



Skills Progression Key Stage 1

	Year 1	Year 2
<b>Oracy</b>		
<p><u>Word Reading – See sentence level / word scheme for root words, prefixes and suffixes</u></p> <p>At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print.</p> <p>Pupils should be encouraged to know a variety of strategies to be read an unfamiliar word and to check that the correct word has been spoken.</p>		
<p><b>Vocabulary</b> Clarifying understanding.</p>	<ul style="list-style-type: none"> <li>Discuss favourite words and phrases in poems and stories</li> </ul>	<p>Identify, discuss and collect their favourite words and phrases and give reasons for their choice (e.g. alliteration, humorous phrases)</p>
<p><b>Inference</b> Pupils need to understand the way the vocabulary works and sentence structure works.</p>	<p>Make inferences on the basis of what is being said and done and through the detail in pictures (e.g. character putting on sun cream/t-shirt suggest it is hot /sunny).</p>	<p>make inferences on the basis of what is being said and done (e.g. use actions of characters to work out what time of day it is e.g. getting the bus to school suggests it is early morning; use actions of characters to work out where the story is set e.g. Alex jumps off a swing and ran over to the slide suggests he is in the park; use inference to understand what has prompted a character’s behaviour in a story.</p>
<p><b>Prediction</b> Pupils are paying close attention to text so they can closely monitor their own comprehension and suggest ideas for what may happen.</p>	<p>Predict what might happen on the basis of what has been read so far (e.g. about the content/purpose of a text based on the title and picture on the front cover) Make simple predictions about what might happen next in stories based on knowledge of other stories and their own experience</p>	<p>Predict what might happen on the basis of what has been read so far (about how characters might behave from what they say or do) Make predictions based on knowledge of typical settings and what is likely to happen in them( e.g. a character could get lost in a forest or meet a wolf/bad character) and typical characters and how they are likely to behave Make predictions using experience of reading book by the same author( e.g. predict that a book by Julia Donaldson will rhyme)</p>
<p><b>Explain</b> Focus on areas of uncertainty – look for clarification.</p>	<p>Discuss the significance of the title and events Explain clearly their understanding of what is read to them (e.g. give opinions about simple texts)</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they read for themselves.</p>
<p><b>Retrieve</b> Pupils think about what they already know for their reading and other experiences.</p>	<p>Locate page showing specific information (e.g. flick through book to look for particular picture; begin got use contents page of a simple, non- fiction text).</p>	<p>Locate pages showing specific information in fiction and non-fiction (e.g. fiction through a book to look for a particular pictures or headings or use contents page) Scan a short section of a text for a key word</p>
<p><b>Summarise</b> Brief points from a paragraph.</p>	<p>Identify the main idea of a text (e.g. this book is all about pets.</p>	<p>Identify the main idea of a text (e.g. This book is all about dogs, what they eat and how to look after them)</p>

## Skills Progression Lower Key Stage 2

	Year 3	Year 4
<p><b><u>Oracy</u></b></p>	<ul style="list-style-type: none"> <li>•listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinion</li> </ul>	<ul style="list-style-type: none"> <li>•give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul>
<p style="text-align: center;"><u>Word Reading – See sentence level / word scheme for root words, prefixes and suffixes</u></p> <p>At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print.</p> <p>Pupils should be encouraged to know a variety of strategies to be read an unfamiliar word and to check that the correct word has been spoken.</p>		
<p><b><u>Vocabulary</u></b> Clarifying understanding.</p>	<ul style="list-style-type: none"> <li>• Identify, discuss and collect words and phrases that capture the readers' interest and imagination</li> <li>• Identify why authors/poets have used particular language</li> <li>•using dictionaries to check the meaning of words that they have read</li> </ul>	<ul style="list-style-type: none"> <li>•Identify, discuss and collect words and phrases that capture the readers' interest and imagination</li> <li>• Identify why authors/poets have used particular language (e.g. similes to create pictures and alliteration and rhyme to create sound effects)</li> <li>•using dictionaries to check the meaning of words that they have read</li> </ul>
<p><b><u>Inference</u></b> Pupils need to understand the way the vocabulary works and sentence structure works.</p>	<ul style="list-style-type: none"> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence (e.g. use the verbs used for dialogue to work out how a character is feeling e.g. shouted, sighed, joked)</li> </ul>	<ul style="list-style-type: none"> <li>•Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence (use knowledge of what characters have done so far to infer what they think be thinking about an event and how this might differ between the characters.</li> </ul>
<p><b><u>Prediction</u></b> Pupils are paying close attention to text so they can closely monitor their own comprehension and suggest ideas for what may happen.</p>	<ul style="list-style-type: none"> <li>•Predict what might happen from details stated and implied (e.g. use descriptions of a character's appearance to make predictions about how they might behave or what they might say)</li> <li>• Make predictions using experience of reading books by the same author (e.g. predict what might happen in a Horrid Henry book based on knowledge of characters, their behaviour, events in a story)</li> </ul>	<ul style="list-style-type: none"> <li>•Predict what might happen from details stated and implied (e.g. about how a character will act in a particular setting or in response to an event and whether it was unexpected)</li> <li>• Make predictions using experience of reading book by the same author (e.g. in Roald Dahl books predict the complete turnaround of a situation of good/bad characters e.g. Charlie Bucket)</li> </ul>
<p><b><u>Explain</u></b> Focus on areas of uncertainty – look for clarification.</p>	<ul style="list-style-type: none"> <li>•Explain and discuss their understanding of books, poems and other material, both those that they read for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>•Explain and discuss their understanding of books, poems and other material, both those that they read for themselves.</li> </ul>

<p><b>Retrieve</b> Pupils think about what they already know for their reading and other experiences.</p>	<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction (from a single point of reference in the text (a paragraph or page) e.g. use contents page, headings or sub-headings Scan for key words to retrieve information (from a single point of reference in the text e.g. a paragraph, verse, poem or page )</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction (from a single point of reference in the text (a paragraph or page) e.g. use contents page, headings or sub-headings Scan for key words to retrieve information (from a single point of reference in the text e.g. a paragraph, verse, poem or page )</li> </ul>
<p><b>Summarise</b> Brief points from a paragraph.</p>	<ul style="list-style-type: none"> <li>• Identify and summarise the main idea of a paragraph (e.g. This paragraph is describing what Horrid Henry did with the water pistol)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the main ideas drawn from more than one paragraph and summarise these (e.g. the character is scared of spiders, the dark and lightning) Each example taken form a different paragraph.</li> </ul>

## Skills Progression Upper Key Stage Two

	<u>Year 5</u>	<u>Year 6</u>
<p><b>Oracy</b></p>	<ul style="list-style-type: none"> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>	<p>Speak audibly and fluently with an increasing command of Standard English</p> <ul style="list-style-type: none"> <li>• participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication</li> </ul>
<p><b>Word Reading</b></p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <ul style="list-style-type: none"> <li>• Endings which sound like /jɪs/ spelt -cious or -tious</li> <li>• Endings which sound like /jɪl/</li> <li>• Words ending in -ant, -ance/-ancy,</li> <li>• Words ending in -ent, -ence/-ency</li> <li>• Words ending in -able and -ible Words ending in -ably and -ibly</li> <li>• Words with the /i:/ sound spelt ei after c</li> <li>• Words containing the letter-string ough</li> <li>• vvv</li> <li>• Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</li> <li>• Homophones and other words that are often confused</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> <li>• Sh sound spelt ti or ci</li> <li>• in -able and -ible Words ending in -ably and -ibly</li> <li>• Adding suffixes beginning with vowel letters to words ending in -fer</li> <li>• Use of the hyphen</li> <li>• The spellings ei and ie</li> <li>• Words containing the letter-string ough</li> <li>• Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</li> <li>• Homophones and other words that are often confused</li> </ul>
<p>At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. This may be via SEN interventions or by attending phonics lessons.</p> <p>Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation. Teachers need to draw the children's attention to the root word for example 'exhume' and 'exhumed'.</p>		
<h3>Reading Comprehension</h3>		
<p><b>Vocabulary-</b> Words in context and authorial choice. Pupil's clarify their understanding of words and how they are used.</p>	<ul style="list-style-type: none"> <li>• Identify, discuss and collect words and phrases that capture the readers' interest and imagination</li> <li>• Discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader (e.g. explore metaphors, simile and imagery, explain effect of humorous language choices)</li> <li>• Use a thesaurus to find synonyms of words in a text.</li> <li>• Compare and contrast different language within and across books</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, discuss and collect words and phrases that capture the readers' interest and imagination</li> <li>• Discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader (e.g. explore, recognise and use the terms personification, analogy, style and effect, explain the effect of unusual, surprising or dramatic language choices)</li> <li>• Suggest other words which the author may have used.</li> <li>• Compare and contrast different language within and across books Find and copy a word which means 'wreckage'- rubble</li> </ul>
<p><b>Inference</b> Pupil's can find clues within a text through vocabulary or sentence structure to create judgements.</p>	<ul style="list-style-type: none"> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and dialogue, and justifying inferences with evidence (e.g. use knowledge of a character to infer how they have changed and suggest reasons for this)</li> </ul>	<ul style="list-style-type: none"> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and dialogue, and justifying inferences with evidence (e.g. focus on interactions between characters and what this shows about their relationships, thoughts and motives etc.. e.g. a character nodding in agreement, sounding concerned What impression do you get of death? Death is a cunning being as he offers the brothers prizes that he knows/thinks would lead to their deaths. He can also be viewed as vengeful as he wishes to kill the brothers for finding a safe way to cross the river</li> </ul>

<p><b>Prediction</b> Pupils pay close attention to text to find clues in order to make logical predictions.</p>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied (e.g. about the consequences of a character's actions or how a character will act using prior knowledge of how characters in other books have behaved in similar situations)</li> <li>• Make predictions using experience of reading books by the same author or similar genres (e.g. predict the plot structure of an adventure story and what might happen to the main characters based on reading of other adventure stories)</li> <li>• Make predictions based on the mood/atmosphere changes that the author has created ( e.g. something bad might happen as it has all gone quiet)</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied (e.g. how a change of setting or situation within a story may affect how a character behaves; predict events in stories from other cultures using knowledge of customs and beliefs)</li> <li>• Make predictions using experience of reading books by the same author or similar genres e.g. predict how characters will act in a 'classic' text based on understanding of the period in which a story is set</li> </ul> <p>Predict what will happen if/when the warden finds out the tube didn't come from X-Ray's hole.</p>
<p><b>Explain</b> Look for clarification where there are areas of uncertainty.</p>	<p>Provide reasoned justifications for their views e.g. by making a point and giving evidence and elaborating</p> <ul style="list-style-type: none"> <li>• Explain and discuss their understanding of what they have read maintaining a focus on the topic and using notes where necessary</li> </ul>	<p>Provide reasoned justifications for their views e.g. by making a point and giving evidence and elaborating</p> <ul style="list-style-type: none"> <li>• Explain and discuss their understanding of what they have read maintaining a focus on the topic and using notes where necessary</li> </ul> <p>How does Louis Sachar create tension in Chapter 20? How do you know that Zero dug Stanley's hole?</p>
<p><b>Retrieve</b> Pupil's pay close attention to text to find clues in order to make logical predictions.</p>	<p>Retrieve, record and present information from non-fiction (from more than one point of reference in the text) e.g. contents page, index, headings and subheadings – there may be more than one page reference in the index or contents page which would require children to identify the page/s that are relevant)</p> <ul style="list-style-type: none"> <li>• Apply information retrieval skills in other subjects</li> <li>• Scan for key words or phrases to retrieve information ( from more than one point of reference in the text)</li> <li>• Skim a text for the gist in order to see if the text is relevant and /or locate the appropriate section for the close reading</li> </ul>	<p>Retrieve, record and present information from non-fiction (from more than one point of reference in the text) e.g. contents page, index, headings and subheadings – there may be more than one page reference in the index or contents page which would require children to identify the page/s that are relevant</p> <ul style="list-style-type: none"> <li>• Apply information retrieval skills in other subjects and for own personal use/research</li> <li>• Use a combination of skimming for gist, scanning and close reading across a text to locate specific detail</li> </ul> <p>1. Who thought of the idea for the Unknown Warrior and what was their job? David Railton, a Padre</p>
<p><b>Summarise</b> Main ideas or theme from a text or a paragraph.</p>	<p>Summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas (e.g. the character is evil because... Alnwick Castle is a worthwhile place to visit because...) Details to come from the text.</p>	<p>Summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas (e.g. This section of the text is the build-up, leading up to the problem which is all based around mistaken identity, Camels are adaptable animals because...giving 1/2/3 reasons form the text)</p> <p>'The singer wants to run away' – The song is about the singer wanting to run away. True or false? Find evidence to support this statement.</p> <p>Summarise the song. Think about what the song is about and from whose perspective the song is being sung.</p>

## Key points for pupils

Inference- digging deeper and looking for clues in the text to help them but there won't be a specific answer to copy.

Retrieve or retrieval questions- looking for answers in the text, a closed question. May start with, what, where, when, how.

Prediction - guessing what may happen next but basing it on clues in the text so that it is plausible or likely to happen.