

Reading strategy progression John Blow Primary School

Year 1

Fluency

- Guided oral reading instruction
- Repeated re-reading
- Reader's Theatre
- Choral Reading
- Echo reading
- Phrase reading
- Text marking



Vocabulary

What the pupils will know:

- I know how to link new meanings of words to words I already know.
- I know the meaning of words from a book I am reading.

Year 2

Fluency

- Guided oral reading instruction
- Repeated re-reading
- Reader's Theatre
- Choral Reading
- Echo reading
- Phrase reading
- Text marking



Vocabulary

What the pupils will know:

- I know how to link new meanings of words to words I already know.
- I know the meaning of words from a book I am reading.
- I know how to discuss my favourite words and phrases from a book I am reading.

(I wonder... to big I wonder...)

Prior knowledge

- Pupils make links through their own experiences of text and the world

Predict

What the pupils will know:

- I know how to predict what might happen on the basis of what has been read so far.

Inference

What the pupils will know:

- I know how to make inferences on the basis on what is being said and done.

Clarify

What the pupils will know:

- I know how to explain clearly my understanding of what has been read to me.
- I know how to link my own experiences to my reading.

Retrieve

What the pupils will know:

- I know how to retrieve information to ask and answer questions.

Sequence

What the pupils will know:

- I know how to discuss the significance of the title and events of a story.
- I know how to retell familiar stories in sequence.

(I wonder... to big I wonder...)

Prior knowledge

- Pupils make links through their own experiences of text and the world

Predict

What the pupils will know:

- I know how to predict what might happen on the basis of what has been read so far.

Inference

What the pupils will know:

- I know how to make inferences on the basis on what is being said and done.

Clarify

What the pupils will know:

- I know how to explain clearly my understanding of what has been read to me.
- I know how to link my own experiences to my reading.
- I know how to explain my understanding of books, poems and other material I have read or has been read to me.

Retrieve

What the pupils will know:

- I know how to retrieve information to ask and answer questions.

Sequence

What the pupils will know:

- I know how to discuss the significance of the title and events of a story.
- I know how to retell a wider range of familiar stories in sequence with detail.
- I know how to discuss the sequence of events in books and how items of information are related.

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Year 3

Fluency

- Guided oral reading instruction
- Repeated re-reading
- Reader's Theatre
- Choral Reading
- Echo reading
- Phrase reading
- Text marking



Vocabulary

What the pupils will know:

- I know how to use a dictionary to check the meaning of words I have read.
- I know how to check that the text makes sense to me and discuss the meaning of words in context.
- I know how to identify how language contributes to meaning.

Year 4

Fluency

- Guided oral reading instruction
- Repeated re-reading
- Reader's Theatre
- Choral Reading
- Echo reading
- Phrase reading
- Text marking



Vocabulary

What the pupils will know:

- I know how to use a dictionary to check the meaning of words I have read.
- I know how to check that the text makes sense to me and discuss the meaning of words in context.
- I know how to identify how language contributes to meaning.

(I wonder... to big I wonder...)

Prior knowledge

- Pupils make links through their own experiences of text and the world

Predict

What the pupils will know:

- I know how to predict what might happen from details stated and implied.

Inference

What the pupils will know:

- I know how to make inferences such as inferring characters' feelings, thoughts and motives from their actions.
- I know how to find evidence from the text to support my inferences.

Clarify

What the pupils will know:

- I know how to explain and discuss words and phrases that capture the reader's interest and imagination.

Retrieve

What the pupils will know:

- I know how to retrieve and record information from non-fiction texts.

Summarise

What the pupils will know:

- I know how to identify the main ideas drawn from more than one paragraph and can summarise them.
- I know how to identify themes and conventions in a wide range of books.

(I wonder... to big I wonder...)

Prior knowledge

- Pupils make links through their own experiences of text and the world

Predict

What the pupils will know:

- I know how to predict what might happen from details stated and implied.

Inference

What the pupils will know:

- I know how to make inferences such as inferring characters' feelings, thoughts and motives from their actions.
- I know how to find evidence from the text to support my inferences.

Clarify

What the pupils will know:

- I know how to explain and discuss words and phrases that capture the reader's interest and imagination.

Retrieve

What the pupils will know:

- I know how to retrieve and record information from non-fiction texts.

Summarise

What the pupils will know:

- I know how to identify the main ideas drawn from more than one paragraph and can summarise them.
- I know how to identify themes and conventions in a wide range of books.

Year 5

Fluency

- Guided oral reading instruction
- Repeated re-reading
- Reader's Theatre
- Choral Reading
- Echo reading
- Phrase reading
- Text marking



Prosody

(Reading with appropriate stress and intonation)



- Requires reading accuracy and comprehension
- Leads to variation in volume, phrasing, smoothness and pace
- Sounds interesting and engaged

Vocabulary

What the pupils will know:

- I know how to check that the text makes sense to me and discuss and explore the meaning of words in context.
- I know how to identify how language contributes to meaning.
- I know how to discuss and evaluate how authors use language, including figurative language to consider the impact on the reader.

Year 6

Fluency

- Guided oral reading instruction
- Repeated re-reading
- Reader's Theatre
- Choral Reading
- Echo reading
- Phrase reading
- Text marking



Prosody

(Reading with appropriate stress and intonation)



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- Sounds interesting and engaged

Vocabulary

What the pupils will know:

- I know how to check that the text makes sense to me and discuss and explore the meaning of words in context.
- I know how to identify how language contributes to meaning.
- I know how to discuss and evaluate how authors use language, including figurative language to consider the impact on the reader.

(I wonder... to big I wonder...)

Prior knowledge Pupils make links through their own experiences of text and the world

Predict

What the pupils will know:

- I know how to predict what might happen from details stated and implied.
- I know how to make predictions based on links to other texts I have read.

Inference

What the pupils will know:

- I know how to make inferences such as inferring characters' feelings, thoughts and motives from their actions.
- I know how to justify my inferences using evidence from the text.

Clarify

What the pupils will know:

- I know how to explain and discuss my understanding of what I have read, including through formal presentation and debates.
- I know how to provide reasoned justifications for my views.

Retrieve

What the pupils will know:

- I know how to retrieve, record and present information from non-fiction texts.
- I know how to scan a text for information.

Summarise

What the pupils will know:

- I know how to identify the main ideas drawn from more than one paragraph identifying key details that support the main ideas.
- I know how to recommend books I have read to my peers, giving reasons for my choices.

Similarities and Difference

- I know how to make comparisons within and across books.

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Similarities and Difference

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Probing

Questions which push for more clarity or more depth.

What do you mean by...?

Can you say more about...?

In what way...?

How exactly...?

Bridging

Questions which move thinking across to another example

So is it the same as/for/when...?

How does it/that compare to...?

Can you think of other/a different...?

When else...?

Challenging

Questions which require re-evaluation or justification of thinking.

But how do you know...?

Why do you think that...?

Are you sure that...?

But what if...?

Reflecting

Questions which ask about the thinking or learning process behind an idea or point.

When/how/what did you discover...?

How did you find/work out...?

What made you think of...?

Why did you decide...?

Extending

Questions which move the pupil towards greater complexity or difficulty.

Could you explain...?

What would happen if...?

Does that suggest any other...?

What might be the problem with...?

Personalising

Questions which ask for a more personal angle or an evaluative response.

What do you, personally, think...?

What's your own view about...?

How well...?

In your opinion, why...?

Asking real questions in the classroom – James Durran