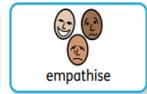
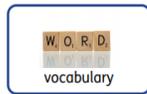


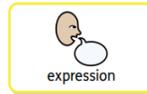


# Reading Skills Progression

## Accessing the text



## Reading Aloud



## Apply



## Comprehension Skills



N	<input type="checkbox"/> Point out information from the page <i>E.g. Where is the...?</i>	<input type="checkbox"/> Joining in with repeated refrains	<input type="checkbox"/> Find two things that are the same or different	<input type="checkbox"/> Answer simple questions: where and what - supported by choice options	<input type="checkbox"/> Sequence a story by identifying beginning and end	<input type="checkbox"/> Show they agree or disagree with an given idea about their reading
R	<input type="checkbox"/> Name or locate items or people from pictures <i>E.g. Recall names of characters or locations</i>	<input type="checkbox"/> Joining in with repeated refrains and anticipate known stories	<input type="checkbox"/> Looking at pictures I can say what is the same and different with visual prompts	<input type="checkbox"/> Select a question to match a character, plot or problem	<input type="checkbox"/> Sequence the story using visual cues <i>E.g. Beginning, Middle, End</i> <i>First event, next event, last event</i>	<input type="checkbox"/> Talk about likes and dislikes in my reading <i>E.g. I like the seaside.</i> <i>I do not like the monkey</i>
Y1	<input type="checkbox"/> Locate information in a sentence/short passage <i>E.g. Where were they going? What word was used to describe the dog?</i>	<input type="checkbox"/> Choosing an forced alternative of what might happen next <i>E.g. Will he go in or run away home?</i>	<input type="checkbox"/> Looking at same and different given elements within a story <i>E.g. characters, settings, actions</i>	<input type="checkbox"/> Generating questions about what, where and when	<input type="checkbox"/> I can explain the main parts of a story <i>E.g. Beginning, Middle, End</i>	<input type="checkbox"/> Give reasons to support my ideas based on literal or explicit information <i>E.g. I like the mouse because they keep sitting on the bears chair.</i>
Y2	<input type="checkbox"/> Locate information in a page of text <i>E.g. Where were they going? What word was used to describe the dog?</i>	<input type="checkbox"/> Choosing an forced alternative of what might happen next based on likelihood <i>E.g. Will he go in or run away home? Why? (likely or unlikely)</i>	<input type="checkbox"/> Looking at same and different given contrasting elements within a story / text <i>E.g. characters, settings, actions, facts, layouts</i>	<input type="checkbox"/> Generating questions about why and how based on their reading	<input type="checkbox"/> Making a judgement on whether an event/information is important to understanding of the text	<input type="checkbox"/> Explain the way I feel about a text and explore what made me feel this way
Y3	<input type="checkbox"/> Locate information which gives more detail to their answer <i>E.g. What word(s) is used to describe how the monster moved through the woods?</i>	<input type="checkbox"/> Generating a simple prediction based on their reading <i>E.g. Linking back to your reading, what do you think might happen in the next paragraph?</i>	<input type="checkbox"/> Looking at same and different given elements within a story / text where elements are not explicitly different <i>E.g. compare Charlie (Bucket) and James (Trotter)</i>	<input type="checkbox"/> Sorting and generating open and closed questions <i>E.g. How do we approach closed questions compared to open</i>	<input type="checkbox"/> Identifying the key events/information from a piece a text	<input type="checkbox"/> Identify words or phrases that build a picture in the mind of the reader
Y4	<input type="checkbox"/> Locate 2 pieces of information and begin to explain the links between them <i>E.g. What did they take with them? What does that tell us?</i>	<input type="checkbox"/> Judge the likely/unlikely of an event based on characteristics <i>E.g. Linking back to your reading, what do you think might happen in the next paragraph?</i>	<input type="checkbox"/> Compare and contrast emotions and atmosphere in different parts of story <i>E.g. Mr Dursley and Professor Snape</i>	<input type="checkbox"/> Evaluate the usefulness of a question based on the information you want to gather	<input type="checkbox"/> Explain the main topic from each paragraph	<input type="checkbox"/> Explore the reasoning behind word choices and punctuation <i>E.g. Why has the author used an exclamation mark?</i>
Y5	<input type="checkbox"/> Finding multiple pieces of information to support a viewpoint <i>E.g. Find 2 pieces of evidence that supports...</i>	<input type="checkbox"/> Predicting future events based on their reading using evidence from the text <i>E.g. I think this will happen because... Use of quotes...</i>	<input type="checkbox"/> Compare and contrast emotions and atmosphere in different parts of story considering choice of vocabulary	<input type="checkbox"/> Selecting the question (from a list) that will generate the information required.	<input type="checkbox"/> Explain the themes of a text <i>E.g. Good versus evil, overcoming fears</i>	<input type="checkbox"/> Exploring the emphasis that punctuation puts on particular words and the reasoning behind it
Y6	<input type="checkbox"/> Locate a piece of information where there is distracting of competing information	<input type="checkbox"/> Predicting the ending of a book based on information making reference to their text, adjusting their prediction accordingly. Justify their prediction to others	<input type="checkbox"/> Compare and contrast different texts. Exploring themes, storylines, characters	<input type="checkbox"/> Ask questions to show a deeper understanding within their reading skills <i>E.g. Asking retrieval questions</i>	<input type="checkbox"/> Summarise a text concisely including key elements <i>E.g. in one sentence or more</i>	<input type="checkbox"/> Explain the impact of an author's choices on the reader