



Teaching Reading



KS1 Reading Skills linked with English Sessions (Vipers) X 5

*Phonics sessions (30 minute sessions each day)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Session 1	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Session 2	Inference	Retrieval and explanation	Inference	Retrieval and explanation	Inference	Retrieval and explanation	Inference
Session 3							
Session 4							
Session 5	Prediction	Sequencing and summarising	Prediction	Sequencing and summarising	Prediction	Sequencing and summarising	Prediction

KS2 Reading Skills Session x 3 (30 minute sessions each week)

X 2 Fluency sessions (these can be at the beginning of your English sessions)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Session 1	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Session 2	Inference	Retrieval and explanation	Inference	Retrieval and explanation	Inference	Retrieval and explanation
Session 3	Foundation Subject- Reading focus					

*Prediction and Summarising will come naturally into English sessions and will not need to be taught within the three sessions.

*Foundation subject: The text used during this session needs to be linked to the content of the main lesson. For example a text explaining the rules of a Cricket game before your P.E lesson.



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Progression of Reading Skills

Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to explore and learn new words that describe.	Understand and recognise simple recurring literary language in stories and poetry.	Understand and recognise simple recurring literary language in stories and poetry.	Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words.	Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.	Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context	Understand what he/she reads by identifying how language, structure and presentation contribute to meaning
Begin to recognise rhyming words.	Discuss and clarify the meanings of words, linking new meanings to known vocabulary.	Discuss and clarify the meanings of words, linking new meanings to known vocabulary.	Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech.	Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
				Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.		
				Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include:		



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				paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.		
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Inference

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Make simple inferences from pictures.	Make inferences on the basis of what is being said and done.	Make inferences on the basis of what is being said and done.	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.	Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Retrieval

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to orally answer simple questions.	Answering and asking questions.	Answering and asking questions.	Understand what he/she reads independently by asking questions to improve his/her understanding of a text.	Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity	Understand what he/she reads by asking questions to improve his/her understanding of complex texts.	Ask questions to improve their understanding.



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		Retrieve and record information from non-fiction.	Retrieve and record information from non-fiction.	Retrieve and record information from non-fiction over a wide range of subjects.	Retrieve, record and present information from non-fiction.	
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Prediction

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Make simple predictions about a character or plot.	Make plausible predictions about what might happen on the basis of what has been read so far.	Make plausible predictions about what might happen on the basis of what has been read so far.	Understand what he/she reads independently by predicting what might happen from details stated.	Understand what he/she reads independently by predicting what might happen from details stated and implied.	Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.	Predict what might happen from details stated and implied.

Sequence/Summarise

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to sequence events focusing on beginning, middle and end.	Sequence the main events of a story.	Discussing the sequence of events in books and how items of information are related.	Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these.	Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these.	Summarise main ideas from more than one paragraph, identifying key details which support these.	Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration.



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Explain

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to orally discuss what has happened in a story.	Explain what has happened so far in what he/she has read.	Explain what has happened so far in what he/she has read.	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.	Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
			Identifying how language, structure, and presentation contribute to meaning.			