li> </ul> <table border="1"> <tr> <td><i>Letters and diaries - Cliffhanger</i></td> <td><i>Fantasy stories/links with fairy tales; identifying morals/creation theme in stories from other cultures</i></td> </tr> </table>	<i>Letters and diaries - Cliffhanger</i>	<i>Fantasy stories/links with fairy tales; identifying morals/creation theme in stories from other cultures</i>	<p><b>Identifying &amp; discussing themes &amp; conventions in and across a wide range of writing.</b></p> <ul style="list-style-type: none"> <li>Guided reading groups and whole class reading</li> </ul>
<i>Letters and diaries - Cliffhanger</i>	<i>Fantasy stories/links with fairy tales; identifying morals/creation theme in stories from other cultures</i>					
				<b>Making comparisons within &amp; across books.</b>		
			<p><b>Recognising some different forms of poetry (e.g. free verse, narrative poetry)</b></p> <p><i>Grace Nichols John Agard Christina Rossetti</i></p>			
<p><b>Learning to appreciate rhymes and poems, and to recite some by heart.</b></p> <p><i>English lessons</i></p> <ul style="list-style-type: none"> <li><i>Michael Rosen – We're going on a bear hunt</i></li> </ul>	<p><b>Continue to build up a repertoire of poems learnt by heart, appreciating these &amp; reciting some, with appropriate intonation to make the meaning clear.</b></p> <ul style="list-style-type: none"> <li><i>Alan Ahlberg – Please Mrs Butler</i></li> <li><i>Michael Rosen – Messing About</i></li> <li><i>Spike Milligan – On the Ning, Nang Nong</i></li> <li><i>Julia Donaldson - collection</i></li> </ul>	<p><b>Preparing poems and play scripts to read aloud and perform, showing understanding through intonation tone, volume and actions</b></p> <table border="1"> <tr> <td><i>Memorise Chocolate by Michael Rosen</i></td> <td><i>Performance poems</i></td> </tr> </table>	<i>Memorise Chocolate by Michael Rosen</i>	<i>Performance poems</i>	<p><b>Learning a wide 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.</b></p> <p><i>Various</i></p>	
<i>Memorise Chocolate by Michael Rosen</i>	<i>Performance poems</i>					
<p><b>Discussing word meanings, linking new meanings to those already known.</b></p> <ul style="list-style-type: none"> <li><i>RWI lessons</i></li> <li><i>Whole class lessons</i></li> </ul>	<p><b>Discussing &amp; clarifying the meanings of words, linking new meanings to known vocabulary</b></p> <ul style="list-style-type: none"> <li><i>Whole class and guided reading – fiction and non-fiction</i></li> </ul>					