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| 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.*
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|  |  | **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*
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| * *Narrative from different view points*
* *Into the Forest*
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|  |  | **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*
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|  | *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*
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|  |   | **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*
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|  *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*
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