|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Key Skills Progression in Reading: Comprehension1 | | | | | | | | | |
| **Foundation Stage** | **Y1** | **Y2** | **3** | | **4** | | **5** | **6** | |
|  | **Develop pleasure in reading, motivation to read, and understanding by:** | | **Develop positive attitudes to reading and understanding of what they read by:** | | | | **Maintain positive attitudes to reading and understanding of what they have read by:** | | |
| *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.* | **Listening to & discussing a wide range of poems, stories & non-fiction at a level beyond that at which they can read independently**   * *Class teacher/TA reads to the children introducing new authors/books* * *Stories read and discussed in assemblies* * *RWI lessons*   **Key Texts include***: Nursery rhymes, We’re going on a bear hunt,*  *Stories: Oliver Moon, Traditional stories, The enormous Crocodile (Dahl)* | **Listening to, discussing and expressing views about a wide range of contemporary & classic poetry, stories & non-fiction at a level beyond that at which they can read independently.**   * **Class teacher/TA reads to the children**   **Key texts** *i***nclude***: Poems by Walter de la Mare, Michael Rosen, Alan Ahlberg, Julia Donaldson*  *Stories: Flat Stanley; James and the Giant Peach, Super Loud Sam*  *Non-fiction texts related to topics*  *Anthony Browne (Willy stories)* | **Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks**   * *Class teacher reads to the class to enhance topic learning*   **Key texts used** | | | | **Continuing to read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction and reference books or textbooks**.   * *Whole class reading lessons*   **Key Texts used:** | | |
| *The Boy in the Girl’s Bathroom*  *Goodnight Mr Tom* | *Kensuke’s Kingdom*  *Skellig*  *The Jabberwocky*  *The Spiderwick Chronicles* | |
| *Friend and Foe; Stone Age Boy; The Twits; Into the Forest*  *Class English texts:*  *Cliffhanger; Dinosaur Cove, Ice Palace, Variak Paw* | .*Carrie’ War, Alone on a wide sea; Butterfly Lion, Indian Tales; Wombat goes Walkabout; Stoneage Boy; Stories from other cultures*  *Class English Texts: Zahra; The catch; the dream giver (Literacy shed), The Lion, the Witch and the Wardrobe, Journey to Jo’burg* | | |
|  | **Being encouraged to link what they read or hear to their own experiences**   * *Range of books read by children to to include many with familiar setting* * *Non-fiction related to topic. E.g Home sweet home and Marvellous Me.* |  |  | | | |  | | |
|  |  | **Discussing the sequence of events in books and how item of information are related**   * *Story maps drawn and adapted* * *Key events to cut up and order* * *Guided reading activities in non-fiction texts* | **Reading books that are structured in different ways and reading for a range of purposes.** | | | | **Reading books that are structured in different ways and reading for a range of purposes.**   * *English lessons* * *Guided Reading* | | |
| * *Narrative from different view points* * *Into the Forest* | |  | |  | |  |
|  |  | **Using dictionaries to check the meaning of words that they have read. Mainly in Y4** | | | |  | | |
| **Becoming very familiar with Key stories, fairy stories & traditional tales, retelling them & considering their particular characteristics**  **Key texts for English units…**   * *Handa’s surprise* * *Hungry caterpillar* * *Jack and the Beanstalk* * *The Day the crayons quit* * *Mr Wolves pancakes* * *Goldilocks* * *Little Red Hen* * *Gingerbread Man* | **Becoming increasingly familiar with & retelling a wider range of stories, fairy stories and traditional tales.**   * *RWI grey books…The Princess and the Frog* * *The Emperor’s New clothes*   *Pie Corbett style retelling: 3 pigs, 3 billy goats gruff; the magic paintbrush* | **Increasing their familiarity with a wide range of books, including fairy stories, myths, legends and retelling of some of these orally.** | | | | **Increasing their familiarity with a wide range of books, including myths, legends & traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.**   * *English lessons* * *Guided Reading* | | |
|  | | *Creation myths from other cultures* | |
|  |  |  | | | | **Recommending books that they have read to their peers, giving reasons for their choices.**  *Creating book reviews and recommendations* | | |
| **Recognising and joining in with predictable phrases**   * *Jack and the Beanstalk – fe, fi, fo, fum* * *GB man – Run, run as fast as you can* | **Recognising simple recurring literacy language in stories and poems**   * *Poems with repetition –* * *Texts based on traditional stories – 3 little wolves* |  | | | |  | | |
|  |  | **Discussing their favourite words and phrases**   * *Guided Reading groups and whole class reading lessons* * *Texts such as Dogger, Desperate for a dog, James and the Giant Peach* | **Discussing words & phrases that capture the reader’s interest and imagination** | | | |  | | |
| *Descriptive language Ice Palace* | | | *Descriptive language LWW*  *Dialect Journey to Jo’burg* |
|  |  |  | **Identifying themes and conventions in a wider range of books**   * *Guided reading and whole class reading* | | | | **Identifying & discussing themes & conventions in and across a wide range of writing.**   * *Guided reading groups and whole class reading* | | |
| *Letters and diaries - Cliffhanger* | | | *Fantasy stories/links with fairy tales; identifying morals/creation theme in stories from other cultures* |
|  |  |  |  | | | | **Making comparisons within & across books.** | | |
|  |  |  | **Recognising some different forms of poetry (e.g. free verse, narrative poetry)**  *Grace Nichols John Agard*  *Christina Rosetti* | | | |  | | |
|  | **Learning to appreciate rhymes and poems, and to recite some by heart.**  *English lessons*   * *Michael Rosen – We’re going on a bear hunt* | **Continue to build up a repertoire of poems learnt by heart, appreciating these & reciting some, with appropriate intonation to make the meaning clear.**   * *Alan Ahlberg – Please Mrs Butler* * *Michael Rosen – Messing About* * *Spike Milligan – On the Ning, Nang Nong* * *Julia Donaldson - collection* | **Preparing poems and play scripts to read aloud and perform, showing understanding through intonation tone, volume and actions** | | | | **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.**  *Various* | | |
| *Memorise Chocolate by Michael Rosen* | | *Performance poems* | |
|  | **Discussing word meanings, linking new meanings to those already known.**   * *RWI lessons* * *Whole class lessons* | **Discussing & clarifying the meanings of words, linking new meanings to known vocabulary**   * *Whole class and guided reading – fiction and non-fiction* |  | | | |  | | |