



Overview of Progression of reading skills at Queen's Park Primary School

(linked to the appropriate Content Domains)

Over the academic year, the skills below that are the focus for a specific year group are revisited time and time again using a more demanding text.



Content Domain symbols are used to support the teaching and learning of reading. These symbols are used when adults model answers and when children respond. They are used in the English curriculum

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lilac, Red, Green	Purple, Pink, Orange, Yellow	Blue, Grey (Off RWI programme) White	Lime, Brown	Grey	Sapphire	Magenta, free read
EXS end of reception: Green	EXS end of Year 1 - Yellow	EXS end of Year 2 - White	EXS at end of Year 3 - Brown	EXS - Grey	EXS - Sapphire	EXS - Free Read


In EYFS and KS1, children follow the RWI phonics programme. Decodable books used so books match sounds.

Once children are off the RWI programme, they follow the school's reading scheme and reading for comprehension is a priority.

Reading for meaning is at the heart of Guided Reading - this is a vehicle to teach reading skills and comprehension skills.

Talk through stories daily	Review reception content.	Review year 1 content.	Review year 2 content.	Review year 3 content.	Review year 4 content.	Review year 5 content.
	<p>Read age-appropriate books with some fluency (show some awareness for punctuation when reading)</p> <p>Skimming and scanning (You Choose, The Big Book of Mix Ups)</p> <p>Find and Point to... (visuals/words)</p> <p>Teaching pupils to infer/ justify</p>	<p>Maintain fluency whilst reading age-appropriate books at speed (showing awareness of the function of punctuation when reading, some intonation)</p> <p>'Find and point' skimming and scanning is developed to 'Find and Copy' where children can identify writer's choice of language</p>	<p>Read age-appropriate books fluently and accurately using intonation</p> <p>Pupils show stamina and resilience (prepared to persevere with all texts) reading longer age-appropriate texts with fluency.</p> <p>Over the academic year, pupils develop a more</p>	<p>Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation)</p> <p>Pupils apply a more controlled skill of summarising the gist of what they have read (verbally and in the written form).</p> <p>As the demand of text</p>	<p>Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation)</p> <p>Pupils' verbal and written responses to questions display precision and an awareness of understanding the</p>	<p>Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation)</p> <p>Pupils in year 6 apply what they have learned to more complex writing - specifically texts that they may not ordinarily</p>

<p>their answers through scaffolded / modelled answer stems using both pictures and texts (I think ___ because)</p> <p>Beginning to develop an understanding for true/ false through a variety of questions (within English and across the curriculum - QP quality first teaching)</p> <p>Beginning to sequence events through modelled responses</p>	<p>demonstrating an understanding of writer/ reader relationship. (through pictures and texts)</p> <p>Pupils develop their skills to infer/ justify their opinion as the texts presented display more complex plots</p> <p>Pupils develop retrieval skills where questions increase in difficulty (word substitutions)</p>	<p>controlled skill of summarising the gist of what they have read (verbally and in the written form).</p> <p>As the demand of text increases, pupils are challenged to discuss the meaning of words within texts.</p> <p>Teachers scaffold frames to support pupils to find evidence to support their points (using impression/</p>	<p>increases, pupils are challenged to discuss the meaning of words within texts. Pupils are able to find evidence to support their points (using Impression/ Evidence through PJs)</p> <p>Pupils' answers with precision.</p> <p>Pupils are able to compare what they have read to previous texts and justify these similarities and differences.</p>	<p>expectations of the question.</p> <p>Pupils can discuss the difference between fact and opinion across a range of texts (including the wider curriculum)</p> <p>Pupils can summarise with ease across more than one paragraph and can express their opinion of what they have read (with reference to the text where appropriate)</p>	<p>choose to read.</p> <p>Texts chosen deliberately generate more 'meaty' discussions where pupils can debate contemporary issues.</p> <p>Pupils demonstrate independence when researching - showing a real understanding of reading.</p> <p>Pupils demonstrate retrieval skills across the curriculum at the same standard as in</p>
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<p>(beginning, middle, end)</p> <p>Guided retrieval activities using question stems from the KS1 curriculum</p> <p>Pupils begin to develop stamina and resilience (prepared to persevere with all texts) reading longer age-appropriate texts with fluency.</p> <p>Pupils apply their knowledge of taught phonic skills in shared and independent reading.</p>	<p>Over the academic year, pupils independently summarise the general gist of what they are reading in various forms. (Twitter hashtags)</p> <p>Pupils develop stamina and resilience (prepared to persevere with all texts) reading longer age-appropriate texts with fluency.</p> <p>Pupils display and demonstrate (verbally first and later in a written form) a</p>	<p>Evidence through PJs </p> <p>Pupils develop a stronger understanding of the need to be precise with their answers.</p> <p>Pupils are encouraged and guided to compare what they have read to previous texts and justify these similarities and differences.</p> <p>Pupils further develop their understanding of true and false and display this</p>	<p>Pupils apply an understanding of true and false and display this across the curriculum (QP quality first teaching)</p> <p>Texts chosen to support pupils to further develop prediction skills (based on what is stated/implied)</p> <p>Pupils' writing displays an understanding of the writer/reader relationship</p> <p>Pupils apply these developed reading skills</p>	<p>Pupils can apply their retrieval skills across a wide range of age-appropriate children's literature.</p> <p>Pupils select evidence from the text with ease and precision when justifying their opinions.</p> <p>Pupils are confident when verbally challenging each other discussing themes that emerge from high-quality texts.</p>	<p>English sessions.</p> <p>Pupils compare and contrast characters, settings and themes in a verbal and written form with conscious control over their responses.</p> <p>Pupils support their reading responses with an understanding for the technical terms that an author uses. In turn, children can use what they have read in their writing.</p>
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		<p>greater understanding of inference)</p> <p>Pupils develop a deeper understanding of a wider range of vocabulary (expectations for using vocab taught in their writing)</p> <p>Pupils begin to understand how texts are presented and can follow the text (sub headings, title, captions)</p>	<p>across the curriculum.</p> <p>Texts chosen support pupils to further develop prediction skills (based on what is stated/implied)</p> <p>Pupils further develop their understanding of the writer/reader relationship and this begins to show in their own writing</p> <p>Pupils apply these developed reading skills across a wider range of fiction; non-</p>	<p>across a wider range of fiction; non-fiction and poetry. They are confident at applying these skills when they read texts across the curriculum that are unseen</p> <p>Pupils begin to compare and contrast the content of a text and can track characters throughout.</p> <p>Pupils understand how texts are organised and can discuss features of</p>	<p>Pupils understand how more demanding texts are organised and can discuss features of texts with confidence.</p>	<p>Pupils select evidence with ease to justify their opinions when faced with an inference activity.</p> <p>Pupils demonstrate agility when reading across various different forms of texts and are not fazed by longer extracts.</p> <p>Pupils summarise quickly and develop an opinion of what they have read. They are prepared to</p>
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			<p>fiction and poetry. They are confident at applying these skills when they read texts across the curriculum that are unseen.</p> <p>Pupils develop an understanding of how texts are presented and can follow the text (sub headings, title, captions)</p>	<p>texts with confidence</p>		<p>challenge their peers with justified responses.</p> <p>Pupils can comment on how narrative content and non-fiction content are organised and discuss reasons for this.</p>
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