



THE WILL AND THE SKILL

We aim to engender a love of reading and to encourage our students to be life-long readers. We intend to do this through providing children with: a book and language rich environment, having well read and trained teachers and delivering a clear and progressive curriculum. Children should be read to every day as many times as possible. Expressive reading should be modelled and teachers should overtly show a love of all literature. Teachers should also set an example in their response to text, encouraging children to follow in their footsteps. All teachers should see themselves as readers and should actively communicate this to children.

Our 'Books for Life', offer our children a progressive structure of high quality books that they need to hear and love if they are to become life-long readers. During their reading journey, they will discover fiction, non-fiction and poetry books; all carefully selected to offer them a wide range of experiences of high quality literature. Research shows that, children need to be exposed to certain text structures, including resistant texts and archaic ones, if they are to be exposed to the difficulties they may face when reading books in the future. Our 'Books for Life' have been expressly chosen with this in mind.

The 'Books for Life' combine with our AIR (Accountable Independent Reading) sessions, our browsing sessions and our use of guided and close reading activities, to ensure all our children have a deep and meaningful reading experience.

The journey towards becoming a life-long reader needs the will to read and the skill of reading to be taught. The following two documents, combined with 'Phonics Progression at TCPNS', bring together the progressive strategy we employ to ensure that all children have the will and the skill to read widely and develop an intrinsic love of reading.

TPNS READING WILL and SKILL PROGRESSION – in age appropriate texts, taking into consideration the individual needs of some children.

READING IS AN INCLUSIVE ACT

Reading has neurological, educational, psychological, social and linguistic benefits for all children.

Teachers create an inclusive reading environment by:

- Providing a range of texts which meet the needs of all learners
- Ensure the adults working with the greatest need are the most qualified.
- Ensuring books are well matched to need.
- Modelling, sharing and including peer talk about reading

Teachers plan inclusive lessons by:

- Having enjoyment and purpose at the heart of reading provision
- Explicitly teaching phonic code and providing opportunities to practise applying it
- Planning for the development of fluency and prosody including reading aloud
- Following the structure of ‘teach, practise and apply’
- Sharing the objective of the lesson
- Including teacher modelling – reading and thinking out loud.

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BOOKS FOR LIFE	N	FS	Y1	Y2	Y3	Y4	Y5	Y6
<i>Poems to Learn by Heart</i>	Classic Nursery Rhymes (Twinkle, twinkle little star 1,2,3,4,5 once I caught a fish alive Humpty Dumpty Baa baa black sheep Hickory Dickory Dock Jack and Jill)	Classic Nursery Rhymes Hey Diddle Diddle The Grand Old Duke of York Polly put the kettle on Little Miss Muffet Incy Wincy Spider Sing a song of sixpence Revisit one nursery rhyme from Nursery	Now We are Six –AA Milne Cats Sleep Anywhere – Eleanor Farjeon Revisit one nursery rhyme from FS	The Owl and the Pussy Cat -Edward Lear Ning Nang Nong – Spike Milligan Revisit one from Y1	Lone Dog – Irene McLeod Boneyard Rap – Wes Magee Revisit one nursery rhyme from FS plus a poem from Y1 or 2	The Lake Isle of Innisfree – WB Yeats Revisit one nursery rhyme from FS plus a poem from Y3	In Flanders Fields – John McCrae Revisit a poem from Y3 or Y4	The Prayer of the Children – Elizabeth Barret Browning The Jabberwocky – Lewis Carroll Revisit one from Y5
<i>Classic Literature/archaic texts</i>	We're Going on a Bear Hunt – Helen Oxenbury/Michael Rosen Three Little Pigs – Joseph Jacobs	The Magic Porridge Pot	Aesop's Fables The Lion and the Mouse – Aesop	The Cat in the Hat – Dr.Seuss Double, Double , Toil and Trouble -	The Lion, the Witch and the Wardrobe – C.S.Lewis Hansel and Gretel – The Brothers Grimm Re visit an Aesops Fable	The Fib – George Layton Charlotte's Web – E.B.White Re visit an Aesops Fable	Tom's Midnight Garden – Phillipa Pearce Re visit an Aesops Fable	The Borrowers – Mary Norton Re visit an Aesops Fable
<i>Non-Linear Time Sequences</i>	Owl Babies – Martin Waddel	Zoom – Istvan Banjai	Leon and Bob – Simon James	Stinky Cheese Man and the other stories – Jon Scieszka	The Legend of Captain Crow's Teeth – Eoin Colfer	The Firework Maker's Daughter – Phillip Pullman	Holes – Louis Sachar	The Great War – Stories Inspired by Objects from the Great War – various authors
<i>Complexity of Narrator</i>	The Very Hungry Caterpillar – Eric Carle	Hey Little Ant by Hannah & Philip Hoose	The Teddy Bear by David McPhail	Fantastic Mr.Fox – Roald Dahl	The Ankle Grabber – Rose Impey	The Boy at the Back of the Classroom – Onjali Rauf	Skellig – David Almond	Wonder – RL.Palacio
<i>Complexity of Plot</i>	Each, Peach, Pear, Plum – Allan and Janey Ahlberg	(Poem) 'I do not mind you winter wind' Jack Prelutsky	Where the Wild Things Are Maurice Sendak	Come Away from the Water, Shirley – John Burningham	The Secret of Platform 13 – Eva Ibbotsen	The Iron Man – Ted Hughes	Boy in the Girl's Bathroom – Louis Sachar	The Lost Thing – Shaun Tan
<i>Resistant Texts</i>	The Train Ride – June Crebbin	Wave – Suzy lee	Lost and Found – Oliver Jeffers	Not Now Bernard – David McKee	The Viewer – Gary Crew	The Book with No Pictures – B.J.Novak	The Arrival – Shaun Tan	Harry Miller's Run – David Almond
<i>Non-Fiction</i>	Life –Size Dinosaur – Sophy Henn	We all have different families by Melissa Higgins	We all have different families by Melissa Higgins	The Darkest Dark – Chris Hadfield	The Legend of Tutankhamun – Sally Jane Morgan	Survivors : extraordinary tales from the wild and beyond – Kerry Hyndman	The Big Book of the UK – Imogen Russell Williams The Street Beneath my feet – Charlotte Guillan	Incredible Jobs You've Probably Never Heard Of Before – Natalie Labarre

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Note taking is an integral part of the teaching of reading at TPNS. Note taking should be modelled and shared with children in reading lessons. We aim to develop independent note-taking as the children progress through the school.						
	Y1	Y2	Y3	Y4	Y5	Y6 FOR Y7 SEE Y6 ONLY READING PROGRESSION
<p>Note Taking during Comprehension activities</p> <p><u>Nursery</u> I mark make for a purpose I can explain what my marks mean</p> <p><u>Reception:</u> I can make phonetically plausible attempts at words and sentences which can be read by others I have an interest and an enthusiasm for different mark making behaviours</p>	<ul style="list-style-type: none"> Teacher to mark significant incidents in a story or information in a no- fiction text and record these in writing 	<ul style="list-style-type: none"> Children to make simple notes on a text e.g underlining key words or phrases identified in a group or class read. 	<ul style="list-style-type: none"> Begin to mark a group or class read text to identify unfamiliar words and ideas to be further explored. Read and identify the gist or main points of the text and be able to underline or highlight these. 	<ul style="list-style-type: none"> Mark texts to identify vocabulary and ideas which they need to clarify with growing independence. Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful to them. 	<ul style="list-style-type: none"> Annotate text to identify key information or identify elements they personally do not understand or want to revisit and explore further. Note the key points of what has been read, using simple abbreviations, diagrams or other simple marking systems. Use these as a basis for a follow up discussion. 	<ul style="list-style-type: none"> Identify and mark aspects of a text which are unclear to them in order to discuss or revisit on a second reading. As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author’s point of view or use of language, adding a commentary where this is helpful.
<p>KEY END POINTS</p>	Question words and texts they do not comprehend and respond to questions about the text	Ask and answer questions that ensure they comprehend a text Be able to describe what a text is about.	Use the beginnings of note taking (individual and shared) to aid comprehension and to discuss the text , answering questions. Be able to identify key points in a text independently	Use supported note taking to aid comprehension and the ability to answer questions about the text. Understand that inference clues to deepen comprehension Summarise a text with support	Make use of independent note taking and inference to deepen comprehension and respond to questions about the text. Summarise a text independently	Use independent note taking and inference to deepen comprehension and answer questions about the text. Summarise a text independently and succinctly.
	Y1	Y2	Y3	Y4	Y5	Y6 FOR Y7 SEE Y6 ONLY READING PROGRESSION
<p>Decoding</p> <p><u>Nursery</u> I can talk about print I see in I can talk about print I see in the environment /ask questions about what I see I begin to orally segment and blend CVC words using ‘robot arms’ I recognise my own first name with no visual clue and can write some letters from my first name</p>	<ul style="list-style-type: none"> Apply phonic skills to decode words and read age specified common exception words. Sound out most unfamiliar words accurately, without undue hesitation. 	<ul style="list-style-type: none"> Sound out most unfamiliar words accurately, without undue hesitation. Check that what they are reading makes sense to them, correcting any inaccurate reading 	<ul style="list-style-type: none"> Use phonics first strategies to decode most new words outside of spoken vocabulary Read longer words with support Use the context of a sentence to attempt to read unfamiliar words Self correct Read with growing independence and focus 	<ul style="list-style-type: none"> Use phonics first strategies to decode new words outside of spoken vocabulary Read longer words – seeking support when necessary Use the context of a sentence to read unfamiliar words. Self correct Read with independence and focus. 	<ul style="list-style-type: none"> Read a wide range of age appropriate books with growing confidence and fluency. Be aware of the range of strategies available to them to work out unfamiliar words. Show a growing ability to read aloud and to perform – beginning to show an understanding through intonation, tone and volume so that the meaning is clear to the audience. 	<ul style="list-style-type: none"> Read a wide range of age appropriate books with confidence and fluency including longer novels. Be aware of the range of strategies available to them to work out unfamiliar words. Show an ability to read aloud and to perform –show an understanding through intonation, tone and volume so that the meaning is clear to the audience.

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<p>Reception To be able to recognise Phase 3 letter sounds and tricky words. To be able to read simple phrases and sentences</p>						
<p>KEY END POINT</p>	Use phonic first strategies to decode	Comprehend what they are reading	Read unfamiliar words independently and seek to comprehend their meaning	Read with independence and comprehension	Read widely and read aloud with fluency and prosody	Read challenging texts and read aloud with fluency and prosody
<p>Retrieval Children recall key facts from a story which has been read to them. They use visual literacy to: find information from a picture; point to information on the page in order to locate the answer which can be found easily in the text e.g. what was Red Riding Hood taking to her grandmother? What was Humpty Dumpty sitting on? Can you find out what Winnie the Pooh likes to eat best? Show me how you know. They can: recognise and read their name; recognise, point to, or find and read aloud words and phrases they have learned</p>	<p>Y1</p> <ul style="list-style-type: none"> In addition to using visual literacy, children learn to: use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text; <ul style="list-style-type: none"> Talk about the title and how it relates to the events in the text; explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events; retrieve answers to simple literal who, what, where, when, which, who and how questions. 	<p>Y2</p> <ul style="list-style-type: none"> Children begin to scan for key words in the text order to locate answers; begin to analyse the wording of a question in order to choose what to look for e.g. What did the princess do first when she arrived at the castle? Key words: first, princess, castle; sometimes can find answers where the question word does not match the text word; Navigate different paragraphs of information texts, locating the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions; Recognise simple recurring literary language; locate and discuss favourite words and phrases; read (and recite) a repertoire of poems including classical poetry; draw on vocabulary-knowledge to understand texts and 	<p>Y3</p> <ul style="list-style-type: none"> Become more familiar with retrieving facts and information where question words and text language vary (i.e. where the literal answer is somewhat 'hidden' in the vocabulary used); <ul style="list-style-type: none"> They scan for alternative synonyms or phrases. They can: check the accuracy of what they are retrieving by reading around the words or phrases they find; Locate and discuss words and phrases they find interesting; ask questions which improve their own understanding. 	<p>Y4</p> <ul style="list-style-type: none"> Children develop their reading retrieval skills, working across a wider range of text types with growing familiarity; They work with texts of increasing length, to retrieve information across the whole text as well as at a local level. Children can skim a whole text first to select which paragraph or section of text an answer may be located in; they then scan the paragraph or section to retrieve the information they need, using the text to support their answer where necessary 	<p>Y5</p> <ul style="list-style-type: none"> Children discuss their understanding and explore the meaning of words in context; ask questions which develop their understanding; retrieve key details and begin to find quotations from a whole text. They are learning to locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases. Understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus. 	<p>Y6</p> <p>During text-discussion, children can:</p> <ul style="list-style-type: none"> maintain focus on the subject, using notes when necessary; independently locate information and provide reasoned justifications for their views; routinely find accurate quotations from a whole text; retrieve and summarise details to support opinions and predictions; use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint.

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		solve problems; check the text makes sense as they read.				
KEY END POINT	Use their growing phonic knowledge to help them to locate information within a text.	Use their knowledge and the skill of scanning to locate information within the text.	As Y2 and begin to check the accuracy of what they have located by reading around the word	As Y3 and use their knowledge of the text to refine the page/paragraph where the information may be located	Find the answer to more complex retrieval questions, including those on author viewpoint	As Y5 and structure clear, well-evidenced responses to retrieval questions both verbally and in written form
	Y1	Y2	Y3	Y4	Y5	Y6
<p>Inference</p> <p><u>Nursery</u> I can predict what might happen next using deduction</p> <p><u>Reception:</u> Hear and join in with familiar stories Join in with repeated refrains Listen to and talk about stories building familiarity and understanding. Can explain why things might happen.</p>	<ul style="list-style-type: none"> Speculate about the possible meanings of unfamiliar words met in reading. Check whether the suggested meanings make sense in the context of the text. Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud. Discuss what is suggested about a character from the way or how he/ she speaks. 	<ul style="list-style-type: none"> Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary. Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage. Make inferences about characters from what they say and do, focusing on important moments in a text. 	<ul style="list-style-type: none"> Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage. Ask questions about the text. Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings in fiction. , beginning to make connections with their own life experiences 	<ul style="list-style-type: none"> Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference. (E.g. by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them. Begin to draw inferences from what they have read. Infer character's feelings, thoughts and motivation for their actions. Deduce the reasons for the way that characters behave from scenes across a short story. Begin to justify own inferences using evidence from the text. Ask relevant questions about what they have read. Begin to re-read sections to search for 'evidence'. 	<ul style="list-style-type: none"> Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or inference of the word meaning. Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions. Make inferences drawn from across increasingly challenging texts and justify with evidence. Begin to know how and when there is a need to gain a rapid overview of a text e.g by skimming and scanning Begin to use PEE to structure written and verbal responses Be able to summarise their current understanding at regular intervals when reading an extended text. Learn to ask questions as they are reading. 	<ul style="list-style-type: none"> Check the plausibility and accuracy of their explanation of, or inference about, a word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning. Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters. Make inferences drawn from across and between more complex and challenging texts and justify with evidence. Use PEE to structure written and verbal responses Link what they have just read to their prior knowledge and experience, their knowledge of texts, and to what they have read in previous sections to make inferences and deductions. Know when and how to gain a rapid understanding and when to read slowly and carefully. Summarise their current understanding of a text. Build in 'thinking time' to their reading and use this to be able to ask questions that they want answered.
KEY END POINT	Understand what they are reading. Be inquisitive about characters and their thoughts and feelings	Understand what they are reading. Work out where a text might be heading. Recognise significant moments in a text.	Expect a text to make sense and use a range of strategies to ensure this.. Use knowledge and experience to discuss a text.	Understand the importance of a text making sense Recognise the role of evidence in inference.	Know the importance of a text making sense. Use evidence to support their thinking about a text.	Know the importance of a text making sense. Use evidence to justify their thinking about a text.

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Vocabulary Development and Dictionary Use

Use

Nursery

I enjoy making up rhymes/my own songs
 I can use language to develop simple narratives
 I can re-tell or act out a familiar story

Reception:

I can connect ideas using correct vocabulary
 I can use conjunctions to help extend and articulate ideas
 I can learn new vocabulary linked to themes
 I can use new vocabulary in an appropriate context
 I can use appropriate social phrases throughout the day
 I can question the meaning of words I do not understand

- Have an understanding of what the following means :Familiar, unfamiliar, re-read, meaning, character, event, reason
- Play with words including exploring rhythm and rhyme

- Develop their understanding of the following:
 Familiar, unfamiliar, find, read-around the word, meaning, character, main character, important event, reason, motive, proof
 - Play with words and discuss their meaning

- Increase their understanding of the following:
 Possible meaning, re-read, identify, meaning, infer, character, main character, hero, villain, motive, proof, context
 - Play with words and begin to use context to suggest meaning for unknown words

- Continue to use previous vocabulary and build understanding of the following:
 Identify, infer, context, narrator, main character, hero, villain, motive, motivation, proof, evidence
 - Play with words and use contexts and previous knowledge to suggest meaning of unknown words

- Continue to use previous vocabulary and build understanding of the following:
 Locate, infer, inference, multiple meanings, imply, implied, context, narrator, motive, motivation, evidence
 - Play with words and use contexts and previous knowledge and etymology to suggest meaning of unknown words

- Continue to use previous vocabulary and build understanding of the following:
 Nuance, locate, infer, inference, context, imply, implied, narrator, protagonist, motive, evidence
 - Play with words and use contexts and previous knowledge and etymology to suggest meaning of unknown words

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<p>DICTIONARY USE</p> <p><u>Nursery</u> I can use words from the vocabulary pyramids with adult support</p> <p><u>Reception:</u> I have the confidence to question the meaning of words I do not understand I can use words from the vocabulary pyramids independently</p>	<ul style="list-style-type: none"> • Make collections of interesting words and use them when talking about books and stories. • Use simple dictionaries and begin to understand their alphabetical organisation. 	<ul style="list-style-type: none"> • Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read. • Use dictionaries to locate words by the initial letter. Use terms such as definition. Discuss the definitions given in dictionaries and agree which is the most useful in the context. 	<ul style="list-style-type: none"> • Identify where an author uses alternatives and synonyms for common, over-used words and speculate about the shades of meaning. • Locate words in a dictionary by the first two letters • Know the quartiles of the dictionary. 	<ul style="list-style-type: none"> • Consider a writer’s use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. • Investigate the meaning of technical or subject specific words they meet in their reading. • Locate words in the dictionary by the third or fourth place letters. • Use the quartiles of the dictionary efficiently to locate words quickly. 	<ul style="list-style-type: none"> • Distinguish between everyday word meanings and their subject specific use e.g the subject specific use of ‘force’ in scientific texts. • Use dictionaries effectively to locate word meanings and information about words e.g by using alphabetical order, understanding abbreviations and determining definition is the most relevant within a context. • Use a dictionary to check a suggested meaning. 	<ul style="list-style-type: none"> • Define meanings of unfamiliar vocabulary from texts they have read and use this vocabulary when recording their ideas about the text. • Collect and define a wide range of technical vocabulary met in other subjects. • Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently to locate information about words met in reading. • Accurately identify the most appropriate meaning of the word used in a text from alternative definitions given in a dictionary.
<p>KEY END POINT</p>	<ul style="list-style-type: none"> • Explore words and their meaning within an appropriate language rich environment 	<ul style="list-style-type: none"> • Explore words and their meaning within an appropriate language rich environment 	<ul style="list-style-type: none"> • Explore words and their meaning within an appropriate language rich environment 	<ul style="list-style-type: none"> • Explore words and their meaning within an appropriate language rich environment 	<ul style="list-style-type: none"> • Explore words and their meaning within an appropriate language rich environment 	<ul style="list-style-type: none"> • Explore words and their meaning within an appropriate language rich environment
	Y1	Y2	Y3	Y4	Y5	Y6
<p>Prediction</p> <p><u>Nursery</u> I can predict what might happen next using deduction I can offer explanations as to why something happens</p> <p><u>Reception:</u> I can predict what might happen in texts</p>	<ul style="list-style-type: none"> • Make predictions based on clues such as pictures, illustrations, titles. 	<p>Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out.</p>	<ul style="list-style-type: none"> • Begin to make predictions from what they have read based on content and simple themes/text types. • Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading. 	<ul style="list-style-type: none"> • Make predictions from what they have read based on content and simple themes/text types and justify predictions with evidence • Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on. 	<ul style="list-style-type: none"> • Make predictions from what has been stated and implied based on themes, conventions and knowledge about the author. <ul style="list-style-type: none"> • Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text. 	<ul style="list-style-type: none"> • Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on. <ul style="list-style-type: none"> • Make predictions from what has been stated and implied based on themes, conventions and knowledge about the author and a wide range of genres.
<p>KEY END POINT</p>	Use clues in the text to make predictions	Use what they have already read to make predictions	Use the theme and text type of what they have already read to make predictions	Be able to modify predictions in the light of new evidence	Be able to make regular predictions at any point within a text	Be able to make regular predictions in a wide range of genres
	Y1	Y2	Y3	Y4	Y5	Y6
<p>Clarifying and Questioning</p> <p><u>Nursery</u></p>	<ul style="list-style-type: none"> • Ask questions about aspects of a text they don’t understand. 	<ul style="list-style-type: none"> • Ask questions about a text to ensure they understand events or ideas in a text. 	<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. 	<ul style="list-style-type: none"> • Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text. 	<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 	<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 of the

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<p>I can talk about characters and settings within a story I can express my ideas, thoughts and opinions I can talk about why I like or dislike a story or a text</p> <p>Reception: I can re-tell key events in familiar texts I can listen to and talk about stories building familiarity and understanding.</p>			<ul style="list-style-type: none"> • Begin to learn the skills of note taking during reading sessions e.g Circle the word miniscule and write 'tiny' in the margin. • Ask questions about, and use classroom resources e.g the working wall to clarify the meaning of words and to improve their understanding of the text. • In close reads, explore the concepts and ideas at sentence, paragraph and whole text level, supported by the teacher. • Retrieve and record information from non-fiction texts 	<ul style="list-style-type: none"> • Develop note taking to include opinion and further explanation of a character or feature of the text. • Ask questions about, and use classroom resources e.g the working wall to clarify the meaning of words • In close reads, explore the concepts and ideas at sentence, paragraph and whole text level, supported by the teacher. • Using the organisational features of the text, retrieve and record information from non-fiction texts • Begin to understand the use of 'hints' and 'clues as well as what is directly stated' to help us understand what we are reading 	<p>topic to find out more.</p> <ul style="list-style-type: none"> • Develop autonomy with note taking with some guidance from the teacher. • In discussion, clarify, explain and explore the meaning of words within a context • In close reads, explore the concepts and ideas at sentence, paragraph and whole text level • Know that there is a difference between fact and opinion. 	<p>text or the topic they are researching.</p> <ul style="list-style-type: none"> • Be able to make autonomous notes and explain thinking to the teacher. • In discussion, clarify, explain and explore the meaning of words within a context • In close reads of more complex texts, explore the concepts and ideas at sentence, paragraph and whole text level • Know and explain the difference between fact and opinion. • Be able to 'up-date' their ideas about the text in light of what they have just read.
<p>Sequencing and Summarising</p>	<p>Y1</p> <ul style="list-style-type: none"> • Sequence a well known story. Elaborate on the main points with support 	<p>Y2</p> <ul style="list-style-type: none"> • Retell a story giving the main events. • Retell some important information they've found out from a text. • Draw together information from across a number of sentences to sum up what is known about a character, event or idea. • Sequence a well known story, adding detail to the main points. 	<p>Y3</p> <ul style="list-style-type: none"> • Retell main points of a story in sequence. • Identify a few key points from across a non-fiction passage. • Be able to sequence events of a simple story when presented with them out of order. • Accurately identify the main idea from a paragraph and be able to summarise this. 	<p>Y4</p> <ul style="list-style-type: none"> • Summarise a sentence or paragraphs by identifying the most important elements. • Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated. • Be able to sequence events of a more complex story when presented with them out of order. • Use language such as then and next to talk a story through • Accurately identify the main idea from more than one paragraph and be able to summarise this. 	<p>Y5</p> <ul style="list-style-type: none"> • Make regular, brief summaries of what they've read, identifying the key points. • Summarise a complete short text or substantial section of a text. • Summarise what is known about a character, event or topic; explain any inferences and opinions by reference to the text. • Be able to sequence events of a more complex story when presented with them out of order. • Use numbers to represent the sequence of events 	<p>Y6</p> <ul style="list-style-type: none"> • Pupils will be able to make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. • Pupils will be able to update their ideas about the text in the light of what they've just read. • Pupils will be able to summarise 'evidence' from across a text to explain events or ideas. • Be able to sequence events of a more complex story when presented with them out of order. • Use numbers to represent the sequence of events • Summarise 'evidence' from across a text to explain events or ideas.

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KEY END POINTS for clarifying, questioning, sequencing and summarising	Use questioning to develop their understanding of a text. Join in with sequencing a text Discuss the main idea of a text	Use questioning to develop their understanding of a text. Sequence a well known story accurately. Discuss the main idea of a text and what tells us it is the main idea.	Ask relevant questions to clarify meaning. Sequence a well known story accurately. Identify the main idea in a sentence or paragraph	Ask relevant questions to clarify and deepen understanding. Sequence a range of well known stories accurately. Identify the most important points for summarising.	Ask relevant questions to clarify and deepen understanding. Be able to deepen and further responses through discussion. Sequence a range of well known stories accurately. Summarise using both inferences and opinions	Ask relevant questions to clarify and deepen understanding. Be able to deepen and further responses through discussion. Sequence a range of well known stories accurately. Make regular, updated summaries of a text.
	Y1	Y2	Y3	Y4	Y5	Y6
Language for Effect on the Reader Nursery I am able to use the vocabulary from the various vocab pyramids with adult support I can use story props to create my own story and begin to use story board language Reception: I can use new vocabulary learnt in appropriate context I can attend and participate in a range of rhymes and songs	<ul style="list-style-type: none"> Explore the effect of patterns of language and repeated words and phrases. Identify and discuss some key elements of story language. 	<ul style="list-style-type: none"> Speculate about why an author might have chosen a particular word and the effect they wanted to achieve, e.g. by considering alternative synonyms that might have been used. 	<ul style="list-style-type: none"> With support discuss the impact of language choices on the reader e.g they are enabled to see the difference between flaxen haired and blonde. Begin to identify language, structural and presentational features of the main text types (fiction and non-fiction). Begin to discuss how these contribute to meaning Discuss what engages them about the text 	<ul style="list-style-type: none"> Discuss the impact of language choices on meaning for the reader e.g they can explain why the author chooses Rottweiler rather than dog. Discuss the meaning of similes and other comparisons they have read. Have increased accuracy when identifying language, structural and presentational features of the main text types (fiction and non-fiction). Make evaluative statements such as ‘Here the author wants the reader to...’ Understand that authors have a clear purpose and want to have a specific impact on the reader Discuss what engages them about the text and support this with examples of specific words and phrases. 	<ul style="list-style-type: none"> Discuss what engages them about a text commenting on the writers’ use of words and phrases and language features. Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices. Be mostly accurate when identifying language, structural and presentational features of the main text types (fiction and non-fiction). In writing and speaking begin to make clear evaluative statements as to the purpose of the author and how these features contribute to meaning e.g When the author uses alliteration it... Understand the difference between meaning, theme and purpose and, with support, be able to identify these in a range of text types. Begin to discuss how the structural and presentational choices impact on meaning, theme and purpose. 	<ul style="list-style-type: none"> Discuss what engages them about a text commenting on the writers’ use of words and phrases and language features including figurative language Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary. Be accurate when identifying language, structural and presentational features of the main text types (fiction and non-fiction). In writing and speaking make clear evaluative statements as to the purpose of the author and how these features contribute to meaning e.g When the author organises the main facts with bullet points it... Understand the difference between meaning, theme and purpose and be able to identify these in a range of text types Discuss how the structural and presentational choices impact on meaning, theme and purpose.
KEY END POINT	Enjoy stories and texts being read aloud and be able to answer questions about the words in the text.	Be interested in and talk about texts and why authors chose the words they have.	Be interested in texts and authors. Ask and answer questions about why authors chose the words and phrases that they have.	Be interested in a wide range of texts and authors. Ask and answer questions about an author’s purpose	Be interested in a wide range of texts and authors. Ask and answer questions about an author’s purpose making some reference to evidence from the text.	Be interested in a wide range of texts and authors. Ask and answer questions about an author’s purpose making clear reference to evidence from the text and making connections to other texts.
	Y1	Y2	Y3	Y4	Y5	Y6

TPNS READING WILL and SKILL PROGRESSION – in age appropriate texts, taking into consideration the individual needs of some children.

<p>Character Development</p>	<ul style="list-style-type: none"> Recognise familiar characters and talk about how they behave in a story Understand that events in the story have an impact on the characters. 	<ul style="list-style-type: none"> Recognise and talk about familiar characters. Recognise that events in a story have an impact on the characters Engage in structured conversations about books they are currently having read to them or are reading. Begin to think about how a character changes throughout a book 	<ul style="list-style-type: none"> Discuss known characters through describing them and how they change With support understand how we infer things about a character from what they say and how they behave With support use evidence to help explain their thinking about a character. 	<ul style="list-style-type: none"> Discuss known characters through describing them and how they change in all reading Understand how we infer things about a character from what they say and how they behave. Begin to recognise how relationships between characters also show changes or aspects of character With support use evidence to help explain their thinking about a character. 	<ul style="list-style-type: none"> In all books shared and read, recognise and talk about the main attributes of a character and how different characters change and develop. Recognise the change in characters other than the main protagonist. Discuss how the relationships between characters change and develop Use evidence from the text to infer and to support statements about character development both verbally and in written form 	<ul style="list-style-type: none"> In all books shared and read, recognise and talk about the main attributes of a character and how different characters change and develop. Recognise the change in characters other than the main protagonist. Discuss how the relationships between characters change and develop Use evidence from the text to infer and to support statements about character development both verbally and in written form
<p>KEY END POINT</p>	<p>Recognise and talk simply about known characters</p>	<p>Recognise and talk about characters and how they change within a story</p>	<p>Begin to use inference skills to make statements about a character</p>	<p>Use inference skills to determine aspects of a character and begin to recognise the importance of evidence in supporting their thinking</p>	<p>Use a range of skills, including inference to verbalise and write statements about character development which are mostly supported by evidence</p>	<p>Use a range of skills, including inference to verbalise and write statements about character development which are supported by evidence</p>
	<p>Y1</p>	<p>Y2</p>	<p>Y3</p>	<p>Y4</p>	<p>Y5</p>	<p>Y6</p>
<p>Themes and conventions</p> <p>Nursery I know what an ‘author’ and a ‘poet’ is. I can talk about the beginning, middle and end of a text I can retell a familiar story</p> <p>Reception: To listen to and engage in a range of texts To be able to use the narrative language associated with traditional tales</p>	<ul style="list-style-type: none"> Identify and compare basic story elements, e.g. beginnings and endings in different stories. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme. 	<ul style="list-style-type: none"> Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved. Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points. Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem. 	<ul style="list-style-type: none"> Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved. Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic. Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem’s layout. Begin to make connections between texts Begin to identify simple common themes e.g. good and evil With support be able to recall the different fiction text types and identify the main non-fiction text types With support, be able to identify and comment simply upon the 	<ul style="list-style-type: none"> Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue. Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently. Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively. Be able to say... ‘I know another book like this one...’ Identify simple common themes and, with guidance, recall the themes of previous books experienced Be able to recall the different 	<ul style="list-style-type: none"> Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument. Read poems by significant poets and identify what is distinctive about the style or presentation of their poems. Make comparisons and contrasts to the book being discussed drawing on their own experience Identify common themes and recall the themes of previous books experienced Understand the meaning of viewpoint and be able, with support, to identify and discuss 	<ul style="list-style-type: none"> Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together. Understand how writers use the features and structure of information texts to help convey their ideas or information. Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes. Make clear, concise comparisons and contrasts to the book being read. Discuss the theme of the book, making comparisons and contrasts with the themes of previous books experienced. Identify and discuss authors’ viewpoints in a variety of text types. Know of a range of authors and their differing viewpoints and themes and be able to discuss these. Understand that viewpoints can also be presented through characters and be able to identify these within a text.

TPNS READING WILL and SKILL PROGRESSION – in age appropriate texts, taking into consideration the individual needs of some children.

			<p>use of different conventions in the different types of writing</p> <ul style="list-style-type: none"> • Talk generally about an author and the types of texts they write. 	<p>fiction text types and identify the main non-fiction text types</p> <ul style="list-style-type: none"> • Be able to identify and comment simply upon the use of different conventions in the different types of writing • Talk confidently about a well known author and the types of books they write. Understand that some authors have recurring themes and viewpoints in their stories or non-fiction texts 	<p>authors' viewpoints in a variety of text types.</p> <ul style="list-style-type: none"> • Know of a range of authors and their differing viewpoints and themes. • Understand that viewpoints can also be presented through characters. 	
KEY END POINT	Be able to identify fiction, non-fiction and poetry texts	Ask and answer questions about the structure and purpose of different texts	<p>Ask and answer questions about different texts and comment upon common themes and features of the text.</p> <p>Recognise other books written by the same author</p>	<p>Recognise that different books can contain similar themes and conventions.</p> <p>Know that some authors have recurring themes.</p> <p>Ask and answer questions about a wide range of texts beginning to use evidence to support their answers.</p>	<p>Know books that contain similar themes written by the same author.</p> <p>Use evidence to support their answers about the themes and conventions of any book.</p>	<p>Compare and contrast books and authors, identifying similarities and differences in themes and conventions.</p> <p>Use evidence from texts to justify and explain their thinking and in their answers.</p>
	Y1	Y2	Y3	Y4	Y5	Y6
<p>Skills Specific to Non-Fiction Texts</p> <p>Nursery I enjoy reading a wide range of reading material</p> <p>Reception: I can begin to identify the differences between fiction and non-fiction texts I can engage and become familiar with non-fiction texts.</p>	<ul style="list-style-type: none"> • Find information in a text about an event, character or topic. • Locate parts of the text which give particular information, including labelled diagrams and charts. 	<ul style="list-style-type: none"> • Locate information using title, contents, index, page numbers, illustrations, headings, sub-headings etc. • Express and record their understanding of information orally, using simple graphics, or in writing. • Scan a text to find specific sections using key words or phrases, sub-headings. 	<ul style="list-style-type: none"> • Take information from diagrams, flow charts and forms where it is presented graphically. • Be taught to use glossaries, indexes and appendices. • Express and record their understanding of information orally, using simple graphics or in writing. <p>Skim and scan a text to locate information quickly and accurately.</p>	<ul style="list-style-type: none"> • Pick out key sentences and phrases that convey important information accurately • Be taught to use glossaries, indexes and appendices independently • Take information from diagrams, flow charts and forms where it is presented graphically. • Collect information from a range of sources and present it in simple formats. • Skim a text for an overview, Scan texts for key words, phrases and sentences as well as useful headings to locate information. 	<ul style="list-style-type: none"> • Locate information confidently and efficiently using the full range of features of the information text being read. • Use glossaries, indexes and appendices independently • Use a range of formats to capture, record and explain what they have read. • Apply the range of reading strategies to reading information texts i) thinking about what they already know; ii) skimming to gain an overall sense of the text; iii) scanning to locate specific information; iv) close reading to develop understanding; v) text marking. • Plan research in other subjects, considering how best to read different sources, and find and record the information they need. 	<ul style="list-style-type: none"> • Locate information confidently and efficiently including the use of glossaries, indexes and appendices and evaluate them for their reliability and usefulness when researching a topic. • Record important details retrieved from a text using an appropriate format. • Read effectively for different research purposes, e.g. skim and scan a text to gain an overview of a text, identify which part of the text needs to be read more carefully to find particular information, read slowly and carefully a section, annotating the text as appropriate. • Plan research in other subjects, considering how best to read different sources, and find and record the information they need.
KEY END POINTS	Locate information within a non-fiction text.	Use the structure of a non-fiction text to locate information. When directed by the teacher,	Use all structures, including glossaries, indexes and appendices.	Use all structures, including glossaries, indexes and appendices independently.	Use all structures independently and for independent research. Skim texts to gain an overview.	Use all structures independently and for independent research. Skim texts to gain an overview.

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		skim and scan a text using key words.	Skim and scan to find given words or information.	Skim and scan and use headings to locate information.	Scan to find specific information and begin to understand the need to follow this with closer reading to establish the answer to questions.	Scan to find specific information and understand the need to follow this with closer reading to establish the answer to questions.
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TPNS READING WILL and SKILL PROGRESSION – in age appropriate texts, taking into consideration the individual needs of some children.

BELOW ARE THE MERGED END POINTS FOR MIXED YEAR GROUPS IN R AND Y1 AND Y4 AND Y5 (23/24) For details of implementation see the full curriculum and statutory guidance		
	R and Y1	Y4 and Y5
<u>Decoding</u>	To be able to recognise Phase 3 letter sounds and tricky words. To be able to read simple phrases and sentences Use phonic first strategies to decode	Read widely with independence and comprehension. Develop skills in reading aloud with fluency and prosody
<u>Inference</u>	Hear and join in with familiar stories Listen to and talk about stories building familiarity and understanding. Understand what they are reading. Be inquisitive about characters and their thoughts and feelings	Develop their understanding of the importance of a text making sense Recognise the role of evidence in inference and in supporting answers to questions about a text.
<u>Vocabulary</u>	Explore words and their meaning within an appropriate language rich environment	Explore words and their meaning within an appropriate language rich environment
<u>Prediction</u>	Predict what might happen in texts using clues from the text.	Be able to modify predictions in the light of new evidence as they read more of a text.
<u>Fluency</u>	Hear and join in with familiar stories. Perform repeated refrains and sentences with greater fluency and taking note of simple punctuation.	Use their comprehension of a text to read with fluency and prosody.

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<p><u>Comprehension</u> <u>n</u> (Clarifying, questioning and summarising) <u>Note Taking</u> during Comprehension activities</p>	<p>Question words and texts they do not comprehend and respond to questions about the text Have an interest and an enthusiasm for different mark making behaviours in relation to texts</p>	<p>Move from needing support to summarise a text to doing so with greater independence. Use both guided and independent note taking to deepen understanding of a text. Understand how re reading and inference making can also deepen understanding.</p>
<p><u>Language for effect</u></p>	<p>Use new vocabulary learnt in appropriate context Enjoy stories and texts being read aloud and be able to answer questions about the words in the text.</p>	<p>Be interested in a wide range of texts and authors. Ask and answer questions about an author’s purpose</p>
<p><u>Themes and conventions</u></p>	<p>Be able to use the narrative language associated with traditional tales Be able to identify fiction, non-fiction and poetry texts</p>	<p>Recognise that different books can contain similar themes and conventions. Know that some authors have recurring themes. Use evidence to support their answers about the themes and conventions of any book.</p>
<p><u>Skills Specific to Non-Fiction Texts</u></p>	<p>Begin to identify the differences between fiction and non-fiction texts Locate information within a non-fiction text.</p>	<p>Use all structures, including glossaries, indexes and appendices independently. Skim and scan and use headings to locate information – growing in specificity.</p>
<p><u>Understanding vocabulary and dictionary use</u></p>	<p>Use words from the vocabulary pyramids independently Understand what alphabetical organisation can look like e.g the register</p>	<p>Use a dictionary to locate words and definitions for writing and for comprehension.</p>