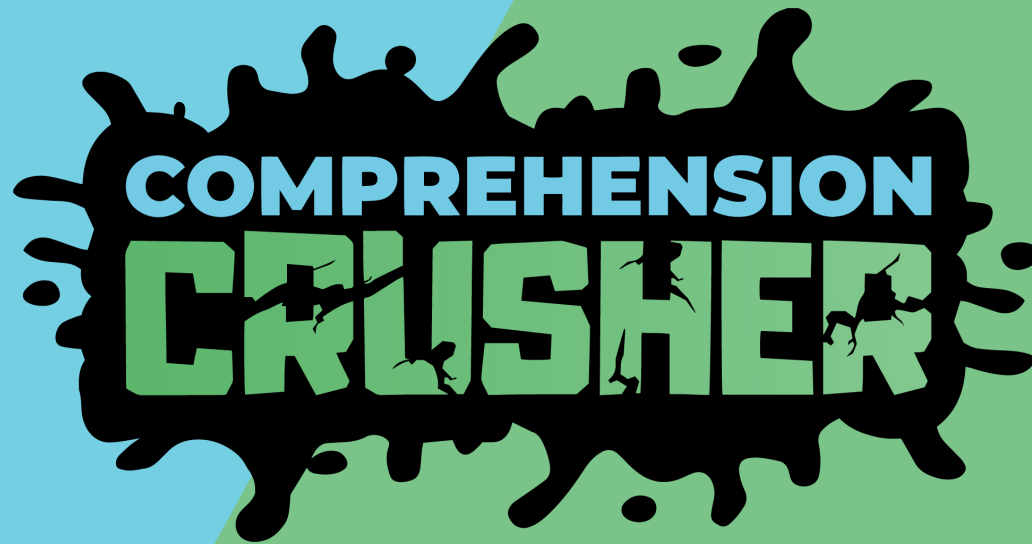





Subject Leader Documents

Reading Skills Progression Document



Key Stage 1														
Content domain	Year 2	Example												
Reading – word reading (fluency)	<p>Word reading and fluency are developed within each Comprehension Crusher Unit through various activities, such as echo reads, timed reads, and fluency grids.</p> <p>Each text includes high-frequency words as well as a range of common exception words, enabling children to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered through repeated reading of the text, contiguous reads, echo reads and the use of the fluency grid. They will also be able to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation and reread these books to build up their fluency and confidence in word reading.</p>	<div><h3>Fluency Grid</h3><table><tr><td>wondered</td><td>mammals</td><td>cold-blooded</td><td>warm-blooded</td></tr><tr><td>feathered</td><td>information</td><td>breathe</td><td>lungs</td></tr><tr><td>instead</td><td>bodies</td><td>smooth</td><td>million</td></tr></table><div></div></div>	wondered	mammals	cold-blooded	warm-blooded	feathered	information	breathe	lungs	instead	bodies	smooth	million
	wondered	mammals	cold-blooded	warm-blooded										
feathered	information	breathe	lungs											
instead	bodies	smooth	million											
														

<p>1a: Vocabulary – Children should understand the meaning of words in context</p>	<p>Children should be able to draw on their vocabulary knowledge to understand texts. They should understand a range of high-frequency words and year-specific common exception words in the texts.</p> <p>Several tier 2 & 3 words will be highlighted.</p> <p>Children will discuss and clarify the meaning of words, linking new meanings to known vocabulary and drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>A range of vocabulary-based questions will be used to develop and demonstrate this knowledge later.</p>	<p>Have you ever wondered how animals fit into different groups? In this sentence, the word groups means...</p> <p>Tick one.</p> <div> <div>lots</div> <div>boxes</div> <div>sets</div> <div>numbers</div> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div>1 mark</div> <p>You have the option to book a 7 or 14-night stay. In this sentence, the word option means...</p> <p>Tick one.</p> <div> <div>condition</div> <div>choice</div> <div>hard luck</div> <div>disadvantage</div> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div>1 mark</div>
<p>1b: Retrieval</p>	<p>Through various retrieval questions, children are taught to identify and explain key aspects of fiction, non-fiction, and poetry texts, such as characters, events, titles, and information.</p> <p>Narratives, non-chronological reports and poems are used to explore retrieval skills.</p>	<p>Using the information from the text, tick one box in each row to show whether the statement is true or false.</p> <div> <div>True</div> <div>False</div> </div> <div> <div>Mammal babies are fed on their mother's milk.</div> <div>Fish use gills to breathe.</div> <div>Early amphibians lived after the dinosaur.</div> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div>1 mark</div>
<p>1c: Sequence</p>	<p>Children will be able to identify and explain the sequence of events in fiction, non-fiction, and poetry texts, as well as discuss the sequence of events in books and how information items are related.</p>	<p>Number the sentences from 1 to 4 to show the order in which they happened in the story.</p> <div> <div>True</div> <div>False</div> </div> <div> <div>They asked the boy to help pull up the carrot.</div> <div>They asked the sheepdog to help.</div> <div>They asked the girl to help pull up the carrot.</div> <div>They asked the cat and a mouse to help.</div> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div>1 mark</div>



1d: Inference

Children should be able to make simple inferences from the text based on what is said and done.

How do you know that it is very cold?

☐

1 mark

	Lower Key Stage 2																		
Content domain	Year 3/4	Example																	
Reading – word reading (fluency)	<p>Word reading and fluency are developed within each Comprehension Crusher Unit through various activities, such as echo reads, timed reads, and fluency grids.</p> <p>Each text includes high-frequency words and a range of common exception words, enabling children to read aloud and understand the meaning of new words they encounter through repeated reading of the text, contiguous reads, echo reads, and the use of the fluency grid.</p>	<h3>Fluency Grid</h3> <table><tr><td>ocean</td><td>located</td><td>survive</td><td>beneath</td></tr><tr><td>depths</td><td>countries</td><td>extremely</td><td>permanently</td></tr><tr><td>exploration</td><td>orcas</td><td>species</td><td>difficult</td></tr><tr><td>herring</td><td>threats</td><td>tankers</td><td>mysterious</td></tr></table> <div></div>		ocean	located	survive	beneath	depths	countries	extremely	permanently	exploration	orcas	species	difficult	herring	threats	tankers	mysterious
	ocean	located	survive	beneath															
depths	countries	extremely	permanently																
exploration	orcas	species	difficult																
herring	threats	tankers	mysterious																

2a: Vocabulary – Children should understand the meaning of keywords in context

Children should be able to use their vocabulary to understand texts. The texts include a range of high-frequency words and year-specific common exception words.

Several tier 2 & 3 words will be highlighted.

Children should read aloud to understand the meaning of new words they encounter, discuss and clarify the meaning of words, link new meanings to known vocabulary, and draw on what they already know or on background information and vocabulary provided by the teacher.

A range of vocabulary-based questions will be used to develop and demonstrate this knowledge later. Some guidance may be given regarding where the answer can be found in the text, for example: 'Look at the first page...'

These are large, smooth sheets of ice that are permanently frozen...

In this sentence, the word **permanently** is closest in meaning to...

Tick one.

often. ☐

always. ☐

never. ☐

usually. ☐

☐
1 mark

Find and copy one word that means the same as 'impressive'.

☐
1 mark

Look at the first page.

Find **two** words that describe Egypt. **Tick two.**

delightful ☐

enchanted ☐

busy ☐

charm ☐

beauty ☐

☐
1 mark

2b: Retrieval

Through various retrieval questions, children are taught to identify and explain key aspects of fiction, non-fiction, and poetry texts, such as characters, events, titles, and information.

Narratives, non-chronological reports and poems are used to explore retrieval skills.

What is the **name** given to large sheets of smooth ice that are always frozen?

☐
1 mark

Look at the first page.

How long is the Tees? **Tick one.**

1,834km² ☐

137km² ☐

127km² ☐

893km² ☐

Look at the section headed '**Awesome activities**'

'Take a relaxing swim...'

What other reason does the text give to visit a coral reef?

☐
1 mark

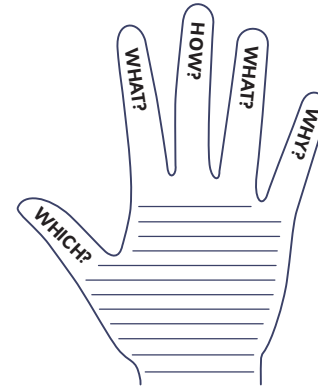
2c: Summarise

A 5 finger summary is completed in every Comprehension Crusher Unit.

Children will summarise parts or all of a text using key points. They use a range of texts, including fiction, non-fiction, and poetry. They also use a variety of questions to explore summarisation, with some guidance on where the answer can be found in the text, for example: 'Look at the section headed...'

Children will summarise the main ideas drawn from more than one paragraph.

Children will continue to practise sequencing events in fiction, non-fiction, and poetry texts and discuss the sequence of events in books and how information items are related.

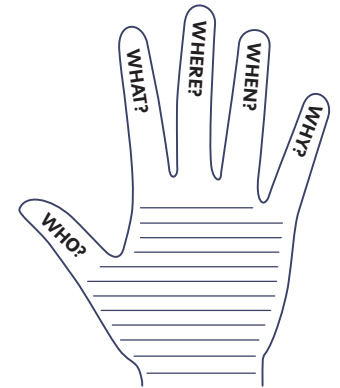


Non-fiction:

- **WHICH** text type is this text?
- **WHAT** is the main idea of the text?
- **HOW** has the author organised the text?
- **WHAT** is an interesting fact from the text?
- **WHY** is this text important?

Fiction:

- **WHO** is the text written for?
- **WHAT** is the purpose of the text?
- **WHERE** is it set?
- **WHEN** does the playscript take place?
- **WHY** is the story being told?



Number these facts **from 1 to 5** in the order in which they happened.
The first one has been done for you.

- Suddenly, the strange little man appeared. ☒ 1
- He took her ring and spun more piles of gold. ☐
- He grabbed a handful of straw and sat down to spin. ☐
- Ella never heard from her troublesome visitor again. ☐
- The strange little man was reciting a poem. ☐

☐
1 mark

2d: Inference

Children should be able to make simple inferences from the text.

Children should ask questions to improve their understanding of a text, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.

A range of inference questions will be used. Some guidance may be given regarding where the answer can be found in the text, for example: 'Look at the section headed...'

Find an example from the story to show that the **Grinch is unsociable**.

The Grinch is...	Example from the story
unsociable	

☐
2 marks

Look at the paragraph which begins: **Determined to succeed...**

How can you tell the little man thinks he's won.



Give **one** way. Refer to the text in your answer.

☐
1 mark

Look at the paragraph headed '**How did they live?**'

Why did the hunter-gatherers follow the animals with the changing season?

☐
1 mark

	Upper Key Stage 2																		
Content domain	Year 5-6	Example																	
Reading – word reading (fluency)	<p>Word reading and fluency are developed within each Comprehension Crusher Unit through various activities, such as echo reads, timed reads, and fluency grids.</p> <p>Each text includes high-frequency words and a range of common exception words, enabling children to read aloud and understand the meaning of new words they encounter through repeated reading of the text, contiguous reads, echo reads, and the use of the fluency grid. Children should continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<h3>Fluency Grid</h3> <table><tr><td>exaggerated</td><td>elevations</td><td>geysers</td><td>rugged</td></tr><tr><td>incomparable</td><td>cenote</td><td>Yucatan</td><td>bewildering</td></tr><tr><td>unique</td><td>subtropical</td><td>ambient</td><td>Belize</td></tr><tr><td>glaciers</td><td>Guatemala</td><td>Missouri</td><td>signature</td></tr></table> <div></div>		exaggerated	elevations	geysers	rugged	incomparable	cenote	Yucatan	bewildering	unique	subtropical	ambient	Belize	glaciers	Guatemala	Missouri	signature
	exaggerated	elevations	geysers	rugged															
incomparable	cenote	Yucatan	bewildering																
unique	subtropical	ambient	Belize																
glaciers	Guatemala	Missouri	signature																

2a: Vocabulary – Children should understand the meaning of words in context

Children should be able to use their vocabulary to understand texts. The texts include a range of high-frequency words and year-specific common exception words.

Several tier 2 & 3 words will be highlighted.

Children should check that the book makes sense to them, discuss their understanding, explore the meaning of words in context, and identify how language, structure, and presentation contribute to meaning.

A range of vocabulary-based questions will be used to develop and demonstrate this knowledge. Some guidance may be provided regarding where the answer can be found in the text.

This creature's agile body is perfectly suited to their habitat.

In this sentence, the word '**agile**' is closest in meaning to...

Tick one.

angry. ☐

tiny. ☐

clumsy. ☐

nimble. ☐

☐
1 mark

In the icy waters of the northern hemisphere, a peculiarly intriguing and elusive creature roams: the narwhal.

What does the word '**elusive**' mean in this sentence?

Tick one.

☐ lonely

☐ peculiar

☐ challenging

☐ evasive

☐
1 mark

Find a phrase which suggests that donating blood is incredibly important?

☐
1 mark

2b: Retrieval

Through various retrieval questions, children are taught to identify and explain key aspects of fiction, non-fiction, and poetry texts, such as characters, events, and information.

Children should retrieve, record, and present information from non-fiction. To explore retrieval skills, a range of different text types is used.

To develop retrieval skills, a range of retrieval questions will be used. Some guidance may be given regarding where the answer can be found in the text, such as 'Look at the section headed...'

What causes the mantle to repeatedly heat up?

☐
1 mark

What did the boy do as he rested by the Tumtum tree? Tick **one**.

killed the Jabberwock ☐

hid from the Jabberwock ☐

had some time to think ☐

came up with a plan ☐

☐
1 mark

How is the formation described?

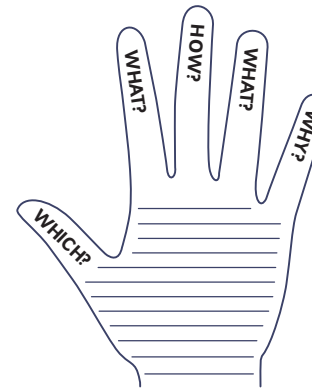
☐
1 mark

2c: Summarise

A 5 finger summary is completed in every Comprehension Crusher Unit.

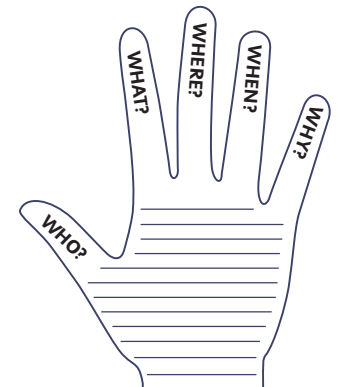
Children will summarise parts or all of a text using key points. They will use a range of texts, including fiction, non-fiction, and poetry, and various questions to explore summarisation skills.

Children will summarise the main ideas from more than one paragraph, identifying key details that support them.



Non-fiction:

- **WHICH** twxt type is this text?
- **WHAT** is the main idea of the text?
- **HOW** has the author organised the text?
- **WHAT** is an interesting fact from the text?
- **WHY** is this text important?



Fiction:

- **WHO** is the text written for?
- **WHAT** is the purpose of the text?
- **WHERE** is it set?
- **WHEN** does the playscript take place?
- **WHY** is the story being told?

Number these facts **from 1 to 5** in the order in which they happened. The first one has been done for you.

- Suddenly, the strange little man appeared.
- He took her ring and spun more piles of gold.
- He grabbed a handful of straw and sat down to spin.
- Ella never heard from her troublesome visitor again.
- The strange little man was reciting a poem.

1 mark

2d: Inference

Children should be able to make simple inferences from the text.

Children should ask questions to improve their understanding. Children should draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Children should distinguish between statements of fact and opinion. Children should provide reasoned justifications for their views.

A range of inference questions will be used.

Look at the second page. Complete the table below using a different piece of evidence to support each point.

Statement	Evidence
The metal chains are noisy.	
Seeing Marley terrifies Scrooge.	

☐
1 mark