St Mary's First School 2023-24

Reading Skills Progression

ST MARY'S FIRST SCHOOL PROGRESSION MAP

INTENT: READING

At St Mary's, reading is our key endeavour: driving our purpose, linking together our entire curriculum, encompassing all of our teaching and learning. Our aim is to equip every child with the knowledge, drive and character necessary for success at every stage of their development from their individual starting points and as they move on to middle school and beyond. In order for every child to meet their challenging targets and reach our high aspirations, they must become highly proficient, fluent readers, able to read effectively and productively. Our ambition is to systematically cultivate in our children the habit of reading, to develop their confidence in reading, and to ensure that they acquire a love of reading that will last a lifetime. We aim to inspire and engage readers through our vocabulary and language rich reading curriculum that meets the diverse needs of every child. We believe that the study of reading develops a child's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. We encourage and expect children to express themselves clearly, creatively and imaginatively. This enables them to become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. They use their knowledge, skills and understanding in reading and discussing a range of different texts, for various purposes and audiences.

Reading

	Y1	Y2	Y3	Y4
Progression in Questioning	Ask questions about aspects of a text they don't understand.	Ask questions about a text to ensure they understand events or ideas in a text.	Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand.	Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text.
Progression in asking inference questions	Ask questions to explore what characters say and do. questions to clarify and explore their understanding of what is implied in the text	Ask questions to understand more about characters and events in narrative or the topic in non- fiction.	Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic.	Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.
Progression in clarifying	Speculate about the possible meanings of unfamiliar words met in reading. Check whether the suggested meanings make sense in the context of the text.	Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary. Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.	Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.	Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning. (E.g.re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference, by identifying root

				words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.
Progression in Predicting	Make predictions based on clues such as pictures, illustrations, titles.	Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out.	Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.	Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on.
Progression in Summarising	(There is no Year 1 objective in this strand)	Retell a story giving the main events. Retell some important information they've found out from a text. Draw together information from across a number of sentences to sum up what is known about a character, event or idea.	Retell main points of a story in sequence. Identify a few key points from across a non- fiction passage	Summarise a sentence or paragraphs by identifying the most important elements. Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.
Progression in inference (what people do or say)	Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud. Discuss what is suggested about a character from the way or how he/ she speaks.	Make inferences about characters from what they say and do, focusing on important moments in a text..	Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings in fiction.	Deduce the reasons for the way that characters behave from scenes across a short story
Progression in adapting reading skills to make inferences	Link what they are reading to their own experience	Talk around a topic prior to reading. Re-read sections of texts carefully to find answers to questions about characters and events.	Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts. Make regular predictions and brief summaries as they read, thinking about the clues and hints they've picked up, as well as what is directly stated. Re-read sections of texts carefully to check their ideas about the text.	Link what they are reading to prior knowledge and experience and to their knowledge of similar texts. Make predictions and brief summaries at regular intervals when reading Think about what they've read, re-read sections of texts carefully to find 'evidence' to support their speculations and interpretation of characters and events.