

Seabridge Reading Progression Mapping

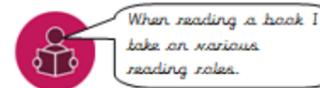
As part of our English lessons in Key Stage 1 and 2, children have 4 reading skills lessons a week based on reciprocal reading strategies and national curriculum objectives. In these lessons, we equip our children with the skills and strategies they need to be able to promote deeper thinking and to develop listening and talking skills. When using reciprocal reading roles, children are focusing on key information in the text and examining the text more carefully.

Reciprocal reading strategies are used alongside the national curriculum objectives to develop reading comprehension, confidence in reading and inference through the use of specific reading strategies: predicting, questioning, clarifying and summarising. Our reading strategy encourages children to ask questions about the text they are reading and to discuss the text with others; asking questions and group discussion about a text requires a higher level of understanding and engagement.

These reading skills sessions can either be taught as an explicit partner reading session, embedded within our wider curriculum session or woven into the English learning of the day. They then practice their skills to understand the text, its features, the author's point of view and the underlying messages within a text. To embed these skills and to ensure these skills are transferable, our children are exposed to a range of genres matched to their classes' fluency level.

Individual reading needs we will be assessed using our assessment frame work, the National Curriculum and met on a case by case basis.

Seabridge reading roles



 <p>The Predictor</p>	<p>Like a weather forecaster, when I am a predictor I use the information from a text, and my background knowledge, to form a prediction about what will happen next.</p>
 <p>The Clarifier</p>	<p>In this role, I know that I don't yet understand every word or phrase in the text. As a clarifier, I aim to explore the meaning of words and phrases in relation to their new text to improve my understanding.</p>
 <p>The Summariser</p>	<p>The summariser finds the most important pieces of information in a text. Therefore, I will be able to summarise the main ideas in a paragraph or a limited amount of sentences by identify the key pieces of information.</p>
 <p>The Questioner</p>	<p>When being the questioner, I can generate a range of questions about the text to test my partners (or my own) understanding.</p>
 <p>The Comprehension Champion - Detective</p>	<p>As a detective, I work questions out by using a variety of strategies based on the question and the clues in the text. I then use the evidence in the text to support my answer.</p>

Reading Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Predictor</i>	*predicting what might happen on the basis of what has been read so far	*predicting what might happen on the basis of what has been read so far	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied
<i>Clarifier: Word meanings</i>	*discussing word meanings, linking new meanings to those already known	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	*using dictionaries to check the meaning of words that they have read	*using dictionaries to check the meaning of words that they have read	*using dictionaries to check the meaning of words that they have read *discuss and clarify the impact of the word upon the reader *independently, or with the aid of a thesaurus, suggest other words that may have a greater impact.	*using dictionaries to check the meaning of words that they have read *discuss and clarify the impact of the word upon the reader *independently, or with the aid of a thesaurus, suggest other words that may have a greater impact.
<i>The Reader: Decoding</i>	<ul style="list-style-type: none"> • apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically-decodable texts 	<ul style="list-style-type: none"> *secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes *read common suffixes *read exception words, noting unusual correspondences *read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
<i>The summariser</i>	*identifying the key characters within a text and begin to highlight the key points within a story	*identifying the key characters within a text and begin to highlight the key points within a story	*identifying main ideas drawn from more than one paragraph and summarising these	*identifying main ideas drawn from more than one paragraph and summarising these	*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
<i>The Questioner: Understanding</i>	<ul style="list-style-type: none"> *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> *discussing the sequence of events in books and how items of information are related *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> *checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text 	<ul style="list-style-type: none"> *checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text 	<ul style="list-style-type: none"> *checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding 	<ul style="list-style-type: none"> *checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding
<i>The Comprehender Inference</i>	*discussing the significance of the title and events *making inferences on the basis of what is being said and done	*making inferences on the basis of what is being said and done *answering and asking questions	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
<i>Non-fiction</i>		*being introduced to non-fiction books that are structured in different ways	*retrieve and record information from non-fiction	*retrieve and record information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction
<i>Poetry & Performance</i>	*learning to appreciate rhymes and poems, and to recite some by heart	*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	<ul style="list-style-type: none"> *preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry 	<ul style="list-style-type: none"> *preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry 	*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
<i>Familiarity with texts</i>	<ul style="list-style-type: none"> *becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> *becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing 	<ul style="list-style-type: none"> *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing
<i>Range of Reading</i>	<ul style="list-style-type: none"> *listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently *being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> *listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books 	<ul style="list-style-type: none"> *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books
<i>Authorial Intent</i>			<ul style="list-style-type: none"> *discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> *discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> *identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> *identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
<i>Discussing reading</i>	<ul style="list-style-type: none"> *participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> *participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> *participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> *participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> *recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views 	<ul style="list-style-type: none"> *recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views

In KS2 new skills are taught in Year 3 and 5, and consolidated in Years 4 and 6 to enable children the chance to revisit and secure their learning.