



Thameside Progression of Reading Skills YR-Y6

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Lesson Preparation

When planning your lesson, identify the skill. Create or choose a task that helps you to apply the skill. Figure out each step needed and write it down. Think about potential pitfalls/barriers/misconceptions and also how you can overcome them through your modelling.

While doing an interactive read-aloud, the teacher should model the think-aloud strategy to show students what questions and thought processes need to happen when you read. This will show the students how to make connections, ask the right questions, and predict what will happen next.

Teacher to model before children have their go: I do, we do, you do.

Reading Leaders Jan 2023



Thameside Progression of Reading Skills



Clarify vocabulary: progression in meaning of words

| Clarify vocabulary: progression in meaning of words | | | | | | | | |
|---|---|---|--|--|----------------|---|---|--|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts | | | | |
| EYFS | Use and understand recently introduced vocabulary during discussions about stories. (ELG8) | <ul style="list-style-type: none">Children use talking about books to clarify their thinking, ideas and feelings. | <div>Word Aware Teaching Sequence (resources for teachers are saved on common)</div> <table><tr><th>Concept lesson</th><th>Emotion lesson</th></tr><tr><td><div>1. Warm up word game</div><div>2. Introduce the word Who has heard this word before?</div><div>3. Picture or symbol Here is a ____ . Look at the ____ . The ____ is ____ . I am going to stick the ____ here.</div><div>4. Phonology (sounds)</div><div>5. Do:physical/object/picture</div><div>6. Focus on the meaning What do you know about ____? Tell me more about ____.</div><div>7. Synonyms</div><div>8. Making links – adult led & then child led</div><div>9. Non-examples</div><div>10. Action</div><div>11. Word song</div><div>12. Word into word pot</div></td><td><div>1. Warm up word game</div><div>2. Introduce the word Who has heard this word before?</div><div>3. Picture or symbol Here is a ____ . Look at the ____ . The ____ is ____ . I am going to stick the ____ here.</div><div>4. Phonology (sounds)</div><div>5. Do: people or puppets/ act out / picture</div><div>6. Focus on the meaning What do you know about ____? Tell me more about ____.</div><div>7. Synonyms</div><div>8. Making links – adult led & then child led</div><div>9. Non-examples</div><div>10. Action</div><div>11. Word song</div><div>12. Word into word pot</div></td></tr></table> | Concept lesson | Emotion lesson | <div>1. Warm up word game</div> <div>2. Introduce the word Who has heard this word before?</div> <div>3. Picture or symbol Here is a ____ . Look at the ____ . The ____ is ____ . I am going to stick the ____ here.</div> <div>4. Phonology (sounds)</div> <div>5. Do:physical/object/picture</div> <div>6. Focus on the meaning What do you know about ____? Tell me more about ____.</div> <div>7. Synonyms</div> <div>8. Making links – adult led & then child led</div> <div>9. Non-examples</div> <div>10. Action</div> <div>11. Word song</div> <div>12. Word into word pot</div> | <div>1. Warm up word game</div> <div>2. Introduce the word Who has heard this word before?</div> <div>3. Picture or symbol Here is a ____ . Look at the ____ . The ____ is ____ . I am going to stick the ____ here.</div> <div>4. Phonology (sounds)</div> <div>5. Do: people or puppets/ act out / picture</div> <div>6. Focus on the meaning What do you know about ____? Tell me more about ____.</div> <div>7. Synonyms</div> <div>8. Making links – adult led & then child led</div> <div>9. Non-examples</div> <div>10. Action</div> <div>11. Word song</div> <div>12. Word into word pot</div> | <ul style="list-style-type: none">Encouraging children to use words taught in Word Aware lessons during challenge timeCan you remember what this word means? Show me / tell me.Point to the picture that shows...What does this word (read to children) tell you about how the character is feeling?Did you hear a word that tells us about the...(setting e.g. house, woods, bridge etc)Can you tell me another word which means...? (Give examples of synonyms)Which word is the odd one out? Why?Can you find the rhyming word? What other words rhyme with this? Predict the pattern.Which words have you seen in stories you (have heard/read) before?Are there any parts of this story or words which are repeated? What are they? E.g. 'We're going on a bear hunt...'Match a line from the picture to the right word |
| Concept lesson | Emotion lesson | | | | | | | |
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| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts | | | | |
| 1 | Discuss word meanings, linking new meanings to those already known | <ul style="list-style-type: none">Draw on vocabulary provided by the teacher to understand booksDiscuss word meanings, linking new meanings to those already known | <div>Word Aware Teaching Sequence - for explicitly teaching new vocabulary (resources for teachers are saved on common)</div> <div>See EYFS section above for teaching sequence</div> <div>Modelling clarifying words in reading –</div> <div>1. Read a sentence/section of text</div> | <ul style="list-style-type: none">Which word tells you that the character is happy/sad/worried etc?Point to the word that shows...Find a word that tells us about the...(setting e.g. house, woods, bridge etc)Can you think of another word for...? (Give examples of synonyms)Can you find the rhyming word? What other words rhyme with this? Predict the pattern.Which words tell us this is a story? | | | | |



Thameside Progression of Reading Skills



| | | <ul style="list-style-type: none"> Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum With support pick out some key words in a text e.g. Find a word that tells us how the character is feeling, find a word that tells us about the house | <ol style="list-style-type: none"> Stop at unfamiliar word (pick word you think most children in class will not know meaning of) Sound it out using phonics knowledge <i>I don't know this word and so I will try to sound it out.</i> Read around the word to see if it makes sense. Once pronouncing it correctly, use the context of the sentence to help work out what the word means. <i>I think the word ___ means ___ because.... It is similar to.... It reminds me of.... I have heard a word like this before....</i> Provide children with a prepared picture or hook to help them remember the word in context of the book. Use the word correctly in a different sentence. <i>Now I know that ___ means ___, I can use it in my own sentences such as....</i> | <ul style="list-style-type: none"> Which words have you seen in stories before? Can you find any patterns in the words? Are any repeated? Write down one word... Tick one box... Match a line to... |
|------------|---|---|--|--|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 2 | Discuss and clarify the meanings of words, linking new meanings to known vocabulary | <ul style="list-style-type: none"> Discuss and clarify the meanings of words linking new meanings to known vocabulary Draw on vocabulary provided by the teacher to understand books Identify and discuss favourite words and phrases Pick out key words or phrases in a text e.g. First/Next, Once upon a time, suddenly | Modelling clarifying words in reading – <ol style="list-style-type: none"> Read a sentence/section of text Stop at unfamiliar word (pick word you think most children in class will not know meaning of) Sound it out using phonics knowledge <i>I don't know this word and so I will try to sound it out.</i> Read around the word to see if it makes sense. Once pronouncing it correctly, use the context of the sentence to help work out what the word means. <i>I think the word ___ means ___ because.... It is similar to.... It reminds me of.... I have heard a word like this before....</i> Provide children with a prepared picture or hook to help them remember the word in context of the book. | <ul style="list-style-type: none"> Find and copy two words which tell you how the character....? Find and copy one word that shows the character is upset/angry/happy etc (Statement)... This means that the Tick one box. What makes character feel....? Tick one event. It was difficult to..... Find and copy one word that tells you this. Circle two words in the text that tell you... Select a word that shows... Which word / phrase... What do the words (quote from text) mean? What does (quote from text) tell you about the character / setting? What does the word.... tell you about...? What are the repeated phrases in this story/ text? |



Thameside Progression of Reading Skills



| | | | 7. Use the word correctly in a different sentence. <i>Now I know that ____ means ____, I can use it in my own sentences such as....</i> | <ul style="list-style-type: none"> Why is it repeated? Can you think of another word for ____? Which word on this page means the same as....? What does... mean in this sentence? Which keyword(s) tell you about the character and/or setting? |
|------------|---|--|---|---|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 3 | Explore the meaning of words in context | <ul style="list-style-type: none"> Discuss understanding and identify the meaning of words in context Use dictionaries to check the meanings of words they have read Discuss words and phrases that capture the reader's interest and imagination | Modelling clarifying words in reading – <ol style="list-style-type: none"> Read a sentence/section of text Stop at unfamiliar word (pick word you think most children in class will not know meaning of) Sound it out using phonics knowledge <i>I don't know this word and so I will try to sound it out.</i> Read around the word to see if it makes sense. Once pronouncing it correctly, use the context of the sentence to help work out what the word means. <i>I think the word ____ means ____ because.... I will use a dictionary to check the meaning of the word....</i> (NB: dictionary skills to be taught in English or separate lessons, not in reading) <i>It is similar to.... It reminds me of.... I have heard a word like this before....</i> Provide children with a prepared picture or hook to help them remember the word in context of the book. Use the word correctly in a different sentence. <i>Now I know that ____ means ____, I can use it in my own sentences such as....</i> Explain why the word (on its own or within a phrase) captures your interest and imagination <i>I like this word/phase because it makes me feel/think of....</i> | <ul style="list-style-type: none"> Find and copy one word which shows that... What does... mean in this sentence? What do the words ... mean? Which word is closest in meaning to ____? (Give options) Find and copy one word which means... What does the word ____ tell you about...? Choose the best words to match the description (multiple choice x 4) Find and copy one word that shows the character is upset/angry/happy etc Circle two words in the text that tell you... Select a word that shows... Which keyword(s) tell you about the character and/or setting? Use the dictionary to find the meaning of the word... Use the dictionary to find other words that mean the same as |
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 4 | Explore the meaning of words in context | <ul style="list-style-type: none"> Discuss understanding and identify the meaning of words in context | Modelling clarifying words in reading – <ol style="list-style-type: none"> Read a sentence/section of text | <ul style="list-style-type: none"> Find and copy one word which shows that... What does... mean in this sentence? Find and copy a group of words that means the same as ... What do the words ... mean? |



Thameside Progression of Reading Skills



| | | <ul style="list-style-type: none"> Use dictionaries to check the meanings of words they have read Discuss words and phrases that capture the reader's interest and imagination | <ol style="list-style-type: none"> Stop at unfamiliar word (pick word you think most children in class will not know meaning of) Sound it out using phonics knowledge <i>I don't know this word and so I will try to sound it out.</i> Read around the word to see if it makes sense. Once pronouncing it correctly, use the context of the sentence to help work out what the word means. <i>I think the word ___ means ___ because.... I will use a dictionary to check the meaning of the word.... I will use a dictionary to find other words (synonyms) that mean the same as... (NB: dictionary skills to be taught in English or separate lessons, not in reading) It is similar to.... It reminds me of.... I have heard a word like this before....</i> Provide children with a prepared picture or hook to help them remember the word in context of the book. Write the word correctly in a different sentence. <i>Now I know that ___ means ___, I can use it in my own sentences such as.... (children then have a go at writing their own sentence using the word)</i> Explain why the word (on its own or within a phrase) captures your interest and imagination <i>I like this word/phrase because it makes me feel/think of....</i> | <ul style="list-style-type: none"> Which word is closest in meaning to ___? (Give options) Find and copy one word which means... Why is the word ___ in inverted commas? What does the word ___ tell you about...? Choose the best words to match the description (multiple choice x 4) Use the dictionary to find the meaning of the word... Use the dictionary to find other words that mean the same as |
|------------|---|--|---|--|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 5 | Explore the meaning of words in context | <ul style="list-style-type: none"> Discuss understanding and identify the meaning of words in context | Modelling clarifying words in reading – <ol style="list-style-type: none"> Read a sentence/section of text Stop at unfamiliar word/phrase (pick word/metaphor/simile you think most children in class will not know meaning of) Sound it out using phonics knowledge <i>I don't know this word and so I will try to sound it out.</i> Read around the word to see if it makes sense. Once pronouncing it correctly, use the context of the sentence to help work out what the word means. <i>I think the word ___ means ___ because.... I will use a dictionary to check the meaning of the word.... I will use</i> | <ul style="list-style-type: none"> Find and copy one word which shows that... Find two words or phrases that make the passage seem... What does... mean in this sentence? Find and copy a group of words that means the same as ... What do the words ... mean? Which word is closest in meaning to ___? (Give options) Find and copy one word which means... Why is the word ___ in inverted commas? What does the word ___ tell you about...? Choose the best words to match the description (multiple choice x 4) The writer has used the simile / metaphor... What does this mean? How can we describe... using similes/ metaphors? |



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| | | | <p>a dictionary to find other words (synonyms) that mean the same as... (NB: dictionary skills to be taught in English or separate lessons, not in reading) It is similar to.... It reminds me of.... I have heard a word like this before....</p> <p>6. Provide children with a prepared picture or hook to help them remember the word in context of the book.</p> <p>7. Write the word correctly in a different sentence. Now I know that ____ means ____, I can use it in my own sentences such as.... (children then have a go at writing their own sentence using the word)</p> <p>8. Explain why the word (on its own or within a phrase) captures your interest and imagination I like this word/phase because it makes me feel/think of....</p> <p>9. Use own word/phrase to write a sentence or short passage which conveys the same mood. Then children have a go. I have written my own sentence/short passage/simile/metaphor which shows what other words/phrases the author could have used to get the same effect... (NB: Challenge for GDS – they need to create the opposite mood using antonyms.)</p> | <ul style="list-style-type: none"> Which keyword(s) tell you about the character/ setting/ mood? Find similar words that (different) authors use to convey information (non-fiction texts). What other words or phrases could the author have used? |
|------------|---|--|--|--|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 6 | Explore the meaning of words in context | <ul style="list-style-type: none"> Discuss understanding and identify the meaning of words in context | <p>Modelling clarifying words in reading –</p> <ol style="list-style-type: none"> Read a sentence/section of text Stop at unfamiliar word/phrase (pick word/metaphor/simile you think most children in class will not know meaning of) Sound it out using phonics knowledge I don't know this word and so I will try to sound it out. Read around the word to see if it makes sense. Once pronouncing it correctly, use the context of the sentence to help work out what the word means. I think the word ____ means ____ because.... I will use a dictionary to check the meaning of the word.... I will use a dictionary to find other words (synonyms) that mean the same as... (NB: dictionary skills to be taught in English or separate lessons, not in reading) It is similar | <ul style="list-style-type: none"> Find and copy one word which shows that... Find two words or phrases that make the passage seem... What does... mean in this sentence? Find and copy a group of words that means the same as ... What do the words ... mean? Which word is closest in meaning to ____? (Give options) Find and copy one word which means... Why is the word ____ in inverted commas? What does the word ____ tell you about...? Choose the best words to match the description (multiple choice x 4) The writer has used the simile / metaphor... What does this mean? How can we describe... using similes/ metaphors? Which keyword(s) tell you about the character/ setting/ mood? Find similar words that (different) authors use to convey information (non-fiction texts). |



Thameside Progression of Reading Skills



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| | | | <p>to.... It reminds me of.... I have heard a word like this before....</p> <p>6. Provide children with a prepared picture or hook to help them remember the word in context of the book.</p> <p>7. Write the word correctly in a different sentence. Now I know that ____ means ____, I can use it in my own sentences such as.... (children then have a go at writing their own sentence using the word)</p> <p>8. Explain why the word (on its own or within a phrase) captures your interest and imagination I like this word/phase because it makes me feel/think of....</p> <p>9. Use own word/phrase to write a sentence or short passage which conveys the same mood. Then children have a go. I have written my own sentence/short passage/simile/metaphor which shows what other words/phrases the author could have used to get the same effect... (NB: Challenge for GDS – they need to create the opposite mood using antonyms.)</p> | <ul style="list-style-type: none"> What other words or phrases could the author have used? |
|--|--|--|---|---|

| Progression in language choice | | | | |
|--------------------------------|---|---|---|--|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| EYFS | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG8) | <ul style="list-style-type: none"> Join in with repeating patterns of language e.g. rhymes and predictable/key phrases in stories and poetry | <p>Modelling exploration of language choices in reading –</p> <ol style="list-style-type: none"> Read a sentence/section of text with words at end of lines covered up/ hidden e.g. <i>'One mole digging a hole</i> <i>Two storks with garden forks</i> <i>Three foxes filling [REDACTED]'</i> (Ensure children can see the pictures too) Stop when get to covered word and think about what the word could be. Knowing the story so far, I think that the missing word is going to rhyme with _____. I know some words which rhyme with _____ such as.... I am going to write them down and then | <ul style="list-style-type: none"> Join in with the rhyme when it comes up. Predict the end of the line (using rhyme) Can you hear the repeated words? Join in with this phrase (e.g. fee, fi, fo, fum) What is your favourite word in the story, the poem, the information? Why? |



Thameside Progression of Reading Skills



| | | | <p>pick one I think works best and makes sense (i.e. same context as what have read so far).</p> <p>3. Reveal the hidden word and read again with expression to get the full sense of the story/passage. Ah, so the hidden word was ____ . That makes sense because __ rhymes with ____ and it is also linked to ____ which the story/text/information book is about.</p> <p>4. Point out any repetition in text e.g. one, two, three or ____ sit on ____ Now I am going to see if there are any more patterns in my book/passage/text/on this page. I can see that ____ repeats when... Can you join in with me every time you hear....</p> <p>5. Talk about favourite word in the selected piece of text. Now I would like to share my favourite word with you, it is ____ because....What is your favourite word? Can you explain why?</p> | |
|------------|--|---|--|--|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 1 | <p>Draw on vocabulary provided by the teacher</p> <p>Recognise and join in with predictable phrases</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart</p> | <ul style="list-style-type: none">Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrasesPick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum | <p>Modelling exploration of language choices in reading –</p> <p>1. Read a sentence/section of text with words at end of lines covered up/ hidden e.g. <i>'One crab, safe in his shell, Under the summer sun, Roaming all over the rock pool In his wonderful home for [REDACTED]'</i> (Ensure children can see pictures too)</p> <p>2. Stop when get to covered word and think about what the word could be. Knowing the story so far, I think that the missing word is going to rhyme with ____ . I know some words which rhyme with ____ such as.... I am going to write them down and then pick one I think works best and makes sense (i.e. same context as what have read so far).</p> <p>3. Reveal the hidden word and read again with expression to get the full sense of the story/passage. Ah, so the hidden word was ____ . That makes sense</p> | <ul style="list-style-type: none">Find the rhyme. Join in when it comes up.Predict the end of the line.How does the story start? Which words are used?Can you find the repeated words?Join in with this phrase (e.g. fee, fi, fo, fum)What is your favourite word in the story, the poem, the information? Why? |



Thameside Progression of Reading Skills

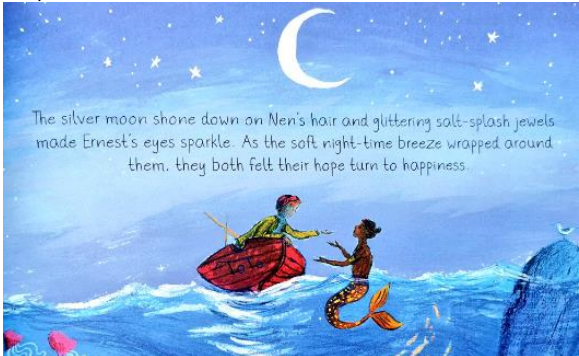


| | | | <p>because __ rhymes with ____ and it is also linked to ____ which the story/text/information book is about.</p> <p>4. Point out any repetition in text e.g. fee, fi, fo, fum Now I am going to see if there are any more patterns in my book/passage/text/on this page. I can see that ____ repeats when... Can you join in with me every time you hear....</p> <p>5. Talk about favourite word in the selected piece of text. Now I would like to share my favourite word with you, it is ____ because....What is your favourite word? Can you explain why?</p> | |
|------------|---|--|--|---|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 2 | Discuss their favourite words and phrases | <ul style="list-style-type: none"> Identify where language is used to create mood or build tension Comment on the choice of author's words to make a text funny, scary, exciting Pick out key words or phrases in a text (e.g. First/Next, Once upon a time, Suddenly, Quickly) | <p>Modelling exploration of language choices in reading –</p> <p>1. Read a sentence/section of text with words at end of lines covered up/ hidden e.g. <i>'One crab, safe in his shell, Under the summer sun, Roaming all over the rock pool In his wonderful home for [REDACTED]'</i> (Ensure children can see pictures too)</p> <p>2. Stop when get to covered word and think about what the word could be. <i>Knowing the story so far, I think that the missing word is going to rhyme with _____. I know some words which rhyme with _____ such as.... I am going to write them down and then pick one I think works best and makes sense (i.e. same context as what have read so far).</i></p> <p>3. Reveal the hidden word and read again with expression to get the full sense of the story/passage. <i>Ah, so the hidden word was _____. That makes sense because _____ rhymes with _____ and it is also linked to _____ which the story/text/information book is about.</i></p> <p>4. Point out any repetition in text e.g. fee, fi, fo, fum <i>Now I am going to see if there are any more patterns in my book/passage/text/on this page. I can see that _____</i></p> | <ul style="list-style-type: none"> How does the story start? Which words are used? Can you find the repeated words? Join in with this phrase (e.g. fee, fi, fo, fum) Find the words which move time on in the story. Which are the words which make this sound like a fairy story? What is your favourite word in the story, the poem, the information? How does the author make the text funny/sad/scary/exciting? Find the words which make this seem (e.g.scary). |



Thameside Progression of Reading Skills

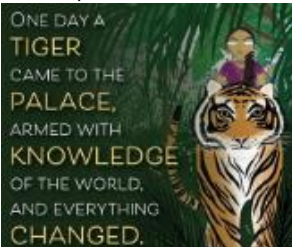


| | | | <p>repeats when... Can you join in with me every time you hear....</p> <p>5. Talk about favourite word in the selected piece of text. Now I would like to share my favourite word with you, it is ____ because....What is your favourite word? Can you explain why?</p> | |
|------------|--|---|--|--|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 3 | Discuss words and phrases that capture the reader's interest and imagination | <ul style="list-style-type: none"> Discuss the effect of key words or phrases used to build mood or tension Comment on the overall effect of the text In poetry, discuss the choice of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliteration | <p>Modelling exploration of language choices in reading –</p> <p>1. Read a section of text. (Ensure children can see pictures too)</p>  <p>2. Pick out the words which show what genre the passage is. ____ make this sound like a traditional tale, a myth, adventure story etc</p> <p>3. Point out any repetition/patterns in text e.g. use of words in Nen (see picture above) which are linked to shiny things and the sea. I am going to see if there are any more patterns in my book/passage/poem/text/on this page. I can see that these words link to the theme of ____ and the author has chosen these words because they..... The words make it seem.... I can also see that these words rhyme in the poem/story... ____ is an example of alliteration</p> <p>4. Pick out any other words which:</p> | <ul style="list-style-type: none"> How does the story start? Which words are used? Can you find the repeated words and any patterns in the text? Alliteration? Rhyme? Find the words which move time on in the story. Which are the words which make this sound like a traditional tale, a myth, adventure story? How does the author make the text funny/sad/scary/exciting? Find the words which build tension in the story. Find the words which convey the mood in the story. Find two words or phrases which make the passage seem... Find two words or phrases which show the writer thinks... Explain how the words... make it seem... How can you tell this story was written a long time ago? Which words show this? Which words are funny? Scary? |



Thameside Progression of Reading Skills



| | | | <ul style="list-style-type: none"> Build tension (https://brightlighteducation.co.uk/six-ways-to-build-suspense-and-tension-in-your-writing/) These words build tension in the story because they -Show, Don't Tell! -Personify Abstract Nouns -Use the senses - Use Panic Conjunctions -Use short sentences -Use Pathetic Fallacy Make the text funny/sad/scary/exciting The word(s) _____ make the text _____ because... Other words we could have used are To create the opposite effect, we could have used..... Convey the mood The word(s) _____ make me feel....when I read this text/passage/story/poem Show when the story is set The author has used the words _____ to show the story is set in..... <p>5. Talk about favourite word/phrase in the selected piece of text. Now I would like to share my favourite word/phrase with you, it is _____ because....What is your favourite word/phrase/part? Can you explain why?</p> | |
|------------|--|--|---|--|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 4 | Discuss words and phrases that capture the reader's interest and imagination | <ul style="list-style-type: none"> Comment upon the use and effect of author's language Identify and describe the styles of individual writers and poets Identify and comment on expressive and descriptive language to create effect in poetry and prose | <p>Modelling exploration of language choices in reading –</p> <p>1.Read a section of text. (Ensure children can see pictures too)</p>  <p>2.Pick out the words which show what genre the passage is. _____ make this sound like a traditional tale, a myth, adventure story etc</p> | <ul style="list-style-type: none"> How does the story start? Which words are used? Can you find the repeated words and any patterns in the text? Find the words which move time on in the story. Which are the words which make this sound like a traditional tale, a myth, adventure story? How does the author make the text funny/sad/scary/exciting? Find the words which build tension in the story. Find the words which convey the mood in the story. Find two words or phrases which make the passage seem... Find two words or phrases which show the writer thinks... Which keyword(s) tell you about the character/ setting/ mood? Explain how the words... make it seem... |



Thameside Progression of Reading Skills



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| | <ul style="list-style-type: none">Comment on the overall effect of the text | <p>3. Point out any repetition/patterns in text. <i>I am going to see if there are any more patterns in my book/passage/poem/text/on this page. I can see that these words link to the theme of _____ and the author has chosen these words because they..... The words make it seem..... I can also see that these words rhyme in the poem/story... _____ is an example of alliteration</i></p> <p>4. Pick out any other words which:</p> <ul style="list-style-type: none">Build tension (https://brightlighteducation.co.uk/six-ways-to-build-suspense-and-tension-in-your-writing/) These words build tension in the story because they -Show, Don't Tell! -Personify Abstract Nouns -Use the senses - Use Panic Conjunctions -Use short sentences -Use Pathetic FallacyMake the text funny/sad/scary/exciting <i>The word(s) _____ make the text _____ because... Other words we could have used are To create the opposite effect, we could have used.....</i>Show when the story is set <i>The author has used the words _____ to show the story is set in.....</i>Convey the mood e.g. metaphor in Cinnamon (see below) which reads: 'a nightmare in black and orange'. <i>The word(s) _____ make me feel.....when I read this text/passage/story/poem</i> | <ul style="list-style-type: none">How can you tell this story was written a long time ago? Which words show this? Which words are funny? Scary? |
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| | | | <p>5. Talk about favourite word/phrase in the selected piece of text. Now I would like to share my favourite word/phrase with you, it is ____ because....What is your favourite word/phrase/part? Can you explain why?</p> | |
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| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 5 | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | <ul style="list-style-type: none"> Identify the writer's main purpose through a general overview Identify common elements of an author's style and discuss how the style of one author differs from another Identify and comment upon an author's or poet's viewpoint in the text and respond to this e.g. re-tell from a different viewpoint Comment on the use of similes and expressive language to create images, sound | <p>Modelling exploration of language choices in reading –</p> <p>1. Read a section of text. (Ensure children can see pictures too, if appropriate) Below is the opening of Freedom Bird</p> <p>2. Pick out the words which show what genre the passage is. ____ make this sound like a traditional tale, a myth, adventure story etc</p> <p>3. Pick out parts of the text which show what that author thinks about certain things/topics/characters e.g. about war in the Freedom Bird. The use of the word(s) ____ creates a positive/negative view of ____ because... The choice of language suggests that.... The word ____ suggests that the character</p> | <ul style="list-style-type: none"> What does the word....tell you about...? Find two words or phrases which make the passage seem... Find two words or phrases which show the writer thinks... Explain how the words... make it seem... Why has the writer used the word...? What is the effect of the sentence (quote)...? Which keyword(s) tell you about the character/ setting/ mood? How is language used to create a positive / negative image of...? What does the choice of language suggest about...? How has the author used a range of vocabulary to convey different messages, moods, feelings and attitudes? What is it about the language choice that tells you it was written a long time ago? Give one example of the use of humour in the text. The word _____ suggests that the character _____. Find and copy one word that suggests _____ is unpleasant, generous, fruitful etc |



Thameside Progression of Reading Skills




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| | | <p>effects and atmosphere</p> <ul style="list-style-type: none">• Comment on the overall impact of poetry or prose with reference to features e.g. development of themes, technical terms Justify preferences for an author, poet or a type of text | <p>4. Specifically comment on the use of figurative language such as simile, metaphor and alliteration and its effect on the reader. I think that the author/poet has used ____ because</p> <p>5. Model how to skim and scan for specific words which convey meaning in the text. I am going to find and copy one word that suggests _____ is unpleasant, generous, fruitful etc and I have picked the word ____ because....</p> <p>6. Pick out how the author has used a range of vocabulary to convey different messages, moods, feelings and attitudes:</p> <p>* Build tension (https://brightlighteducation.co.uk/six-ways-to-build-suspense-and-tension-in-your-writing/) These words build tension in the story because they -Show, Don't Tell! -Personify Abstract Nouns -Use the senses - Use Panic Conjunctions -Use short sentences -Use Pathetic Fallacy</p> <p>* Make the text funny/sad/scary/exciting The word(s) _____ make the text ____ because... Other words we could have used are To create the opposite effect, we could have used.....</p> <p>* Show when the story is set The author has used the words ____ to show the story is set in.....</p> <p>* Convey the mood e.g. Freedom Bird 'But good can come out of bad' conveys hope. The word(s) _____ make me feel....when I read this text/passage/story/poem</p> <p>7. Talk about favourite word/phrase in the selected piece of text. Now I would like to share my favourite word/phrase with you, it is ____ because....What is your favourite word/phrase/part? Can you explain why?</p> | |
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Thameside Progression of Reading Skills



| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
|------------|--|--|--|--|
| 6 | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | <ul style="list-style-type: none"> Identify how style is influenced by the intended audience Identify common elements of an author's style and make comparisons between books Comment on the use of unusual or surprising language choices and effects in poetry such as onomatopoeia and metaphor and comment on how this influences meaning Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes Identify and discuss the viewpoint in the text e.g. recognise that the narrator can change and be manipulated e.g. the story has 2 narrators, a different character takes over the storytelling Declare and justify personal preferences | <p>Modelling exploration of language choices in reading –</p> <p>1. Read a section of text. (Ensure children can see pictures too, if appropriate)</p>  <p>2. Pick out the purpose of the text <i>This text is an _____ text/story/book and _____ words have been chosen for this purpose.</i></p> <p>3. Discuss the author and why they have written a text like this. <i>_____ wrote this book/poem because... They have also written..... They are one of my favourite authors because....</i></p> <p>4. Pick out parts of the text which show what that author thinks about certain things/topics/characters. <i>The use of the word(s) _____ creates a positive/negative view of _____ because... The choice of language suggests that.... The word _____ suggests that the character</i></p> <p>5. Specifically comment on the use of figurative language such as simile, metaphor and alliteration and its effect on the reader. <i>I think that the author/poet has used _____ because</i></p> <p>6. Model how to skim and scan for specific words which convey meaning in the text. <i>I am going to find and copy one word that suggests _____ is unpleasant, generous, fruitful etc and I have picked the word _____ because....</i></p> <p>7. Pick out how the author has used a range of vocabulary to convey different messages, moods, feelings and attitudes:</p> <p><i>*Build tension (https://brightlighteducation.co.uk/six-ways-to-build-suspense-and-tension-in-your-writing/)</i> <i>These words build tension in the story because they</i></p> | <ul style="list-style-type: none"> What does the word....tell you about...? Find two words or phrases which make the passage seem... Find two words or phrases which show the writer thinks... Explain how the words... make it seem... Why has the writer used the word...? What is the purpose of the text? Which words have been chosen for this purpose? What is the effect of the sentence (quote)...? Which keyword(s) tell you about the character/ setting/ mood? How is language used to create a positive / negative image of...? What does the choice of language suggest about...? How has the author used a range of vocabulary to convey different messages, moods, feelings and attitudes? What is it about the language choice that tells you it was written a long time ago? Give one example of the use of humour in the text. The word _____ suggests that the character _____. Find and copy one word that suggests _____ is unpleasant, generous, fruitful etc What does this metaphor tell us about _____. Which is your favourite author and why? Why do you like this author? |



Thameside Progression of Reading Skills



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| | | for writers and types of text | <p>-Show, Don't Tell!</p> <p>-Personify Abstract Nouns</p> <p>-Use the senses</p> <p>- Use Panic Conjunctions</p> <p>-Use short sentences</p> <p>-Use Pathetic Fallacy</p> <p>* Make the text funny/sad/scary/exciting The word(s) _____ make the text _____ because... Other words we could have used are To create the opposite effect, we could have used.....</p> <p>* Show when the story is set The author has used the words _____ to show the story is set in.....</p> <p>* Convey the mood e.g. Freedom Bird 'But good can come out of bad' conveys hope. The word(s) _____ make me feel....when I read this text/passage/story/poem</p> <p>8. Talk about favourite word/phrase in the selected piece of text. Now I would like to share my favourite word/phrase with you, it is _____ because....What is your favourite word/phrase/part? Can you explain why?</p> | |
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| Progression in making comparisons | | | | |
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| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| EYFS | <p>NB: Making comparisons is not an ELG or in NC until Y5</p> <p>Year FS 5c: Make comparisons within and across texts</p> <p>Discuss and compare events</p> | <ul style="list-style-type: none"> Children use simple talk about books to make links between the story/information and events, topics or other stories that they know about | <p>Modelling comparisons in reading –</p> <ol style="list-style-type: none"> Whilst reading the book, make links to other books that the children have already read by the same author/about same topic etc <i>This is like... This reminds me of... This is similar to...</i> Whilst reading the book, support children to identify the topic and personal information about the topic. <i>What do I know about this or a similar topic that might help me?</i> Apply what learning about from the book to own life. <i>"This _____ makes me think of _____." "This is helping me to think about _____."</i> | <ul style="list-style-type: none"> Identify the topic and consider personal knowledge about the topic. Ask: What do I know about this or a similar topic that might help me? Make connections to what has been read previously or already learned. Apply what is being learned to your own life. "This reminds me of _____ because _____." "This [connects, does not connect] to what I already [know, read] because _____." |



Thameside Progression of Reading Skills



| | <p>or topics they have read about or have listened to.</p> <p><i>(Taken from our FS Reading curriculum document)</i></p> | | | <ul style="list-style-type: none"> • “This part is like ____ because ____.” • “This is similar to ____.” • “This ____ makes me think of ____.” • “This is helping me to think about ____.” |
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| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 1 | <p>Year 1 5c: Make comparisons within and across texts</p> <p>Discuss and compare events or topics they have read about or have listened to.</p> <p><i>(Taken from our Y1 Reading curriculum document)</i></p> | <ul style="list-style-type: none"> • Children use talking about books to make links between the story/information and events, topics or other stories that they know about | <p>Modelling comparisons in reading –</p> <ol style="list-style-type: none"> 1. Whilst reading the book, make links to other books that the children have already read by the same author/about same topic etc <i>This is like... This reminds me of... This is similar to... I know other books that ____ has written ... Do you remember when we read....</i> 2. Whilst reading the book, support children to identify the topic and personal information about the topic. <i>What do I know about this or a similar topic that might help me? Remember when you learnt about in Year 1/FS? What do you remember about that?</i> 3. Apply what learning about from the book to own life and local/global issues e.g. climate change. <i>“This ____ makes me think of ____.” “This is helping me to think about ____.”</i> | <ul style="list-style-type: none"> • Identify the topic and consider personal knowledge about the topic. • Ask: What do I know about this or a similar topic that might help me? • Make connections to what has been read previously or already learned. • Apply what is being learned to your own life. • “This reminds me of ____ because ____.” • “This [connects, does not connect] to what I already [know, read] because ____.” • “This part is like ____ because ____.” • “This is similar to ____.” • “This ____ makes me think of ____.” • “This is helping me to think about ____.” • I have seen ____ when... • I have experienced this when... • This reminds me of the time I... • This makes me think about... • This relates to my life by... |
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |



Thameside Progression of Reading Skills



| 2 | <p>Year 2 5c: Make comparisons within and across texts</p> <p>Identify, collect and compare common themes in stories and poems.</p> <p>Make comparisons of characters and events in narratives.</p> <p>Compare the information about different topics in non-fiction texts</p> | <ul style="list-style-type: none">Identify and explain the key features of the text and relate to other similar texts read.Make connections to characters in other texts that have been readIdentify and discuss themes/topics which are similar to other text read or learnt about in school. | <p>Modelling comparisons in reading –</p> <ol style="list-style-type: none">Whilst reading the book, make verbal links to other books that the children have already read by the same author/about same topic etc <i>This is like... This reminds me of... This is similar to... I know other books that ___ has written ... Do you remember when we read....</i>Whilst reading the book, support children to identify the topic and personal information about the topic. <i>What do I know about this or a similar topic that might help me? Remember when you learnt about in ___? What do you remember about that?</i>Apply what learning about from the book to own life and local/global issues e.g. climate change. <i>"This ___ makes me think of ___."</i> <i>"This is helping me to think about ___."</i>Annotate the text with the key features of its genre, whilst making links to other texts that children have already read of the same genre. (Children make simple annotations themselves after this is modelled by the teacher. Best scaffolded by having teacher model on page next to own one to annotate).Teacher to model identifying other similar characters from books. <i>This character reminds me of ___ from the book ___ because....</i> | <ul style="list-style-type: none">Identify the topic and consider personal knowledge about the topic.Ask: What do I know about this or a similar topic that might help me?Make connections to what has been read previously or already learned.Apply what is being learned to your own life. <ul style="list-style-type: none">"This reminds me of ___ because ___.""This [connects, does not connect] to what I already [know, read] because ___.""This part is like ___ because ___.""This is similar to ___.""This ___ makes me think of ___.""This is helping me to think about ___." <ul style="list-style-type: none">I have seen ___ when...I have experienced this when...This reminds me of the time I...This makes me think about...This relates to my life by... |
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| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 3 | <p>Year 3 5c: Make comparisons within and across texts</p> <p>Make comparisons between events in narrative or information texts on the same topic or theme.</p> | <ul style="list-style-type: none">Identify and explain the key features of the text and relate to other similar texts read.Make connections to characters in other texts that have been readIdentify and discuss themes/topics within and across texts | <p>Modelling comparisons in reading –</p> <ol style="list-style-type: none">Whilst reading the book, model making verbal and short written links to other books that the children have already read by the same author/about same topic/ similar characters etc <i>What is the same? What is different? This is like... This reminds me of... This is similar to... I know other books that ___ has written ... Do you remember when we read.... This character reminds me of ___ from the book ___ because....</i>Annotate the text with the key features of its genre, whilst making links to other texts that children have already read of the same genre. (Children make annotations themselves after this is | <ul style="list-style-type: none">Identify the topic and consider personal knowledge about the topic.Ask: What do I know about this or a similar topic that might help me?Make connections to what has been read previously or already learned.Apply what is being learned to your own life. <ul style="list-style-type: none">"This reminds me of ___ because ___.""This [connects, does not connect] to what I already [know, read] because ___." |



Thameside Progression of Reading Skills



| | Compare and contrast writing by the same author | (social, cultural and historical) | <p>modelled by the teacher. Best scaffolded by having teacher model on page next to own one to annotate).</p> <p>3. Whilst reading the book, support children to identify the topic and personal information about the topic. <i>What do I know about this or a similar topic that might help me? Remember when you learnt about in ____? What do you remember about that? What are the two contrasting viewpoints?</i></p> <p>4. Apply what learning about from the book to own life and local/global issues e.g. climate change. <i>"This ____ makes me think of ____."</i> <i>"This is helping me to think about ____."</i></p> | <ul style="list-style-type: none"> • "This part is like ____ because ____." • "This is similar to ____." • "This ____ makes me think of ____." • "This is helping me to think about ____." • I have seen ____ when... • I have experienced this when... • This reminds me of the time I... • This makes me think about... • This relates to my life by... |
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| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 4 | <p>Year 4 5c: Make comparisons within and across texts</p> <p>Collect information to compare and contrast events, characters or ideas.</p> <p>Compare and contrast books and poems on similar themes</p> | <ul style="list-style-type: none"> • Identify and explain the key features of the text and relate to other similar texts read. • Make connections to characters in other texts that have been read • Identify and discuss themes/topics within and across texts (social, cultural and historical) | <p>Modelling comparisons in reading –</p> <p>1. Whilst reading the book, list the similarities and differences between... (characters / settings / layout) ... at least one other text and the one you are studying in class. <i>What is the same? What is different? This is like... This reminds me of... This is similar to... I know other books that ____ has written ... Do you remember when we read..... This character reminds me of ____ from the book ____ because.... Why do you think the layout is different from / similar to...?</i></p> <p>2. Annotate the text with the key features of its genre, whilst making links to other texts that children have already read of the same genre. Model filling in/reading comparison tables, Venn diagrams, tick boxes. (Children make annotations/comparisons themselves after this is modelled by the teacher. Best scaffolded by having teacher model on page next to own one to annotate).</p> <p>3. Whilst reading the book, support children to identify the topic and personal information about the topic. <i>What do I know about this or a similar topic that might help me? Remember when you learnt about in ____? What do you remember about that? What are the two contrasting viewpoints?</i></p> <p>4. Apply what learning about from the book to own life and local/global issues e.g. climate change. <i>"This ____ makes me think of ____."</i> <i>"This is helping me to think about ____."</i></p> | <ul style="list-style-type: none"> • How is / are ____ similar to / different from...? • List the similarities and differences between... (characters / settings / layout) How did the characters' reactions differ when...? • How does (character's) mood change...? • How does the mood change when...? • Why do you think the layout is different from / similar to...? • Why does the layout change...? • Compare paragraph 1 with paragraph 2. • What are the two contrasting viewpoints? • Fill in/read comparison tables, Venn diagrams, tick boxes. |



Thameside Progression of Reading Skills



| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
|------------|--|--|--|---|
| 5 | Make comparisons within and across texts | <ul style="list-style-type: none">Identify and explain the key features of a range of appropriate textsIdentify and explain characters and their profiles across a range of textsIdentify and discuss themes within and across texts (social, cultural and historical) | <p>Modelling comparisons in reading –</p> <ol style="list-style-type: none">Whilst reading the book, list the similarities and differences between... (characters / settings / layout) ... at least one other text and the one you are studying in class. <i>What is the same? What is different? This is like... This reminds me of... This is similar to... I know other books that ___ has written ... Do you remember when we read..... This character reminds me of ___ from the book ___ because.... Why do you think the layout is different from / similar to...?</i>Annotate the text with the key features of its genre, whilst making links to other texts that children have already read of the same genre. (Children make annotations/comparisons themselves after this is modelled by the teacher. Best scaffolded by having teacher model on page next to own one to annotate).Specifically model filling in/reading comparison tables, Venn diagrams, tick boxes when comparing the text you are reading to at least one other.Whilst reading the book, discuss verbally and then model writing short paragraphs/passages which identify social, cultural and historical themes so that children can then do this independently. Model using quotes from the book e.g. sections from The Last Bear which make the reader think about the bigger picture of climate change and its impact on wildlife, for example. "This ___ makes me think of ___." "This is helping me to think about ___." "What do I know about this or a similar topic that might help me? Remember when you learnt about in ___? What do you remember about that? What are the two contrasting viewpoints? | <ul style="list-style-type: none">How is / are ___ similar to / different from...?List the similarities and differences between... (characters / settings / layout) How did the characters' reactions differ when...?How does (character's) mood change...?How does the mood change when...?Why do you think the layout is different from / similar to...?Why does the layout change...?Compare paragraph 1 with paragraph 2.What are the two contrasting viewpoints?Fill in/read comparison tables, Venn diagrams, tick boxes. |
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 6 | Make comparisons within and across texts | <ul style="list-style-type: none">Compare and contrast the key features of a range of appropriate texts | <p>Modelling comparisons in reading –</p> <ol style="list-style-type: none">Annotate the text with the key features of its genre, whilst making links to other texts that children have already read of the same genre. (Children make annotations/comparisons themselves after | <ul style="list-style-type: none">How is / are ___ similar to / different from...?List the similarities and differences between... (characters / settings / layout) How did the characters' reactions differ when...?How does (character's) mood change...? |



Thameside Progression of Reading Skills



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| | | <ul style="list-style-type: none"> Compare and contrast characters across a range of appropriate texts Compare and contrast themes and conventions across a range of appropriate texts (social, cultural and historical) | <p>this is modelled by the teacher. Best scaffolded by having teacher model on page next to own one to annotate).</p> <ol style="list-style-type: none"> Specifically model filling in/reading comparison tables, Venn diagrams, tick boxes when comparing the text you are reading to at least two others. Whilst reading the book, list the similarities and differences between... (characters / settings / layout) ... at least two other texts and the one you are studying in class. Model recording this in short passages/paragraphs after making notes in a table, for example. What is the same? What is different? This is like... This reminds me of... This is similar to... I know other books that ___ has written ... Do you remember when we read..... This character reminds me of ___ from the book ___ because.... Why do you think the layout is different from / similar to...? Focus on the author's viewpoint in different sections of the text (this could be their viewpoint of a character, for example). How does the viewpoint change? Why do you think this happens? Whilst reading the book, discuss verbally and then model writing short paragraphs/passages which identify social, cultural and historical themes so that children can then do this independently. Model using quotes from the book e.g. sections from The Last Bear which make the reader think about the bigger picture of climate change and its impact on wildlife, for example. "This ___ makes me think of ___." "This is helping me to think about ___." What do I know about this or a similar topic that might help me? Remember when you learnt about in ___? What do you remember about that? What are the two contrasting viewpoints? | <ul style="list-style-type: none"> How does the mood change when...? Why do you think the layout is different from / similar to...? Why does the layout change...? Compare paragraph 1 with paragraph 2. What are the two contrasting viewpoints? How is the author's viewpoint different? How is the author's viewpoint different in different sections of the text? Fill in/read comparison tables, Venn diagrams, tick boxes. |
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Progression in questioning (posing & answering)

| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
|------------|--|--|---|--|
| EYFS | With support, children can generate simple recall questions using given starting words | <ul style="list-style-type: none"> Ask questions based on the text Ask questions that are based on the main idea | <p>Modelling posing & answering questions in reading –</p> <ol style="list-style-type: none"> Show a picture from the book you are reading Model stating what you see, think, wonder about the picture (do each one separately) See? Think? Wonder? | <ul style="list-style-type: none"> Why did... What did... How did... Where was... Should there... |



Thameside Progression of Reading Skills



| | (who, when, how, why) to clarify what they are thinking about a story. | <ul style="list-style-type: none"> Ask some detail-orientated questions Ask some inferential questions | <p>3. Model asking simple questions (including inferential) about the picture/simple text. <i>Who? What? When? Where? Why? How? What if?</i> (children encouraged to ask each other questions after this has been modelled to them)</p> <p>4. Talk about the book in general after reading it. <i>Do you know any other books with similar...</i></p> | <ul style="list-style-type: none"> How do I feel about what ____ just did? I wonder if... I wonder why... |
|------------|---|---|---|--|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 1 | <p>Children generate literal recall questions of their own to match the text they are reading, before, during and after reading.</p> <p>Children use their own question words and ask questions which can be answered using the text.</p> | <ul style="list-style-type: none"> Ask questions about aspects of a text they don't understand. Ask questions to understand what has happened in stories they have read or been read to them. Ask questions to explore what characters say and do. Pose questions and use a text to find answers. | <p>Modelling posing & answering questions in reading –</p> <p>Fiction</p> <ol style="list-style-type: none"> Have questions on the board. Explain to children that through reading the book, we are going to be able to answer these questions at the end. Show a picture/ picture and text from the book you are reading and model stating what you see, think, wonder about the picture (do each one separately) <i>See? Think? Wonder?</i> Model asking questions about a 'tricky' part of the text which is more difficult to understand. Model asking simple questions (including inferential) about a part where a character does or says something (this could include showing this with a picture). <i>Who did...? What did...? When did...? Where did...? Why did...? How did...? What if...?</i> Talk about the book in general after reading it. <i>Do you know any other books with similar... settings/characters/events in the story/author/writing style/theme? NB: A theme could include loneliness, friendship, anger, courage etc.</i> Model between TA and teacher asking questions about the book once have finished reading it to check for understanding. NB: could make this multiple choice questions too if scaffolding needed. <i>Why did... What did... How did... Where was... Should there...</i> At end of book (in whatever lesson it is completed), revisit the questions that were posed before the book was read and model answering them well, verbally. Give children some of own, which are similar, to answer. <p>Non-fiction</p> <ol style="list-style-type: none"> Pose questions that need answering about a theme or topic (ensure that they can be answered through reading the chosen book). Model | <ul style="list-style-type: none"> Explore what makes a good question? Why did... What did... How did... Where was... Should there... How do I feel about what ____ just did? I wonder if... I wonder why... What does it mean when...? What is the meaning behind...? What would happen if ...? What character traits describe ...? Have you ever known a person like ...? What might ...? How would you feel if ...? Bloom's taxonomy of questions: |



Thameside Progression of Reading Skills

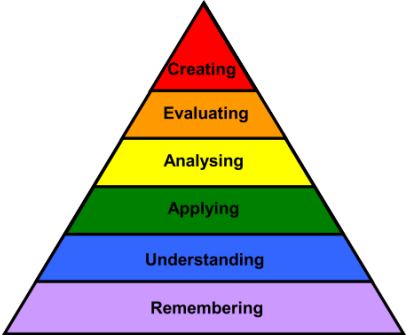



| | | | how to use information book to answer them e.g. using index, contents, skimming and scanning etc | <h2>Bloom's Taxonomy</h2> <p>Remembering: I can remember facts about the information. <i>Where does it say...? When/why/how did...?</i></p> <p>Understanding: I can explain the ideas in the information. <i>How could you say that in your own words...?</i></p> <p>Applying: I can use the information in a new way. <i>What questions would you ask of...?</i></p> <p>Analysing: I can break down the information to understand it better. <i>What evidence can you find to...?</i></p> <p>Evaluating: I can say what I think about the information and back up my opinion. <i>What would you say is the importance of...?</i></p> <p>Creating: I can use the information to build new ideas. <i>How could you change the plot...?</i></p> |
|------------|--|--|--|---|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 2 | Children generate literal recall questions of their own which go with the text they are reading, before, during and after reading. Children use their own question words and begin to be able to change their questions as they progress through the text. | <ul style="list-style-type: none"> Ask questions about a text to ensure they understand events or ideas in a text. Ask what, where, and when questions about a text to support and develop their understanding Ask questions to understand more about characters and events in narrative or the topic in non-fiction. Pose and record questions prior to reading to find something out. Ask follow up questions about the | <p>Modelling posing & answering questions in reading – Fiction</p> <p>1. Remembering questions. Model how to ask & answer these questions in full to the children, verbally and in writing. <i>Who were the characters in the story? Write three things that happened in the text. Where did the story take place? When does the story take place? How do you know?</i></p> <p>2. Understanding questions. Model how to ask & answer these questions in full to the children, verbally and in writing. <i>Tell me about the main character using your own words. Explain the main problem of the story and how it was solved. Retell the story in three sentences. Draw a story board to show the sequence of events.</i></p> <p>3. Applying questions Model how to ask & answer these questions in full to the children, verbally and in writing. <i>Explain a time when something similar happened to someone you know. Would you have done the same as the character in the story? What three questions would you ask the main character if you met him/her? Can you think of another story with a similar theme or main character?</i></p> <p>4. Analysing questions Model how to ask & answer these questions in full to the children, verbally and in writing. <i>Who is your favourite character? Why? Identify the different parts of a story (introduction, development, climax, resolution). Compare this</i></p> | <ul style="list-style-type: none"> Explore what makes a good question? Question matrix (resource on common) Model different question stems e.g. 'I wonder why...?' See, think, wonder Quescussion Use statements about the text (chn agree/disagree/undecided) Encourage and model higher order questions Different questions types: 'right there' 'think about' and 'find out' In independent work, chn tabulate things character said or done and then use chart to answer questions such as 'what did you think of...then?' or 'Do you think that was the right decision to make? Why/why not?' |



Thameside Progression of Reading Skills



| | | <p>topics they've read about.</p> | <p>story to another one. How are they the same and how are they different?</p> <p>5. Evaluating questions Model how to ask & answer these questions in full to the children, verbally and in writing. Did you like this story? Why or why not? Was the main character good or bad? Why do you think so? Which character would you most want to meet? Why?</p> <p>6. Creating questions Model how to ask & answer these questions in full to the children, verbally and in writing. Can you verbally tell a story like this one but change the characters in it? (innovate) What will happen next in the story? Rewrite the story from another point of view (another character or an object in the story).</p> <p>Non-fiction</p> <p>7. Model writing questions about a topic and then show how to use a non-fiction book to find the answers. Write in full sentences.</p> | <ul style="list-style-type: none"> What know for certain? What think might be happening? What hints are you picking up? All you need is three questions Question quadrants and tables Blooms taxonomy of questions  |
|------------|---|---|---|---|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 3 | Children generate a variety of questions, including retrieval and inferential questions to help them understand a text further. | <ul style="list-style-type: none"> Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand. Clarify their understanding of events, ideas and topics by asking questions about them. Ask questions to develop understanding of characters' feelings | <p>Modelling posing & answering questions in reading –</p> <p>Fiction</p> <p>1. Remembering questions. Model how to ask & answer these questions in full to the children, verbally and in writing. Who were the characters in the story? Write three things that happened in the text. Where did the story take place? When does the story take place? How do you know?</p> <p>2. Understanding questions. Model how to ask & answer these questions in full to the children, verbally and in writing. Tell me about the main character using your own words. Explain the main problem of the story and how it was solved. Retell the story in three sentences. Draw a story board to show the sequence of events.</p> <p>3. Applying questions Model how to ask & answer these questions in full to the children, verbally and in writing. Explain a time when something similar happened to someone you know. Would you have done the same as the character in the story? What three questions would you ask the main character if you met him/her? If</p> |  <ul style="list-style-type: none"> Explore what makes a good question? Question matrix (resource on common) Model different question stems e.g. 'I wonder why...?' See, think, wonder Quesdiscussion Use statements about the text (chn agree/disagree/undecided) Encourage and model higher order questions Different questions types: 'right there' 'think about' and 'find out' |



Thameside Progression of Reading Skills



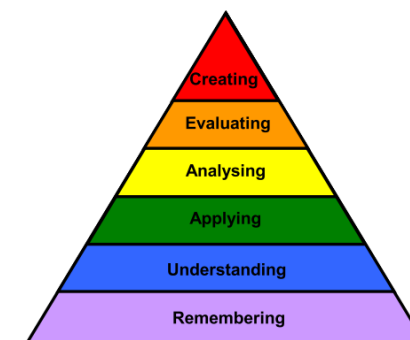
| | | <p>and actions, or to understand significant details about a topic.</p> <ul style="list-style-type: none"> Prepare and list questions as the basis for enquiry and decide which are the most important to follow up. | <p>the main character came to your school, what would they do? Can you think of another story with a similar theme or main character?</p> <p>4. Analysing questions Model how to ask & answer these questions in full to the children, verbally and in writing. Who is the most important character in the story and who is the least important? Identify the different parts of a story (introduction, development, climax, resolution). Compare this story to another one. How are they the same and how are they different?</p> <p>5. Evaluating questions Model how to ask & answer these questions in full to the children, verbally and in writing. Did you like this story? Why or why not? Was the main character good or bad? Why do you think so? Which character would you most want to meet? Why?</p> <p>6. Creating questions Model how to ask & answer these questions in full to the children, verbally and in writing. Can you verbally tell a story like this one but change the characters in it? (innovate) What will happen next in the story? Rewrite the story from another point of view (another character or an object in the story).</p> <p>Non-fiction</p> <p>7. Model writing questions about a topic and then show how to use a non-fiction book to find the answers. Write in full sentences.</p> | <ul style="list-style-type: none"> In independent work, children tabulate things character said or done and then use chart to answer questions such as 'what did you think of...then?' or 'Do you think that was the right decision to make? Why/why not?' What know for certain? What think might be happening? What hints are you picking up? All you need is three questions Question quadrants and tables Blooms taxonomy of questions |
|------------|--|--|---|---|
| | | | | |
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 4 | Children generate a variety of questions, including retrieval, inferential and questions about the deeper meaning or themes of a text to help them understand further. | <ul style="list-style-type: none"> Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text. Identify elements of a text which they do not understand and ask questions about it. Ask questions to clarify their | <p>Modelling posing & answering questions in reading –</p> <p>Fiction</p> <ol style="list-style-type: none"> Remembering questions. Model how to ask & answer these questions in full to the children, verbally and in writing. Who were the characters in the story? Where did the story take place? When does the story take place? Understanding questions. Model how to ask & answer these questions in full to the children, verbally and in writing. Tell me about the main character using your own words. Explain the main problem of the story and how it was solved. Retell the story in three sentences. Compare the beginning of the story to the end, what were the main changes? Draw a story board to show the sequence of events. | <ul style="list-style-type: none"> Explore what makes a good question? Question matrix (resource on common) Model different question stems e.g. 'I wonder why...?' See, think, wonder Quescussion Use statements about the text (children agree/disagree/undecided) |



Thameside Progression of Reading Skills



| | | | | |
|--|--|---|---|---|
| | | <p>understanding of what is implied about main ideas, themes and events in texts they have read.</p> <ul style="list-style-type: none"> • Prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search. | <p>3. Applying questions Model how to ask & answer these questions in full to the children, verbally and in writing.</p> <p>How would you have solved the problem? Explain a time when something similar happened to someone you know. Would you have done the same as the character in the story? What three questions would you ask the main character if you met him/her? Can you think of another story with a similar theme or main character?</p> <p>4. Analysing questions Model how to ask & answer these questions in full to the children, verbally and in writing.</p> <p>Who is the most important character in the story and who is the least important? Identify the different parts of a story (introduction, development, climax, resolution). Organise the text into parts and think of a suitable title for each part. Which things in the text were true and which were opinions? What things in the text would not have happened in real life? Compare this story to another one. How are they the same and how are they different?</p> <p>5. Evaluating questions Model how to ask & answer these questions in full to the children, verbally and in writing.</p> <p>Did you like this story? Why or why not? Was the main character good or bad? Why do you think so? Which character would you most want to meet? Why? Why do you think the author wanted to write this story? Would you? Why or why not? Could this story have happened at a different time or place? Why or why not? Was this the best ending for the story? Why or why not?</p> <p>6. Creating questions Model how to ask & answer these questions in full to the children, verbally and in writing.</p> <p>What will happen next in the story? Write a different ending for the story. Pretend you are the main character in the story and write a diary about what happened. Create a new book cover for the story.</p> <p>Non-fiction</p> <p>8. Model writing questions about a topic and then show how to use a non-fiction book to find the answers. Write in full sentences.</p> | <ul style="list-style-type: none"> • Encourage and model higher order questions • Different questions types: 'right there' 'think about' and 'find out' • In independent work, chn tabulate things character said or done and then use chart to answer questions such as 'what did you think of...then?' or 'Do you think that was the right decision to make? Why/why not?' • What know for certain? What think might be happening? What hints are you picking up? • All you need is three questions • Question quadrants and tables • Blooms taxonomy of questions |
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Thameside Progression of Reading Skills

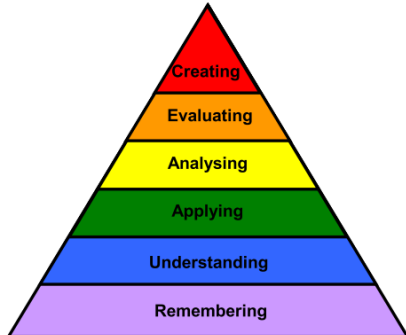



| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts | | | | | | | | | | | | | | | |
|------------|--|---|--|-----------------|------|-------|-----------|--|--|-----------|--|--|-----------|--|--|-----------|--|--|--|
| 5 | Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking questions that take the discussion deeper and beyond the text, which the children begin to use | <ul style="list-style-type: none">Identify aspects of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more.Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.Recognise where they don't understand why something happens in a text and ask questions to clarify their understanding.Prepare for research by identifying what they already know and what they need to find out. Plan their inquiry or research in the light of these questions. Adapt their questions as they read. | <p>Modelling posing & answering questions in reading – Fiction</p> <p>For different types of questions below, remember to use the SATs stems to do write own questions (SATs stems are saved on common in planning, Reading).</p> <div><p>4. Tick one box in each row to show whether each statement is true or false.</p><table><thead><tr><th></th><th>True</th><th>False</th></tr></thead><tbody><tr><td>Statement</td><td></td><td></td></tr><tr><td>Statement</td><td></td><td></td></tr><tr><td>Statement</td><td></td><td></td></tr><tr><td>Statement</td><td></td><td></td></tr></tbody></table><p>1 mark</p></div> | | True | False | Statement | | | Statement | | | Statement | | | Statement | | | <div><div>P</div><div>M</div><div>I</div><div>Plus</div><div>Minus</div><div>Interesting</div></div> <ul style="list-style-type: none">Explore what makes a good question?Question matrix (resource on common)Model different question stems e.g. 'I wonder why...?'See, think, wonderQuescussionUse statements about the text (chn agree/disagree/undecided)Encourage and model higher order questionsDifferent questions types: 'right there' 'think about' and 'find out'In independent work, chn tabulate things character said or done and then use chart to answer questions such as 'what did you think of...then?' or 'Do you think that was the right decision to make? Why/why not?'What know for certain? What think might be happening? What hints are you picking up?All you need is three questionsQuestion quadrants and tablesBlooms taxonomy of questions |
| | True | False | | | | | | | | | | | | | | | | | |
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Thameside Progression of Reading Skills



| | | | <p>done the same as the character in the story? What three questions would you ask the main character if you met him/her? Can you think of another story with a similar theme or main character? How are they the same? How are they different?</p> <p>4. <u>Analysing questions</u> Model how to ask & answer these questions in full to the children, verbally and in writing. Who is the most important character in the story and who is the least important? Organise the text into parts and think of a suitable title for each part. Which things in the text were fact and which were opinions? What things in the text would not have happened in real life?</p> <p>5. <u>Evaluating questions</u> Model how to ask & answer these questions in full to the children, verbally and in writing. Did you like this story? Why or why not? Write a book review.. Was the main character good or bad? Why do you think so? Which character would you most want to meet? Why? Could this story have happened at a different time or place? Why or why not? Was this the best ending for the story? Why or why not?</p> <p>6. <u>Creating questions</u> Model how to ask & answer these questions in full to the children, verbally and in writing. What will happen next in the story? Rewrite the story from another point of view (another character or an object in the story). Write a different ending for the story. Pretend you are the main character in the story and write a diary about what happened. Create a new book cover for the story.</p> <p>Non-fiction 7. Model writing questions about a topic and then show how to use a non-fiction book to find the answers. Write in full sentences.</p> |  |
|------------|--|---|---|---|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 6 | Children actively generate a variety questions to focus the reading and adjust questions | <ul style="list-style-type: none"> Identify where they do not fully understand a text. Ask effective questions that will help them clarify their understanding | <p>Modelling posing & answering questions in reading –</p> <p>For different types of questions below, remember to use the SATs stems to do write own questions (SATs stems are saved on common in planning, Reading).</p> |  <ul style="list-style-type: none"> Explore what makes a good question? |



Thameside Progression of Reading Skills



in light of evidence from the text. They ask their own critical thinking questions that take the discussion deeper and beyond the text.

of the text or the topic they are researching.

- Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.
- Ask questions to clarify and explore their understanding of what is implied in the text.
- Locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information.
- Refine research questions in the light of initial findings.

Write down **three** things you are told about ...

1. _____
2. _____
3. _____

2 marks

1. What was revealed at the end of the story?
Tick **one**.

Statement
Statement
Statement
Statement

| |
|--|
| |
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| |

1 mark

Fiction

1. **Remembering questions.** Model how to ask & answer these questions in full to the children, verbally and in writing.

Who were the most influential/important characters in the story?

Where did the story take place? When does the story take place? How do you know?

2. **Understanding questions.** Model how to ask & answer these questions in full to the children, verbally and in writing.

Can you write a description of main character using your own words?

Explain the main problem of the story and how it was solved. Retell the story in three sentences. Did the main character feel differently at the beginning and end of the story? How do you know? Find evidence in the text (quotes).

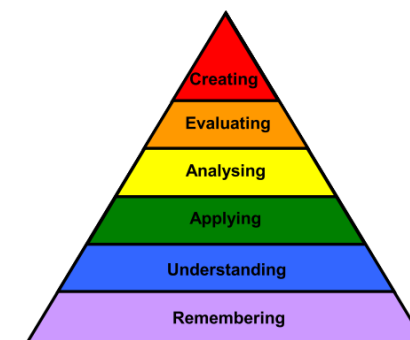
3. **Applying questions** Model how to ask & answer these questions in full to the children, verbally and in writing.

How would you have solved the problem? Explain a time when something similar happened to someone you know. Would you have done the same as the character in the story? Hot seat the main character and write questions to ask them. Can you think of another story with a similar theme or main character?

4. **Analysing questions** Model how to ask & answer these questions in full to the children, verbally and in writing.

Who is the most important character in the story and who is the least important? Can you organise the text into parts and think of a suitable title for each part. How would the story change in meaning if you

- Question matrix (resource on common)
- Model different question stems e.g. 'I wonder why...?'
- See, think, wonder
- Quescussion
- Use statements about the text (chn agree/disagree/undecided)
- Encourage and model higher order questions
- Different questions types: 'right there' 'think about' and 'find out'
- In independent work, chn tabulate things character said or done and then use chart to answer questions such as 'what did you think of...then?' or 'Do you think that was the right decision to make? Why/why not?'
- What know for certain? What think might be happening? What hints are you picking up?
- All you need is three questions
- Question quadrants and tables
- Blooms taxonomy of questions





Thameside Progression of Reading Skills



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| | | | <p>changed the order of events? Would a flashback or flash forward work? Why/why not? Which things in the text were factual and which were opinions? Can you compare this story to another one. How are they the same and how are they different?</p> <p>5. <u>Evaluating questions</u> Model how to ask & answer these questions in full to the children, verbally and in writing.</p> <p>Did you like this story? Why or why not? Was the main character a hero or a villain? Why do you think this? Which character would you most want to meet? Why? Why do you think the author wanted to write this story? Could this story have happened at a different time or place? Why or why not? Was this the best ending for the story? Why or why not?</p> <p>6. <u>Creating questions</u> Model how to ask & answer these questions in full to the children, verbally and in writing.</p> <p>Can you rewrite the story from another point of view (another character or an object in the story). Can you write a better/different opening/ending? Pretend you are the main character in the story and write a diary about what happened. Create a new book cover for the story.</p> <p>Non-fiction</p> <p>7. Model writing questions about a topic and then show how to use a non-fiction book to find the answers. Write in full sentences.</p> <p>8. Model how to refine questions posed in light of initial findings.</p> | |
|--|--|--|---|--|

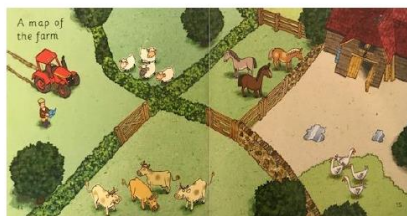
| Clarify vocabulary: retrieval | | | | |
|-------------------------------|--|---|---|--|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| EYFS | Explain simply their understanding of what is read to them | <ul style="list-style-type: none">Identify the main character in a story or the subject of a non-fiction textIdentify main events or key points in texts | <p>Discussing the text</p> <ol style="list-style-type: none">Read part of the text that introduces the children to the main characters (or subject in non-fiction)Discuss who the main characters are, ensure you model telling them how you know this. | <ul style="list-style-type: none">Who is the main character?What is this information book about?What happened to... at the end?What happened when...? |

- Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales

I know that _____ is the main character because

- At the end of the book, ask children questions to support identifying the main events or key points of the text. Provide children with enhancements during challenge time to support this.

Oral retelling of stories in a sequential order:



Use maps to help children remember where characters have been.



Story tables with movable characters.

- Encourage the children to share their opinion of the text. Model giving your opinion verbally before shared writing it.

I liked _____ because...


I disliked _____ because...

- Can you tell us about your favourite book / part of the book? Explain why you like it.



Thameside Progression of Reading Skills



| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
|------------|---|--|---|---|
| 1 | Explain clearly their understanding of what is read to them Recognise and join in with predictable phrases | <ul style="list-style-type: none">Draw on what they already know or on background information from the teacher to understand booksIdentify the main character in a story or the subject of a non-fiction textTalk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional talesIdentify main events or key points in textsAnswer literal retrieval questions about the text | <p>Discussing the text</p> <ol style="list-style-type: none">Read part of the text that introduces the children to the main characters (or subject in non-fiction)Discuss who the main characters are, ensure you model telling them how you know this. <p>I know that _____ is the main character because _____</p> <ol style="list-style-type: none">After reading the book, ask children questions to support identifying the main events or key points of the text. Provide children with enhancements during challenge time to support this. E.g drama; acting out the story or hot seating, physical sequencing <p>Physical Sequencing:</p>  <p>Provide children with pages or events from the book and they sequence them in order.</p> <p>What happened after _____? What happened before _____?</p> <ol style="list-style-type: none">Encourage the children to share their opinion of the text. Model giving your opinion verbally before shared writing it. <p>I liked _____ because... I disliked _____ because... I would recommend _____ because...</p> | <ul style="list-style-type: none">Who is/are...?Who is the main character?What is...?What is this information book about?What happened to... at the end?What happened when...?Where did...go? Name two places.Which two...?Write one...List...Match...Can you tell us about your favourite book / part of the book? Explain why you like it.Are these statements true or false? |



Thameside Progression of Reading Skills



| | | | <p>5. Model discussing the text with the children, making reference to books read before, familiar characters, structures etc</p> <p>This story is similar to _____ because</p> | |
|------------|---|---|---|--|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 2 | <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>Discuss how items of information are related</p> <p>Answer and ask questions</p> | <ul style="list-style-type: none"> • Draw on what they already know or on background information from the teacher to understand books • Ask questions and find the answers to simple questions in the text • Answer literal retrieval questions about the text • Use a range of question prompts to generate relevant questions about the text • Recall simple points from familiar texts • Identify main events or key points in texts | <p>Making connections between texts</p> <p>1. Either during reading or after you have read, depending what is suitable to the text, discuss what characters/other books the one you are reading reminds you of.</p> <p>Does this story remind you of any others? Have you read any other stories that have similar... to this one? What did the story remind you of?</p> <p>This story is similar to _____ because</p> <p>The character really reminds me of _____ because</p> <p>2. Encourage the children to use their oracy skills to agree, build or challenge one another.</p> <p>I agree with _____ because _____</p> <p>I agree with _____ but I would like to build on what he/she said because I also think _____</p> <p>I would like to challenge what _____ said because _____</p> <p>3. When the children are confidently able to make links with other stories, begin to create story webs, modelling how a number of books the children are familiar with can be linked.</p> <p>Identifying key words in reading by skimming and scanning</p> <p>1. Start by doing simple word searches and playing games such as fastest finger first, Where's Wally (pictures with lines), spot the difference, using blackouts to get children used to simple skimming</p> | <ul style="list-style-type: none"> • Which two...? • List... Match... Underline / highlight... Choose... • Give one reason... • Find a description of... • Can you tell us about your favourite book / part of the book? Explain why you like it. • Draw four lines to match (statement). • Why did...? What did...? Where did...? When did...? • Choose one of the multiple-choice options to complete the sentence. • Who are the characters? Who is telling the story? Who did...? Who (drives)...? • Where are/do...? Where is the story set? • What happened...? What did / do / does / are...? • Does this story remind you of any others? Have you read any other stories that have similar... to this one? What did the story remind you of? • Are there similar themes? (naughty characters, castles, good characters) • Can you explain what has happened? • Do you think this book is trying to give the reader a message? What is it? |



Thameside Progression of Reading Skills



and scanning. Model these skills explicitly, out of the context of the story before applying it to texts. E.g

- **Fastest finger first**

Children find a particular word as quickly as they can and put their finger on it. These can be focused on key words from texts and other curriculum areas. You can also use this with texts.

| | | | | | | | |
|-----------|------------|-----------|------------|-----------|------------|----------|-----------|
| broccoli | April | swimming | blouse | sweetcorn | Uranus | suit | November |
| trousers | onion | rhino | Earth | happy | gymnastics | satsuma | orange |
| raspberry | tiger | shorts | clementine | t-shirt | alpaca | cardigan | leek |
| jumper | pig | Wednesday | August | cat | gloves | Friday | kayaking |
| Monday | Pluto | loved | hat | hockey | Mars | black | leopard |
| ecstatic | gold | badger | Jupiter | beetroot | jacket | March | panda |
| fox | September | culottes | netball | grey | blue | sailing | Saturday |
| Neptune | strawberry | Winter | blackberry | skirt | dog | Summer | canoeing |
| tomato | green | shirt | rugby | pineapple | coat | sad | kiwi |
| July | basketball | melon | cucumber | zebra | Tuesday | riding | June |
| pink | mango | red | diving | cycling | dress | orange | brown |
| Autumn | Venus | carrot | goat | Spring | sheep | cheetah | parsnip |
| elephant | hurdles | December | purple | January | worried | rabbit | Mercury |
| anxious | pea | hare | giraffe | scarf | white | tights | socks |
| football | lion | banana | high jump | tangerine | potato | Saturn | blueberry |
| aubergine | angry | sprint | discus | silver | long jump | shoes | lacrosse |
| javelin | Sunday | February | Thursday | October | llama | May | cow |

- **Using Where's Wally style puzzles**

Use lines to encourage children to systematically scan the image to find the information. Apply the same skill to texts.



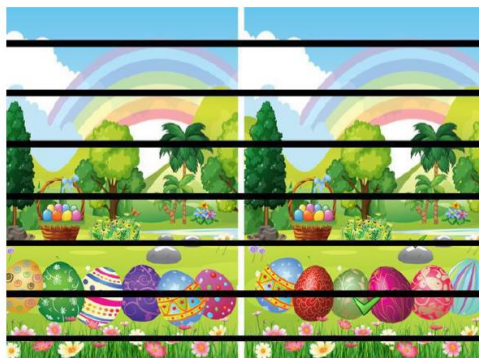
- Are these statements True or False? Can you explain what has been read to you?
- What are the ____ for?
- Match the sub-heading to the section
- Where would you find information about...?



Thameside Progression of Reading Skills



- **Spot the difference**
Use lines to encourage children to systematically scan the image to find the information. You can also do this with text.



- **Black out**
Black out text leaving the subheading or first line for children to 'get paragraph'.

Liam the Park Keeper

Meet Liam the park keeper
Do you like being out in the open air? Liam does! He works as a park keeper, which means he is outside all day long.

Liam the park keeper
Liam has to keep his areas of the park looking their best for visitors.

Liam's daily tasks depend on the weather and the time of year. His main tasks include:

- Raking up leaves
- Bulbs ready for planting

This is the park where Liam works.

Liam works in new plants.

It is important that we model this by showing them how to scan methodically

2. Once the children are confident with the skill of skimming and scanning explicitly introduce this skill within a text, using the familiar methods to support.



Thameside Progression of Reading Skills



| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
|------------|---|---|---|---|
| 3 | <p>Ask questions to improve their understanding of a text</p> <p>Retrieve and record information from non-fiction</p> | <ul style="list-style-type: none">Ask questions and find answers to simple questions in a textRetrieve and record information from non-fictionAnswer literal retrieval questions and locate the information in the textLocate information using skimmingUse a contents page and an index page to locate information | <p>Identifying key words in reading by skimming and scanning</p> <ol style="list-style-type: none">Model scanning a text to find a specific word.Explain that you don't try to read every word. Instead let your eyes move quickly across the page until you find what you're looking for.Use clues on the page, such as headings and titles, to help you.Play the Fastest Finger game to develop this skill.Ask children retrieval questions for them to find the answer to as quickly as possible, making sure they know that the answer is in the text (possibly giving a specific page too)In a non-fiction book, ask retrieval questions, modelling how to use the contents page to help you locate the information more quickly.Repeat, using the index page <p>I think I will find information about _____ on page _____ because _____ I know that page _____ will tell us all about _____ so I think we will find the information we need there.</p> <ol style="list-style-type: none">Teach the children how to create summery captions. Model writing a summary caption for a paragraph/ page to help remember when specific information might be in a text. | <ul style="list-style-type: none">List... Match... Underline / highlight... Choose...What is...? Why had...? Who else...? What event...? Why do...? Why has..? Where is?Give one... Name two... Tick... Two columns. Which two...?Where is the contents page/ index/ chapter on...?Give one reason...Find a description of...Can you tell us about your favourite book / part of the book? Explain why you like it.What are the ____ for?How do the sub-headings make the text easier to read?Match the sub-heading to the paragraphCan you explain how information is related in this book?Where would you find information about...?What is one (name) that _____ have been called?Why is the word ____ in bold print / italics?What features could a ____ text have? |



Thameside Progression of Reading Skills



| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
|------------|---|---|--|--|
| 4 | <p>Ask questions to improve their understanding of a text</p> <p>Retrieve and record information from non-fiction</p> | <ul style="list-style-type: none">• Ask questions and find answers to simple questions in a text• Retrieve and record information from non-fiction• Extract information from the text• Locate information using skimming and scanning• Decide on a question that needs answering and locate the answer in a non-fiction book• Use non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations) | <p>Identifying key words in reading by skimming and scanning</p> <ol style="list-style-type: none">1. Model scanning a text to find a specific word.2. Explain that you don't try to read every word. Instead let your eyes move quickly across the page until you find what you're looking for.3. Use clues on the page, such as headings and titles, to help you.4. Play the Fastest Finger game to develop this skill.5. Ask children retrieval questions for them to find the answer to as quickly as possible, making sure they know that the answer is in the text (possibly giving a specific page too)6. In a non-fiction book, ask retrieval questions, modelling how to use the contents page to help you locate the information more quickly.7. Repeat, using the index page <p>I think I will find information about _____ on page _____ because _____ I know that page _____ will tell us all about _____ so I think we will find the information we need there.</p> <ol style="list-style-type: none">8. Using a non-fiction book, model thinking of a question you would like to find out linked to the book subject. How could I find this out? Children to use the non-fiction book features to locate the information more quickly.9. Now children come up with their own questions/ questions for partner to locate the information and give an answer. | <ul style="list-style-type: none">• Which two...? What is...? Why had...? Who else...? What event...? Why do...? Why has...? Where is?• List... Match... Underline / highlight... Choose...• Give one... Name two... Tick... Two columns.• Where is the contents page/ index/ chapter on...?• Give two reasons...• Find a description of/ a piece of text relating to...• Find and copy two things...• What are the _____ for?• How do the sub-headings make the text easier to read?• What is the purpose of the illustrations/diagrams/fact boxes?• Match the sub-heading to the paragraph.• Can you explain how information is related in this book?• Where would you find information about...?• What is one (name) that _____ have been called?• Why is the word _____ in bold print / italics?• What features could a _____ text have?• Number these facts in order of importance. |



Thameside Progression of Reading Skills



| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts | | | | | | | | |
|------------|--|--|--|-----------------|--------------------------|-------|--------------------------|-------|--------------------------|-------|--------------------------|---|
| 5 | <p>Ask questions to improve their understanding</p> <p>Retrieve, record and present information from non-fiction</p> | <ul style="list-style-type: none">• In non-fiction, retrieve, record and present information• Ask questions and find the answers to questions in a text• Extract increasingly complex information from the text• Plan what information needs to be found with guidance• Make simple notes• Apply information retrieval skills across the curriculum | <p>Identifying key words in reading by skimming and scanning</p> <p>1. Model reading the question, deciding on what format the answer is needed in e.g. date/one word/longer answer and then show how to scan a text to find a specific word or phrase which is need to either answer the question or help answer the question.</p> <p>To support in SATs papers, children should have exposure to short extracts of unfamiliar texts to practice the step above e.g. 1000+ extracts in Year 6 or Literacy Shed reading comprehensions linked to topics being taught, for example, in Year 5.</p> <p>2. Model/recap on how to scan with eyes, use clues on the page, such as headings and titles, to help you. (Fastest Finger game can help to consolidate develop this skill).</p> <p>3. Ask children retrieval questions for them to find the answer to as quickly as possible, making sure they know that the answer is in the text.</p> <p>Use the SATs stems to do write own questions for this (SATs stems are saved on common in planning, Reading) .</p> <div><p>2. <i>quote</i> In this sentence, the word word is closest in meaning to... Tick one.</p><table><tr><td>word.</td><td><input type="checkbox"/></td></tr><tr><td>word.</td><td><input type="checkbox"/></td></tr><tr><td>word.</td><td><input type="checkbox"/></td></tr><tr><td>word.</td><td><input type="checkbox"/></td></tr></table><p>1 mark</p><p>3. Look at page 1. Find and copy one word that shows/tells us/suggests...</p><p>_____</p><p>1 mark</p></div> | word. | <input type="checkbox"/> | word. | <input type="checkbox"/> | word. | <input type="checkbox"/> | word. | <input type="checkbox"/> | <ul style="list-style-type: none">• What is...? Why had...? Who else...? What event...? Why do...? Why has..?• Give one... Name two... Explain why... Two columns. Tick either based on a question• How do people feel about the...?• Which words would best complete (statement) 4 tick boxes• Look at the _____. Who.....?• What is happening after/before...?• True or false – table of 4 statements• What is the name of_____?• Why is it important for... ? tick one• Complete the table (headings with a series of bullet points requiring retrieval from the text)• Where did (character) find the?• Give two pieces of evidence that...• Number these (5) facts in the order that they happen.• How did _____ react when....?• What was one effect of...? |
| word. | <input type="checkbox"/> | | | | | | | | | | | |
| word. | <input type="checkbox"/> | | | | | | | | | | | |
| word. | <input type="checkbox"/> | | | | | | | | | | | |
| word. | <input type="checkbox"/> | | | | | | | | | | | |



Thameside Progression of Reading Skills



| | | | <p>4. In a non-fiction book, ask retrieval questions, modelling how to use the contents page/index to help you locate the information more quickly.</p> <p>I think I will find information about _____ on page _____ because _____ I know that page _____ will tell us all about _____ so I think we will find the information we need there.</p> <p>5. Using a non-fiction book, model thinking of a question you would like to find out linked to the book subject. How could I find this out? Children to use the non-fiction book features to locate the information more quickly.</p> <p>6. Now children come up with their own questions/ questions for partner to locate the information and give an answer. Children use SATs stems template sheets.</p> | |
|------------|--|--|--|---|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 6 | <p>Ask questions to improve their understanding</p> <p>Retrieve, record and present information from non-fiction</p> | <ul style="list-style-type: none"> In non-fiction, retrieve, record and present information Ask questions and find the answers to questions in a text Extract complex information from the text Use quotations to illustrate ideas Plan and decide independently what information needs to be searched for Make appropriate notes from research using a variety of sources | <p>Identifying key words in reading by skimming and scanning</p> <p>1. Model reading the question, deciding on what format the answer is needed in e.g. date/one word/longer answer and then show how to scan a text to find a specific word or phrase which is needed to either answer the question or help answer the question.</p> <p>To support in SATs papers, children should have exposure to short extracts of unfamiliar texts to practice the step above e.g. 1000+ extracts in Year 6 or Literacy Shed reading comprehensions linked to topics being taught, for example, in Year 5.</p> <p>2. Model/recap on how to scan with eyes, use clues on the page, such as headings and titles, to help you. (Fastest Finger game can help to consolidate develop this skill).</p> | <ul style="list-style-type: none"> What is...? Why had...? Who else...? What event...? Why do...? Why has...? Give one... Name two... Explain why... Two columns. Tick either based on a question. What conclusion does ... draw from this? How do people feel about the...? Which words would best complete (statement) 4 tick boxes Look at the _____. Who.....? What is happening after/before...? True or false – table of 4 statements Why is it important for... ? tick one Complete the table (headings with a series of bullet points requiring retrieval from the text) Where did (character) find the? |



Thameside Progression of Reading Skills



| | | | | | | | | | | | |
|-----------|--|--|-----------|----------------------|-----------|----------------------|-----------|----------------------|-----------|----------------------|--|
| | <ul style="list-style-type: none">• Apply information retrieval skills across the curriculum | <p>3. Ask children retrieval questions for them to find the answer to as quickly as possible, making sure they know that the answer is in the text.</p> <p>Use the SATs stems to do write own questions for this (SATs stems are saved on common in planning, Reading).</p> <div><p>6. Look at page 1. Find and copy a group of words that means the same as...</p><p>_____ 1 mark</p><p>7. Quote (e.g. 'left to his own devices') This means that character...</p><table><tr><td>Statement</td><td><input type="text"/></td></tr><tr><td>Statement</td><td><input type="text"/></td></tr><tr><td>Statement</td><td><input type="text"/></td></tr><tr><td>Statement</td><td><input type="text"/></td></tr></table><p>1 mark</p></div> <p>4. Model how to answer questions where evidence (in the form of a quote) is needed from the text. E.g. I know that ____ is feeling ____ because in the text, it says that " " This will need extending to finding more complex 'show not tell' information.</p> <p>5. In a non- book, ask retrieval questions, modelling how to use the contents page/index to help you locate the information more quickly.</p> <p>I think I will find information about ____ on page ____ because ____ I know that page ____ will tell us all about ____ so I think we will find the information we need there.</p> <p>6. Using non-fiction books and other resources such as the internet, model thinking of a question you would like to find out linked to the book subject. How could I find this out? Children to use the non-fiction book features to locate the information more quickly.</p> | Statement | <input type="text"/> | Statement | <input type="text"/> | Statement | <input type="text"/> | Statement | <input type="text"/> | <ul style="list-style-type: none">• What do _____ spend time doing?• Give two pieces of evidence that...• Number these (5) facts in the order that they happen.• How did _____ react when....?• What was one effect of...?• What does the poet ask....?• What evidence is there that this was written for...?• How does the writer show they had mixed feelings about...? |
| Statement | <input type="text"/> | | | | | | | | | | |
| Statement | <input type="text"/> | | | | | | | | | | |
| Statement | <input type="text"/> | | | | | | | | | | |
| Statement | <input type="text"/> | | | | | | | | | | |



Thameside Progression of Reading Skills



7. Make appropriate notes of research to use in own written work
8. Now children come up with their own questions/ questions for partner to locate the information and give an answer. **Children use SATs stems template sheets to generate these questions.**

| Clarify vocabulary: Inference | | | | |
|-------------------------------|--|--|--|---|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| EYFS | Being encouraged to link what they read or hear read to their own experiences | <ul style="list-style-type: none"> Begin to express a view and use evidence in the text to explain reasons Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?) | Modelling linking stories to our own experiences <ol style="list-style-type: none"> Sharing the illustrations with the children, discuss when you/they have visited a similar place to the story setting. <i>This setting reminds me of ____ because ____</i> When a significant even in a story occurs discuss with the children any experiences they might have of this e.g starting school, moving house, holiday <i>I remember when I _____. I felt ____ because ____</i> At a particular point in a text where a character shows feelings or emotions identify the feeling or emotion and discuss. <i>I think ____ is feeling ____ because ____</i> <i>I felt ____ when ____ so I can understand how that character is feeling.</i> | <ul style="list-style-type: none"> How did (character) react when....? Why did (character) do _____? In which part of the story did (character) feel happy? Tell me about a time when you have... Which is your favourite part of the story/text? Explain why. |
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 1 | Being encouraged to link what they read or hear read to their own experiences Make inferences on the basis of | <ul style="list-style-type: none"> Give some reasons why things happen or characters change Begin to express a view and use evidence in the text to explain reasons Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that | Modelling linking stories to our own experiences <ol style="list-style-type: none"> Sharing the illustrations with the children, discuss when you/they have visited a similar place to the story setting. <i>This setting reminds me of ____ because ____</i> When a significant even in a story occurs discuss with the children any experiences they might have of this e.g starting school, moving house, holiday <i>I remember when I _____. I felt ____ because ____</i> | <ul style="list-style-type: none"> Match thoughts and feelings to the story event How did _____ feel? How can you tell that? How did (character) react when....? Why did (character) do _____? In which part of the story did (character) feel happy? |



Thameside Progression of Reading Skills



| | what is being said and done | A is not very happy? What does this tell us about how A is feeling?) | <p>3. At a particular point in a text where a character shows feelings or emotions identify the feeling or emotion and discuss.</p> <p>I think ____ is feeling ____ because I felt ____ when ____ so I can understand how that character is feeling.</p> <p>Modelling inferences based on what is being said and done</p> <ol style="list-style-type: none">1. Read up to a significant point in the story where the character shows emotions through their actions or words.2. Ask the children how they think the character is feeling at this point in the story. Identify the feeling or emotion.3. Identify what word(s) or action make us infer that the character is feeling this way. I can infer that the character is feeling ____ because he/she says ____ | <ul style="list-style-type: none">• Which is your favourite part of the story/text? Explain why.• Who is your favourite character and why?• What in the text suggests that (character) is not very happy? What does this tell us about how (character) is feeling? |
|------------|---|--|--|---|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 2 | Make inferences on the basis of what is being said and done | <ul style="list-style-type: none">• Talk about and infer what characters might be thinking or feeling using clues in the text• Discuss the reasons for events in a story; use evidence to make some reasoned conclusions• Discuss why certain words or phrases make a story funny, scary, exciting | <p>Modelling inferences based on what is being said and done</p> <ol style="list-style-type: none">1. Read up to a significant point in the story where the character shows emotions through their actions or words.2. Ask the children how they think the character is feeling at this point in the story. Identify the feeling or emotion.3. Identify what word(s) or action makes us infer that the character is feeling this way. I can infer that the character is feeling ____ because he/she says ____ I think the character feels... because... | <ul style="list-style-type: none">• How did (character) feel when...?• What did (character) describe as ...?• Why did...?• Look at page...• Why was (character) sad/happy/laughing? How can you tell?• How do we know...?• Why is ... important?• Quote. What does this tell us about how the character is feeling?• Quote. What else in the text tell us...? |



Thameside Progression of Reading Skills




| | | | <p>4. Ask the children how the story shows that the character was clever/ funny/ angry/happy/tired. E.g Why was ____ laughing? How can you tell?</p> <p>I know the character was feeling ____ because ____</p> | <ul style="list-style-type: none">• What suggests that...? Give two things.• How does the story show that (character) was clever/ angry/ happy? Which words in this story make it funny? |
|------------|--|--|---|--|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 3 | Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence | <ul style="list-style-type: none">• Discuss the actions and relationships of the main characters and justify views using evidence from the text• Discuss the relationship between characters based on dialogue• Use clues from action, dialogue and description to establish meaning• Identify themes and conventions in a range of books | <p>Modelling inferences of characters feelings, thoughts and motives</p> <ol style="list-style-type: none">1. Listen or read a conversation between two characters. Can you infer the relationship? I think the characters are familiar/unfamiliar to each other because ____2. Continue reading more of a conversation between the two. What can you infer about their relationship now? What suggests/ implies that? ____ implies that they are ____ because ____ The text says ____ which infers that ____ | <ul style="list-style-type: none">• How did (character) feel when...?• What did (character) describe as ...?• Why was (character) sad/happy/laughing? How can you tell?• What impression do you get of...?• How do you feel about (character)? Why?• What is the relationship between (character) and (character)?• "Speech quote" – what does this say about the character?• "Speech quote" – what does this say about the relationship between the two characters?• How did (character) feel at (point in the story)?• How does (character) feel in this setting? Choose words which support your view.• What suggests / implies that... Give two things.• What is the mood in this setting? Which words suggest this?• What is the main theme in this story? (e.g. good over evil, weak |



Thameside Progression of Reading Skills



| | | | | <p>over strong, friendship, magic) What is the main theme of this information?</p> <ul style="list-style-type: none">• What are the magical objects in these stories? What is similar/different?• How can you tell that... Give one piece of evidence.• Explain two ways... using evidence from the text to explain your answer. |
|------------|--|--|--|---|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 4 | Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence | <ul style="list-style-type: none">• Empathise with different characters' points of view (implicit and explicit)• Identify the use of descriptive and expressive language to build a fuller picture of a character• Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings• Discuss the relationship between what characters say and do - do they always reveal what they are thinking?• Discuss, moods, feelings and attitudes using inference and deduction Identify themes and conventions in a wide range of books | <p>Modelling inferences of characters feelings, thoughts and motives</p> <ol style="list-style-type: none">1. Share an illustration of a familiar character to the children (from the book they are currently reading).2. Consider the characters thoughts and feelings at this point in the book. What makes you think that? Remind the children that they must justify with evidence from the text. <i>I think the character is feeling _____ because _____. I know this because in the book it implies that _____.</i>3. Model annotating the picture to express your inferences of the characters feelings before the children do the same.4. Repeat for actions and motives | <ul style="list-style-type: none">• Quote) What else in the text tells us that...?• What impression do you get of....?• How do you feel about (character)? Why?• How was the character feeling at (point in the story) and how do you know?• (Quote) Why does she (action)?• What dilemma did (character) face in the beginning/middle/end of the story? What did he/she decide to do? Why? What would you do?• How did (character) respond in the dilemma? How did (character) feel in the dilemma?• What is the relationship between (character) and (character)?• "Speech quote" – what does this say about the character? |

| | | |  <p>Annotate pictures</p> <p>Annotate pictures from picture books or other sources with inferences based on what they know and infer).</p> | <ul style="list-style-type: none"> • “Speech quote” – what does this say about the relationship between the two characters? • What attitude does (character) have towards (character)? • What suggests / implies that... Give two things. • What is the mood in this setting? Which words suggest this? • Who is the hero/villain/victim/champion in the story? How do you know? • How can you tell that... Give one piece of evidence. Give two reasons... • Explain two ways... using evidence from the text to support your answer fully. |
|------------|--|---|---|---|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 5 | Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence | <ul style="list-style-type: none"> • Identify evidence of characters changing in a story and discuss possible reasons • Discuss what a character's actions say about their character • Recognise that characters may have different perspectives on events in stories • Distinguish between statements of fact and opinion • Identify and discuss themes and conventions in and across a wide range of writing | <p>Modelling inferences of characters feelings, thoughts and motives</p> <ol style="list-style-type: none"> 1. Consider the main character from the story you are currently reading. Thinking about what you know about them so far what are your two biggest impression of them and why? 2. Encourage the children to draw the character (if they don't know what the character looks like) to support this as they think through their impressions, discussing with a partner/ in a trio to support. 3. Model sharing your impressions of the character, referring to a sentence/ phrase in the text as evidence of this. <p>My impression of _____ is _____ because in the story it says _____</p> <p>The word/ phrase _____ implies that the character is _____</p> | <ul style="list-style-type: none"> • (Quote) What else in the text tells us that...? • What makes / How does the author make us think...? • Tick one box to show whether each statement is a fact or an opinion. What impressions do you get of....? Give two How do you feel about (character)? Why? • (Quote) Why does she/he...? • What impressions do you get of the relationship between _____ and _____? (Word) What does this tell us about how the |



Thameside Progression of Reading Skills



4. Children verbalise their own impressions, giving evidence before writing it down.

32 What impressions do you get of Piper's house?
Give two impressions, using evidence from the text to support your answer.

| Impression | Evidence |
|------------|----------|
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Impression of character

Find evidence of characters then infer their personality from findings. Children could also draw characters based on impressions of them.

character is feeling/acting/reacting?

- Match an event to a character's feeling.
- (Event) How did (character) react? Did (character) react the same or in a different way?
- What suggests / implies that... Give two things.
- How can you tell... Give one piece of evidence.
- Give two reasons...
- Explain two ways... using evidence from the text to support your answer fully. What do you learn about the writer's attitude towards...? How does the writer try to...?

| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
|------------|--|---|---|--|
| 6 | Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence | <ul style="list-style-type: none">• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence• Identify characteristics of stock characters in a variety of genres• Identify evidence of characters that challenge stereotypes and surprise the reader• Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour | Modelling inferences of characters feelings, thoughts and motives <ol style="list-style-type: none">1. Read a paragraph sharing a significant event from the story the class are reading.2. Infer what might be meant when characters say certain things When ____ says ____ I think he means ____ I think he is saying this because ____3. What two words show you that the character is feeling ____? I know the character is feeling ____ because ____4. Talk about the characters current thoughts and feelings, inferring from what has been read previously and the paragraph read today. Remind the children to justify their inferences using evidence from the text. | <ul style="list-style-type: none">• What is (character) thinking about after/when – 4 thought bubble tick boxes Statement. This suggest that....• Tick one (of 4) Statement. Give two ways they are important.• What does it mean when she says this?• What impressions do you get of the relationship between _____ and _____?• Tick one box to show whether each box is a fact or opinion. |





Thameside Progression of Reading Skills



| | | | | |
|--|--|---|--|--|
| | | <ul style="list-style-type: none">• Make inferences about the perspective of the author from what is written and implied• Distinguish between statements of fact and opinion• Identify and discuss themes and conventions in and across a wide range of writing | <p>In this paragraph it says that _____ is _____ so I think he is feeling _____</p> <p>(Characters) actions in this paragraph tell me that he/she is _____ because _____</p> | <ul style="list-style-type: none">• What other impressions do you get (after a more obvious one has been stated)?• Explain what the writer/poet finds/weird/different/exciting etc about 'section of text'.• Why does she 'hesitate'?• What is one thing that does not change through.....?• Tick two sections/verses that are about• What suggests that (setting) was not well looked after?• How can you tell that (character) was determined to?• Give two reasons why he does/doesn't want.....• How can you tell that there was something strange about.....? |
|--|--|---|--|--|

Clarify vocabulary: Prediction

| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
|------------|--|--|--|--|
| EYFS | Anticipate – where appropriate – key events in stories | <ul style="list-style-type: none">• Discuss the front cover and the title of a book• Make predictions on the basis of what has been read so far | <p>Modelling asking predictions before you start reading</p> <ol style="list-style-type: none">1. Look at the front cover together and discuss what you can see.2. Read the title <p>I can see a _____ on the front cover so I think _____</p> | <ul style="list-style-type: none">• Predict from the cover/ title• Cover: Who is the main character? What is the setting? What might happen here?• What will happen to (character) in this story?• What places might the character visit?• What events might happen in this story? |

| | | |  <p>Real objects</p> <p>Leave 'real objects' around for children to make predictions from.</p>  <p>Crime scene</p> <p>Create a crime scene for children to draw inferences from.</p> | |
|------------|---|---|--|--|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 1 | Predict what might happen on the basis of what has been read so far | <ul style="list-style-type: none"> Make predictions on the basis of what has been read so far Discuss the blurb and title of a book Predict events and endings and how characters will behave | Modelling predictions from the front cover <ol style="list-style-type: none"> Look at the front cover of the book. Discuss what clues we can use to help us make predictions. Elicit that we can use the title, front cover illustration and the blurb. Read the title together and look at the front cover illustration. | <ul style="list-style-type: none"> Predict from the cover/ title/ blurb. Cover: Who is the main character? What is the setting? What might happen here? What will happen to (character) in this story? What places might the character visit? What events might happen in this story? What might make the character upset/angry/happy/puzzled? |



Thameside Progression of Reading Skills



| | | <ul style="list-style-type: none"> Look through a variety of fiction and nonfiction texts with growing independence to predict content, layout and story development | <ol style="list-style-type: none"> Make predictions from what you know. I think ____ will happen because ____ I predict that the main character ____ because Encourage the children to link to books/authors they have read before to support predictions. Following the children's initial predictions, read the blurb. How does this alter your prediction? Why? Now that I know ____ I think that ____ The word/phrase '____' makes me think ____ | <ul style="list-style-type: none"> Will this story have a happy ending? What might happen to the character in the end? Why did the character change in this story? How might they act at the end? |
|------------|---|--|--|---|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 2 | Predict what might happen on the basis of what has been read so far | <ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far Predict the events of a story based on the setting described in the opening Predict how characters might behave from what they say and do and from their appearance | Modelling predictions during reading <ol style="list-style-type: none"> Read the opening part of a story which describes the setting. Share an illustration of the setting if possible and encourage the children to recall descriptive language that they heard within the opening. Using this to support, Can you predict the events of the story? Discuss as a class, encouraging the children to use their oracy skills to build discussion. I think the story is set in ____ because ____ I predict that ____ will ____ because ____ It looks like a ____ type of story so I think ____ | <ul style="list-style-type: none"> Predict from the cover/ title/ blurb. What has made you think that? What is happening now? What happened before this? What might happen next? Use evidence from the text to support Is it similar to any other stories you have read? What will happen next based on what happened in the story you know? Do you think...will happen? Explain reasons. Can you predict what the character might do next (based on action/dialogue/appearance)? What details tell us about the opening? How might the character behave here? What might they do next? Can you predict the events of the story based on the setting described in the opening? Can you predict how characters might behave from what they say and do and from their appearance? Is ____ similar to any other characters you know of? How would they have acted? What would they have done next? Act out what might happen next. |
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 3 | Predict what might happen from details | <ul style="list-style-type: none"> Predict what might happen from details stated and implied Make predictions about characters' actions and look for | Modelling prediction from details stated and implied Part way through a book- <ol style="list-style-type: none"> Share with the children words and phrases that describe the main character which we have read already. | <ul style="list-style-type: none"> Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Use evidence from the text to support. |



Thameside Progression of Reading Skills



| | stated and implied | <p>evidence of change as a result of events</p> <ul style="list-style-type: none">Identify settings and predict events that are likely to happen | <p>2. Discuss what you think the character is like and how he/she is similar to any other characters you are familiar with. I think the character is ____ because ____ The text says the character is ____ so I think ____</p> <p>3. Read the next part of story.</p> <p>4. What do you think will happen to the character now? What will they do next? Discuss your predictions in trios before sharing with the class.</p> | <ul style="list-style-type: none">Do you think...will happen? Explain reasons.What might (character) do in this story?Will (character) behave the same way in the beginning and the end?Event: what will happen to the character now? What will they do next?Is the character similar to any other characters / people you know? How would they behave in this situation?Setting (place, time, weather, atmosphere): what might happen here?Which settings will the character be scared/unhappy/content/friendly in? What will happen next? (following a chapter, setting or event) |
|------------|---|---|---|---|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 4 | Predict what might happen from details stated and implied | <ul style="list-style-type: none">Predict what might happen from details stated and impliedDiscuss the way that descriptive language and small details are used to build an impression of an unfamiliar place Make predictions about how charactersmight behave in such a setting | <p>Modelling prediction from details stated and implied</p> <p>Part way through a book-</p> <p>1. Share with the children words and phrases that describe the main character which we have read already.</p> <p>2. Discuss what you think the character is like and how he/she is similar to any other characters you are familiar with. I think the character is ____ because ____ The text says the character is ____ so I think ____ ____ really reminds me of ____ from ____ because</p> <p>3. Read the next part of story.</p> <p>4. What do you think will happen to the character now? What will they do next? Discuss your predictions in trios before sharing with the class. 5. Encourage the children to refer back to characters this character reminds them of. How would they have acted/behaved in this situation? I think that ____ would have behaved ____ because</p> | <ul style="list-style-type: none">Predict from the cover/ blurb/ inside cover.What is happening now? What happened before this? What might happen next? Use evidence from the text to support.Do you think...will happen? Explain reasons.What might (character) do in this story?Will (character) behave the same way in the beginning and the end?Event: what will happen to the character now? What will they do next?Is the character similar to any other characters / people you know? How would they behave in this situation?Which details tell us about the setting/mood/atmosphere? What might happen here? Have you been to a setting like this before? Have you read about a similar setting in another story? How will the character behave here?What is your impression of this place? How might the character react/behave here? |



Thameside Progression of Reading Skills




| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
|------------|---|---|--|--|
| 5 | Predict what might happen from details stated and implied | <ul style="list-style-type: none">• Make predictions based on details stated and implied• Make predictions for how a character might change during a story and change predictions as events happen• Refer to the text to support predictions and opinions | <p>Modelling prediction from details stated and implied</p> <ol style="list-style-type: none">1. Read a paragraph of a story (this can be at any point in the story).2. Talk about what happening now what is happened before this.3. Using our prior knowledge of the text (and of previous books you have read), discuss what we think will happened next. Model making a prediction, ensuring you use evidence from the text.4. Encourage the children to use their oracy skills to agree, build and challenge your prediction again referring to evidence from the text to support their prediction. <p>I predict that ____ might ____ because ____</p> <p>I think ____ will definitely ____ since ____</p> <p>Based on what ____ said/did, I think that...</p> <ol style="list-style-type: none">5. Read the next part of the story.6. Pause to discuss how the story unfolded compared to your prediction.7. Verbalise how you would like to alter your prediction and why, referring to the text. <p>Now that ____ has happened I would like to change my prediction because...</p> | <ul style="list-style-type: none">• Predict from the cover/ blurb/ inside cover.• What is happening now? What happened before this? What might happen next? Use evidence from the text to support.• Do you think...will happen? Explain reasons.• How might characters change throughout this story? Adapt predictions as the story unfolds. Is the character similar any other characters / people you know? How would they behave in this situation?• Do you know another story which deals with the same issues, e.g. social, cultural, moral issues? Could this story end in a similar way?• Do you know other stories that start in a similar way?• Do you know any stories with a similar theme / setting?• Predict the text from titles and sub-heading. Predict vocabulary and text features. |



Thameside Progression of Reading Skills



| | | |  <p>Tweet</p> <p>Ask children to create a prediction on what they have seen/read so far in less than 140 characters.</p> | |
|------------|---|---|--|--|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 6 | Predict what might happen from details stated and implied | <ul style="list-style-type: none"> Make predictions based on details stated and implied Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it Refer to the text to support predictions and opinions | <p>Modelling prediction from details stated and implied</p> <ol style="list-style-type: none"> Read a paragraph of a story (this can be at any point in the story). Talk about what happening now what is happened before this. Using our prior knowledge of the text (and of previous books you have read), discuss what we think will happened next. Model making a prediction, ensuring you use evidence from the text. Encourage the children to use their oracy skills to agree, build and challenge your prediction again referring to evidence from the text to support their prediction. <p>Based on what I have already read, the last paragraph suggests that...might happen next.</p> <p>I predict that ____ might ____ because ____</p> <p>I think ____ will definitely ____ since ____</p> <p>____ should ____ although they might ____</p> <p>It's quite likely ____ due to ____ . However, it's also possible that ____ because ____</p> | <ul style="list-style-type: none"> Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Use evidence from the text to support. Do you think...will happen? Explain reasons. How might characters change throughout this story? Adapt predictions as the story unfolds. Is the character similar any other characters / people you know? How would they behave in this situation? Do you know another story which deals with the same issues, e.g. social, cultural, moral issues? Could this story end in a similar way? Do you know other stories that start in a similar way? Will both characters go on the same journey in this story? What will happen to them both? What will the plot of this story be? What is the structure of this narrative? Predict from key words throughout the text – use to predict plot. Predict plotlines from headlines. Predict content. Predict vocabulary. Predict text type – what features will you see in this text? Predict plot from sentences about events. |


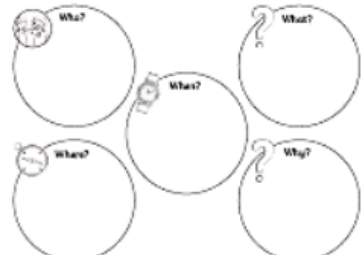


Thameside Progression of Reading Skills



5. Once the children are confident orally:
- Write the next paragraph of the story as a shared write.
 - Read the next paragraph of the story and reflect on our predicted next paragraph.
 - Verbally adapt your prediction accordingly, encouraging Oracy discussion to support this.

Sequencing and summarising

| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
|-------------|---|---|---|---|
| EYFS | Children recall and order some key events from the text. They also introduce a story line or narrative in their play. | <ul style="list-style-type: none"> Identify main ideas and themes in a wide range of books and understand how these are developed over a text |  <p>Making a question hand to help summarise the story and sequence events.</p> <p>Order events on a timeline poster</p> | <ul style="list-style-type: none"> Order events – beginning, middle end. Sequence pictures from the story. Sequence sentences from the story. Freeze frame main events in order. Use props and prompts to retell the story. Who is the main character? List 3 things that happen to the character. Match pictures to simple summaries. What is the main event? What is the information telling us? |
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 1 | Children retell and sequence main events from texts and discuss how the events are related, focussing | <ul style="list-style-type: none"> Sequence a simple story or event and use this to re-enact and retell Identify main events or key points in texts |  <p>1. Children to read text and find where, when, what, how and who and write it in the bubbles.</p> | <ul style="list-style-type: none"> Order events – beginning, middle end. Sequence pictures from the story. Sequence sentences from the story. Freeze frame main events in order. Use props and prompts to retell the story. Who is the main character? List 3 things that happen to the character. Match pictures to simple summaries. What is the main event? |



Thameside Progression of Reading Skills





| | on the main content of the text. | | <ol style="list-style-type: none">Summaries do not need to be of large sections of text, little and often is bestUse children's over-detailed recounts as the starting point for making briefer oral summariesHighlight the value of paragraph topic sentences to summariesSet constraints ('Can you summarise this section in 3 sentences?') as an aid to making effective summariesGet children to explain why a particular piece of information is 'key' to understandingChallenge incomplete summaries – when children leave out important information | <ul style="list-style-type: none">What is the information telling us? |
|------------|--|---|---|--|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 2 | Children retell and sequence events from texts and discuss how the events are related and how they shape the story, focussing on the main content of the text. | <ul style="list-style-type: none">Identify main events or key points in textsSequence a range of stories or events and use this to re-enact and retell | <ol style="list-style-type: none">A 10 word challenge – children to summarise what they have read in 10 words.Write a blurb about something which they have readSummaries do not need to be of large sections of text, little and often is bestUse children's over-detailed recounts as the starting point for making briefer oral summariesHighlight the value of paragraph topic sentences to summariesSet constraints ('Can you summarise this section in 3 sentences?') as an aid to making effective summariesGet children to explain why a particular piece of information is 'key' to understandingChallenge incomplete summaries – when children leave out important information | <ul style="list-style-type: none">Think about the whole story...Can you retell the story?Sequence pictures from the story. Retell the events in one sentence per picture.Can you tell the main events from the story in ____ sentences / words?What happened first? Which event happened first? What happens next?What were the main events? Discuss their importance.What is the main event in the story?Can you order the main events? Number the event in order.What are the key points in this information text?What is this paragraph of information telling us? Sum up in one sentence. Highlight the text every time you see the word _____. Ranking activities. |



Thameside Progression of Reading Skills



| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
|------------|---|---|---|--|
| 3 | Children begin to distinguish between important and unimportant information in a text and synthesise the key points to give a brief verbal summary. Teachers model how to record for children to begin. | <ul style="list-style-type: none"> Identify main ideas within a text or within a paragraph and summarise these | <p>Dora rushed around the house gathering up things she did not want. "I must be generous," she said. "I must take everything. It is for a very good cause."</p> <p>Dora pushed her pram to and from the jumble sale hall. But as time went on, it got harder and harder to part with her precious finds. She could not help sniffing when she said goodbye to the bicycles and she cried as she wheeled away the lampshade.</p> <p>Dora was exhausted when she got home. But when she looked around her house, she was pleased to see that there was so much space. There was also a lovely carpet on the floor that she hadn't seen for years.</p>  <ol style="list-style-type: none"> Children to write a caption summary of each part of the text to help them locate information. Summaries do not need to be of large sections of text, little and often is best Use children's over-detailed recounts as the starting point for making briefer oral summaries Highlight the value of paragraph topic sentences to summaries Set constraints ('Can you summarise this section in 3 sentences?') as an aid to making effective summaries Get children to explain why a particular piece of information is 'key' to understanding Challenge incomplete summaries – when children leave out important information | <ul style="list-style-type: none"> Can you number these events 1-3 in the order that they happened? Can you order these 4 sections of text? Retell the 3 main events in the story. List 3 words to describe what the story is about. List 3 words about the character. Match one word to a section of text. What does the first sentence in the paragraph/sub-heading/title tell us? 1 minute timer. Highlight the text every time you see the word _____. Match the sub-heading to the main text. |
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 4 | Children distinguish between important and unimportant information in a text and synthesise the key points to give a | <ul style="list-style-type: none"> Identify main ideas within a text or within a paragraph and summarise these | <p>Urm the Park Keeper</p> <p>Meet Urm the park keeper. He gets the things out in the case of fire, about 10 years in a park house, with some of the things out of the house.</p> <p>Urm the park keeper is a very important person. He has to keep the things out of the park house for the park.</p> <p>This is the park where Urm works.</p>  <ol style="list-style-type: none"> Black out – Black out text leaving bits of information so children get the gist of the paragraph. Summaries do not need to be of large sections of text, little and often is best | <ul style="list-style-type: none"> Can you number these events 1-4 in the order that they happened? Order the sections of text. Retell the negative/positive events in the story. Can you summarise in a sentence what this paragraph tells us? Match one word to summarise each paragraph? Use 5 words to describe what the story is about. Can you summarise the character in three words? Match one word to a section of text. |



Thameside Progression of Reading Skills



| | brief written summary. | | <ol style="list-style-type: none"> Use children's over-detailed recounts as the starting point for making briefer oral summaries Highlight the value of paragraph topic sentences to summaries Set constraints ('Can you summarise this section in 3 sentences?') as an aid to making effective summaries Get children to explain why a particular piece of information is 'key' to understanding Challenge incomplete summaries – when children leave out important information | <ul style="list-style-type: none"> What does the first sentence in the paragraph/subheading/headline tell us? Match the sub-heading to the main text. 1 minute timer. Highlight the text every time you see the word_____. |
|------------|--|---|--|--|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 5 | Children summarise information from across a text and make connections by analysing, evaluating, and synthesising ideas within a text. | <ul style="list-style-type: none"> Use the skills of skimming and scanning to identify key ideas | <p>Write the subtitle</p> <ol style="list-style-type: none"> Pupils read paragraphs and write a suitable subtitle for that paragraph. The pupils will need to identify the main point of the paragraph thus summarising what they have read. Once subtitles have been written, pupils can share their ideas and vote which is the best subtitle and why. Teacher could randomly select a subtitle and the class have to decipher which paragraph is being described. If the subtitle is accurate and summarises well then it will be easier to identify the paragraph. This could be something that you draw out from the pupils. <i>Why was it difficult to find the paragraph for this subtitle?</i> Summaries do not need to be of large sections of text, little and often is best Use children's over-detailed recounts as the starting point for making briefer oral summaries Highlight the value of paragraph topic sentences to summaries Set constraints ('Can you summarise this section in 3 sentences?') as an aid to making effective summaries Get children to explain why a particular piece of information is 'key' to understanding Challenge incomplete summaries – when children leave out important information | <ul style="list-style-type: none"> Can you number these events 1-5 in the order that they happened? Can you summarise in a sentence each section / paragraph of the story/ text? Can you choose one word to summarise each paragraph? Can you summarise the story in ___ words? Can you summarise the character in three words? Match one word to a section of text. What does the first sentence in the paragraph tell us? Scan the text for _____(word) What can you tell about _____? What is the main idea? Skim the paragraph (read quickly and only the important words) Give a 10 word summary of the paragraph. Choose 5 words which summarise the meaning of the text/paragraph. |




Thameside Progression of Reading Skills



| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
|------------|--|--|--|---|
| 6 | Children summarise information from across a text and make connections by analysing, evaluating, and synthesising ideas within and between texts.. | <ul style="list-style-type: none"> Use the skills of skimming, scanning, text-marking and note taking to identify key ideas | <ol style="list-style-type: none"> Writing titles for a whole text that needs to be concise but accurate. This could also be: A 10 word challenge. Write a blurb Comparing titles – <i>which is better and why?</i> Summaries do not need to be of large sections of text, little and often is best Use children's over-detailed recounts as the starting point for making briefer oral summaries Highlight the value of paragraph topic sentences to summaries Set constraints ('<i>Can you summarise this section in 3 sentences?</i>') as an aid to making effective summaries Get children to explain why a particular piece of information is 'key' to understanding Challenge incomplete summaries – when children leave out important information | <ul style="list-style-type: none"> Which section of the text is likely to inform readers that... Which of the following would be the most suitable summary of the whole text? (give options to choose from) Can you number these events 1-5 in the order that they happened? Can you summarise in a sentence each section / paragraph of the story/ text? Can you choose one word to summarise each paragraph? Can you summarise the story in ___ words? The character in three words? Skim the text. Start with sub-heading/headlines/titles/topic sentences. What is this text about? List 3 words. Scan the text for e.g. dates/character names/setting names etc. What does this section of text tell us about _____? |

| Structure and organisation | | | | |
|----------------------------|--|--|--|---|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| EYFS | Identify the title and headings | <ul style="list-style-type: none"> Define title as the name of the book | <ol style="list-style-type: none"> Define title of book by 'think aloud' which model to the children what the title of the book is and how you know. If the books is from a series, talk to the children about other linked books or books by the same author. | <ul style="list-style-type: none"> Match the sub-heading to the sentence/photographs Where would you find information about...? |
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 1 | Discuss the significance of the title and events | <ul style="list-style-type: none"> Distinguish between fiction and nonfiction texts | <ol style="list-style-type: none"> Using a fiction and a non-fiction book, compare and contrast their key features to produce a checklist that can be used by children to see if other books in the classroom are fiction or non-fiction. | <ul style="list-style-type: none"> Find the labels, title, diagram, page, book cover, information on... What is the title for? Match the sub-heading to the sentence/photographs Where would you find information about...? |

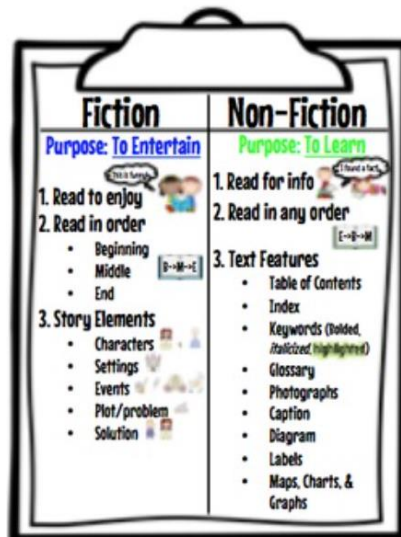
| | | <ul style="list-style-type: none"> Understand the way that information texts are organised and use this when reading simple texts Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line | <p>Top Tip: Include a column for both as both have a cover/blurb/beginning/end etc</p>  <p>2. Explore the function of each fiction/non-fiction key feature e.g. book, cover, beginning, end, page, word, letter, line</p> <p>What kind of a text is this? How do you know? What will it be like? What can I expect of a book of this type? List the words that tell you what order to follow eg first, then. What is the main event of the story? Why do you think this? What is the purpose of the pictures? How does the layout help the reader? Some of the text is printed on a dark background –why?</p> | <ul style="list-style-type: none"> Practise using the contents page with support. Which page has information on____? Discuss whether a book is fiction or non-fiction. Use terminology – can you find a photograph? A picture? |
|------------|--|---|---|--|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 2 | Be introduced to non-fiction books that are structured in different ways | <ul style="list-style-type: none"> Show awareness of the structure of different text types and begin to understand that they have different purposes (e.g. story, | <ol style="list-style-type: none"> Discuss names of books and poems and why they think they have been chosen. Can you tell the genre of a book just by its title? E.g. Wolves Can they predict what the book is going to be about. Model how to do this. Using a fiction and a non-fiction book, recap by comparing and contrasting their key features to produce a checklist that can be | <ul style="list-style-type: none"> Find the labels, title, subheadings, diagram, contents page, information on... How has the author helped us to be able to read this book? (structure and lay-out) What are the ____ for? How do the sub-headings make the text easier to read? Match the sub-heading to the section. |

recount, lists, instructions)

- Discuss titles of book and poems
- Pick out features used to organise books
- Compare the layout of different texts /books and discuss why they are set out in different ways
- Read the title, contents page and illustrations and predict what a book is about
- Pick out features that will help to locate information and explain them
- Pick out and discuss how punctuation helps to organise text
- Recognise and use the alphabet to help to locate information in some books
- Recognise the openings and closings of different stories

used by children to see if other books in the classroom are fiction or non-fiction.

Top Tip: Include a column for both as both have a cover/blurb/beginning/end etc



3. Explore the specific function non-fiction features e.g. subheadings, diagrams, bullet points and captions, which help the reader to retrieve information and understand where information might be.



4. Model how to identify which of the key features help the reader to locate information.

- Where would you find information about...?
- Why is the word ___ in bold print / italics?
- Read the information on _____. Tick 3 facts that are true about _____. Practise using alphabet to use index and glossary.
- Read information texts structured in different ways. Apply retrieval questions about the information.



Thameside Progression of Reading Skills



| | | | <ol style="list-style-type: none"> Model how to identify which of the key features help the reader to locate information. Model picking out of all of the punctuation in a text and explain which forms of punctuation help with organisation. Model using it yourself in mini guided write e.g. hold sentence. Children then have a go. Model knowing the alphabet or model using alphabet display to help locate information in a book by using the index. E.g. I can use the alphabet to find the word 'sharks' quickly on the index page and then know that I can find out about them on page 5. Compare the layout of different non-fiction books on the same topic and discuss why set out in different ways. Compare and contrast the openings and closings of different fiction stories. Also, recognise ones from familiar texts. (Could keep display on wall of ones from reading spine/Literary curriculum) <p>What kind of a text is this? How do you know? What will it be like? What can I expect of a book of this type? List the words that tell you what order to follow eg first, then. What is the main event of the story? Why do you think this? What is the purpose of the pictures? How does the layout help the reader? Some of the text is printed on a dark background –why?</p> | |
|------------|--|---|---|--|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 3 | Read books that are structured in different ways Identify how language, structure, and presentation contribute to meaning | <ul style="list-style-type: none"> Identify the features of some non-fiction text types Identify and discuss the use of contents and index pages to locate information in non-fiction texts | <ol style="list-style-type: none"> Using a fiction and a non-fiction book, recap by comparing and contrasting their key features to produce a checklist that can be used by children to see if other books in the classroom are fiction or non-fiction. <p>Top Tip: Include a column for both as both have a cover/blurb/beginning/end etc</p> | <ul style="list-style-type: none"> Find the labels, title, subheadings, diagram, contents page, index, glossary, information on... How has the author helped us to be able to read this book? (structure and lay-out) Why has it been organised like this? What are the ___ for? Match the sub-heading to the paragraph. Can you explain how information is related in this book? Where would you find information about...? What is one (name) that _____ have been called? Why is the word ___ in bold print / italics? |

- Begin to understand the purpose of the paragraph and how they help to group information
- Discuss why the author has chosen a range of vocabulary to describe a character or a setting



























2. Explore the specific function non-fiction features e.g. subheadings, diagrams, bullet points and captions, which help the reader to retrieve information and understand where information might be.
3. Draw attention to the author's specific way of organising or introducing something by trying out an alternative word/ title/ rhyme etc. Ask 'What difference does the ____ make?'
4. Model how to identify which of the key features help the reader to locate information.
5. Model how to identify which of the key features help the reader to locate information.
6. Model why a paragraph is helpful in both fiction and non-fiction. Show the same text with and without paragraphs.
7. Annotate part of the book/text with the school word class colours (see below) and use this to discuss why the author has chosen a range of vocabulary to describe a character or a setting

- What features could a ____ text have?
- Use alphabet to use index and glossary. Use the first 2 or 3 letters of words to order.
- Explain why the author used _____ (noun phrases, vocabulary) to describe a character.
- Explain why the author used _____ (noun phrases, vocabulary) to describe a setting.
- How does the writer make it interesting / engaging/ exciting in the first paragraph/ ending? Explain how the paragraph gives a positive / negative impression of the setting.



Thameside Progression of Reading Skills



| | | | <table><tr><td><u>Noun/Pronoun</u> </td><td>boy, table, I</td></tr><tr><td><u>Determiner/possessive pronoun</u> </td><td>the, a, my</td></tr><tr><td><u>Verb</u> </td><td>push, melt</td></tr><tr><td><u>Adjective</u> </td><td>hard, sad</td></tr><tr><td><u>Preposition</u> </td><td>in, through</td></tr><tr><td><u>Adverb</u> </td><td>quickly, carefully</td></tr><tr><td><u>Coordinating conjunction</u> </td><td>and, but, or</td></tr><tr><td><u>Subordinating conjunction</u> </td><td>Because, if</td></tr></table> | <u>Noun/Pronoun</u>  | boy, table, I | <u>Determiner/possessive pronoun</u>  | the, a, my | <u>Verb</u>  | push, melt | <u>Adjective</u>  | hard, sad | <u>Preposition</u>  | in, through | <u>Adverb</u>  | quickly, carefully | <u>Coordinating conjunction</u>  | and, but, or | <u>Subordinating conjunction</u>  | Because, if | |
|---|--|--|--|---|---------------|---|------------|---|------------|--|-----------|--|-------------|---|--------------------|--|--------------|---|-------------|--|
| <u>Noun/Pronoun</u>  | boy, table, I | | | | | | | | | | | | | | | | | | | |
| <u>Determiner/possessive pronoun</u>  | the, a, my | | | | | | | | | | | | | | | | | | | |
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| <u>Preposition</u>  | in, through | | | | | | | | | | | | | | | | | | | |
| <u>Adverb</u>  | quickly, carefully | | | | | | | | | | | | | | | | | | | |
| <u>Coordinating conjunction</u>  | and, but, or | | | | | | | | | | | | | | | | | | | |
| <u>Subordinating conjunction</u>  | Because, if | | | | | | | | | | | | | | | | | | | |
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts | | | | | | | | | | | | | | | | |
| 4 | Read books that are structured in different ways Identify how language, structure, and presentation contribute to meaning | <ul style="list-style-type: none">Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in nonfiction texts | <ol style="list-style-type: none">Explore specific genres of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in nonfiction texts. What person is this text written in? Why?Draw attention to the author’s specific way of organising or introducing something by trying out an alternative word/ title/ rhyme etc. Ask ‘What difference does the ____ make?’Model how to identify which of the key features help the reader to locate information. | <ul style="list-style-type: none">Find the features in different types of writing – letters, diary writing, non-fiction features (labels, title, subheadings, diagram, contents page, index, glossary) What features could a ____ text have?How has the author helped us to be able to read this book? (structure and lay-out) Why has it been organised like this?What are the ____ for?Match the sub-heading to the paragraph.Can you explain how information is related in this book?Where would you find information about...? | | | | | | | | | | | | | | | | |



Thameside Progression of Reading Skills



| | | <ul style="list-style-type: none">Identify and discuss the use of nonfiction features to find information from the text (index, contents, headings and sub-headings, illustrations)Understand how paragraphs can organise ideas around a theme and can build up ideas across a textDescribe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes | <ol style="list-style-type: none">Model how to identify which of the key features help the reader to locate information.Model why a paragraph is helpful in both fiction and non-fiction. Write sub-headings for paragraphs in a non-fiction text. Show a non-fiction text where the paragraphs are all lumped together to illustrate why paragraphs and sub-headings are so important.How are paragraphs used in fictional writing? Show how paragraphs can organise ideas around a theme and can build up ideas across a text.Annotate part of the book/text with the school word class colours (see below) and use this to discuss why the author has chosen a range of vocabulary to convey different moods, feelings and attitudes. How does the author show but not tell how the character is feeling? What words does the author use to make the reader feel ____? How would changing the words change the meaning/feeling of the text?Model writing a paragraph which conveys the opposite mood to that created by the author through different choices of one or two word classes, for example. | <ul style="list-style-type: none">What is one (name) that ____ have been called?Why is the word ____ in bold print / italics?Use alphabet to use index and glossary. Use the first 2 or 3 letters of words to order alphabetically.Explain why the author used ____ (noun phrases, vocabulary) to describe a character's feeling or attitude.Explain why the author used ____ (noun phrases, vocabulary) to convey a mood.How does the writer make it interesting / engaging / exciting in the first paragraph/ending?Explain how the paragraph gives a positive / negative impression of the setting.Explain the theme of the paragraph. What is the structure of the paragraphs across the text? |
|------------|---|---|--|--|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 5 | Read books that are structured in different ways Identify how language, structure, and presentation contribute to meaning | <ul style="list-style-type: none">Identify and discuss the structural devices the author has used to organise the text.Identify vocabulary chosen to convey different messages, moods, feelings and attitudesPupils should be taught the technical and other terms needed for discussing what they hear and | <ol style="list-style-type: none">Draw attention to the author's specific way of organising the text. Think aloud about why they have been used. Model how to use them in short burst writing opportunities.Model skimming and scanning to find the words used to convey different messages, moods, feelings and attitudes. Change the words to convey different moods/feelings/messages. Identify where words used purposefully link to key themes of book/text.Though examples in texts/extracts/books studying in class, model how to identify these terms in reading & apply in own writing: use metaphor, simile, analogy, imagery, style and effectCompare and contrast the styles of writers and poets, perhaps across the same genre of writing or about the same topic. Can you identify the author by listen to or reading a passage from | <ul style="list-style-type: none">Name two of the difficulties (character) had in the story. Explain how they dealt with them.Explain how the text has been arranged to support the reader. Why?Can you explain how writers have similar/ contrasting styles?Explain how figurative language (similes, metaphors, personification) contributes to meaning. Explain why the author used ____ (noun phrases, figurative language) to describe a character's feeling or attitude.Explain why the author used ____ (noun phrases, figurative language) to convey a mood. Do you agree with the way the problem was solved/ story ended? Explain How do the sub-headings make the article easier to read?What are the ____ for? What is the purpose of...?How does ... create an atmosphere of ...? |



Thameside Progression of Reading Skills



| | | <p>read, such as metaphor, simile, analogy, imagery, style and effect</p> <ul style="list-style-type: none"> Describe and compare the styles of individual writers and poets, providing evidence Comment and compare the language choices the author has made to convey information over a range of non-fiction texts. | <p>their book? How did you know it was them? E.g. Shakespeare, David Walliams, Roald Dahl etc</p> <p>5. Look at the language choices e.g. tier 2 and 3 vocabulary that an authors have used to convey information over a range of non-fiction texts. Make own glossary of the new terms used.</p> | <ul style="list-style-type: none"> Were there any clues that... would happen? How does... prepare the reader for the ending? Explain why... has been placed at the beginning What is the purpose of the text? How do you know? How does the writer make it interesting / engaging / exciting? Explain how the passage gives a positive / negative impression of... Explain how this text is suitable for... |
|------------|---|--|--|---|
| Year group | National curriculum | Skill progression | Teacher modelling example (with sentence stems) | Teacher Prompts |
| 6 | Read books that are structured in different ways Identify how language, structure, and presentation contribute to meaning | <ul style="list-style-type: none"> Comment on the structural choices the author has made when organising the text Explain how the structural choices support the writer's theme and purpose Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes Describe and evaluate the styles of individual writers and | <ol style="list-style-type: none"> Model how to and then ask children to re-assemble sections of text which have been disassembled (reconstruction activities) – this is a useful way of making them pay attention to the features and organisational structure of a text. <i>Why did the author put that paragraph there? Why did they start with that information?</i> Model annotating a text with its key structural features. <i>How does ___ support the writer's theme and purpose?</i> Model skimming and scanning to find the words used to convey different messages, moods, feelings and attitudes. Change the words to convey different moods/feelings/messages. Identify where words used purposefully link to key themes of book/text. Model how to magpie imagery from books and apply in own writing i.e. metaphor, simile, analogy, imagery, style and effect Compare, contrast and evaluate the styles of writers and poets, perhaps across the same genre of writing or about the same topic. <i>Can you identify the author by listen to or reading a passage from their book? How did you know it was them? E.g. Shakespeare, David Walliams, Roald Dahl etc</i> Model how to provide evidence through | <ul style="list-style-type: none"> Name two of the difficulties (character) had in the story. Explain how he/she dealt with them. Explain how the text has been arranged to support the reader. Why? Can you explain how writers have similar/ contrasting styles? Explain how figurative language (similes, metaphors, personification) contributes to meaning. Do you agree with the way the problem was solved/ story ended? Explain What are the ___ for? What is the purpose of...? How does ... create an atmosphere of ...? Were there any clues that... would happen? How does... prepare the reader for the ending? Explain why... has been placed at the beginning Explain how section ... is different from others. What is the purpose of the text? How do you know? How does the writer make it interesting / engaging / exciting? Explain how the whole of... has the effect of... Explain how the passage gives a positive / negative impression of... Explain how this text is suitable for... |



Thameside Progression of Reading Skills







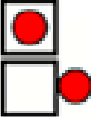



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| | | <p>poets, providing evidence and justifying interpretations</p> <ul style="list-style-type: none">• Compare, contrast and explore the styles of writers and poets, providing evidence and explanations• Identify and discuss irony and its effect• Comment and compare the language choices the author has made to convey information over a range of non-fiction texts. | <p>explanations of e.g. who described the plight of the polar bear with the most emotive/effective language, for example.</p> <ol style="list-style-type: none">6. Explain what irony is. Model how to identify irony in a text and discuss its effect on the reader. Model own use of irony in short burst writing.7. Look at the language choices e.g. tier 2 and 3 vocabulary that an authors have used to convey information over a range of non-fiction texts. Make own glossary of the new terms used.8. Using Thameside word class colours, comment and compare the language choices authors make to convey information over a range of non-fiction texts. Contrast this to a fictional piece on the same topic/theme. | |
|--|--|--|--|--|



Thameside Progression of Reading Skills



Appendix: Thameside Word Class Colours

| | |
|---|-----------------------|
| Noun/Pronoun  | boy, table, I |
| Determiner/possessive pronoun  | the, a, my |
| Verb  | push, melt |
| Adjective  | hard, sad |
| Preposition  | in, through |
| Adverb  | quickly, carefully |
| Coordinating conjunction  | and, but, or |
| Subordinating conjunction  | Because, if |