

# TPNS READING WILL and SKILL PROGRESSION – in age appropriate texts, taking into consideration the individual needs of some children.

	Y1	Y2	Y3	Y4	Y5	Y6 FOR Y7 SEE Y6 ONLY READING PROGRESSION
<b><u>Decoding</u></b>  <b><u>Nursery</u></b> I can talk about print I see in I can talk about print I see in the environment /ask questions about what I see I begin to orally segment and blend CVC words using ‘robot arms’ I recognise my own first name with no visual clue and can write some letters from my first name  <b><u>Reception</u></b> To be able to recognise Phase 3 letter sounds and tricky words. To be able to read simple phrases and sentences	<ul style="list-style-type: none"> <li>• Apply phonic skills to decode words and read age specified common exception words.</li> <li>• Sound out most unfamiliar words accurately, without undue hesitation.</li> </ul>	<ul style="list-style-type: none"> <li>• Sound out most unfamiliar words accurately, without undue hesitation.</li> <li>• Check that what they are reading makes sense to them, correcting any inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>• Use phonics first strategies to decode most new words outside of spoken vocabulary</li> <li>• Read longer words with support</li> <li>• Use the context of a sentence to attempt to read unfamiliar words</li> <li>• Self correct</li> <li>• Read with growing independence and focus</li> </ul>	<ul style="list-style-type: none"> <li>• Use phonics first strategies to decode new words outside of spoken vocabulary</li> <li>• Read longer words – seeking support when necessary</li> <li>• Use the context of a sentence to read unfamiliar words.</li> <li>• Self correct</li> <li>• Read with independence and focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Read a wide range of age appropriate books with growing confidence and fluency.</li> <li>• Be aware of the range of strategies available to them to work out unfamiliar words.</li> <li>• Show a growing ability to read aloud and to perform – beginning to show an understanding through intonation, tone and volume so that the meaning is clear to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Read a wide range of age appropriate books with confidence and fluency including longer novels.</li> <li>• Be aware of the range of strategies available to them to work out unfamiliar words.</li> <li>• Show an ability to read aloud and to perform –show an understanding through intonation, tone and volume so that the meaning is clear to the audience.</li> </ul>
<b><u>KEY END POINT</u></b>	Use phonic first strategies to decode	Comprehend what they are reading	Read unfamiliar words independently and seek to comprehend their meaning	Read with independence and comprehension	Read widely and read aloud with fluency and prosody	Read challenging texts and read aloud with fluency and prosody
	Y1	Y2	Y3	Y4	Y5	Y6
<b><u>Inference</u></b>  <b><u>Nursery</u></b> I can predict what might happen next using deduction  <b><u>Reception:</u></b> Hear and join in with familiar stories Join in with repeated refrains Listen to and talk about stories building familiarity and understanding. Can explain why things might happen.	<ul style="list-style-type: none"> <li>• Speculate about the possible meanings of unfamiliar words met in reading.</li> <li>• Check whether the suggested meanings make sense in the context of the text.</li> <li>• Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud.</li> <li>• Discuss what is suggested about a character from the way or how he/ she speaks.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary.</li> <li>• Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.</li> <li>• Make inferences about characters from what they say and do, focusing on important moments in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.</li> <li>• Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.</li> <li>• Ask questions about the text.</li> <li>• Understand how what a character says or does impacts on other characters, or on the events described in the narrative.</li> <li>• Infer characters’ feelings in fiction. , beginning to make connections with their own life experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference. (E.g. by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.)</li> <li>• Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.</li> <li>• Begin to draw inferences from what they have read.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify when they do not understand the vocabulary used in a text and need to clarify the meaning.</li> <li>• Give increasingly precise explanations of word meanings that fit with the context of the text they are reading.</li> <li>• Check the plausibility and accuracy of their explanation or inference of the word meaning.</li> <li>• Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.</li> <li>• Make inferences drawn from across increasingly</li> </ul>	<ul style="list-style-type: none"> <li>• Check the plausibility and accuracy of their explanation of, or inference about, a word meaning.</li> <li>• Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.</li> <li>• Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers’ view of characters.</li> <li>• Make inferences drawn from across and between more complex and challenging texts and justify with evidence.</li> <li>• Use PEE to structure written and verbal responses</li> </ul>

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				<p>Infer character's feelings, thoughts and motivation for their actions.</p> <ul style="list-style-type: none"> <li>Deduce the reasons for the way that characters behave from scenes across a short story.</li> <li>Begin to justify own inferences using evidence from the text.</li> <li>Ask relevant questions about what they have read.</li> <li>Begin to re-read sections to search for 'evidence'.</li> </ul>	<p>challenging texts and justify with evidence.</p> <ul style="list-style-type: none"> <li>Begin to know how and when there is a need to gain a rapid overview of a text e.g by skimming and scanning</li> <li>Begin to use PEE to structure written and verbal responses</li> <li>Be able to summarise their current understanding at regular intervals when reading an extended text.</li> <li>Learn to ask questions as they are reading.</li> </ul>	<ul style="list-style-type: none"> <li>Link what they have just read to their prior knowledge and experience, their knowledge of texts, and to what they have read in previous sections to make inferences and deductions.</li> <li>Know when and how to gain a rapid understanding and when to read slowly and carefully.</li> <li>Summarise their current understanding of a text.</li> <li>Build in 'thinking time' to their reading and use this to be able to ask questions that they want answered.</li> </ul>
<b>KEY END POINT</b>	Understand what they are reading. Be inquisitive about characters and their thoughts and feelings	Understand what they are reading. Work out where a text might be heading. Recognise significant moments in a text.	Expect a text to make sense and use a range of strategies to ensure this.. Use knowledge and experience to discuss a text.	Understand the importance of a text making sense Recognise the role of evidence in inference.	Know the importance of a text making sense. Use evidence to support their thinking about a text.	Know the importance of a text making sense. Use evidence to justify their thinking about a text.
<b>Vocabulary</b> <b>Nursery</b> I enjoy making up rhymes/my own songs I can use language to develop simple narratives I can re-tell or act out a familiar story <b>Reception:</b> I can connect ideas using correct vocabulary I can use conjunctions to help extend and articulate ideas I can learn new vocabulary linked to themes I can use new vocabulary in an appropriate context I can use appropriate social phrases throughout the day I can question the meaning of words I do not understand	<ul style="list-style-type: none"> <li>Have an understanding of what the following means :Familiar, unfamiliar, re-read, meaning, character, event, reason</li> <li>Play with words including exploring rhythm and rhyme</li> </ul>	<ul style="list-style-type: none"> <li>Develop their understanding of the following: Familiar, unfamiliar, find, read-around the word, meaning, character, main character, important event, reason, motive, proof</li> <li>Play with words and discuss their meaning</li> </ul>	<ul style="list-style-type: none"> <li>Increase their understanding of the following: Possible meaning, re-read, identify, meaning, infer, character, main character, hero, villain, motive, proof, context</li> <li>Play with words and begin to use context to suggest meaning for unknown words</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use previous vocabulary and build understanding of the following: Identify, infer, context, narrator, main character, hero, villain, motive, motivation, proof, evidence</li> <li>Play with words and use contexts and previous knowledge to suggest meaning of unknown words</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use previous vocabulary and build understanding of the following: Locate, infer, inference, multiple meanings, imply, implied, context, narrator, motive, motivation, evidence</li> <li>Play with words and use contexts and previous knowledge and etymology to suggest meaning of unknown words</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use previous vocabulary and build understanding of the following: Nuance, locate, infer, inference, context, imply, implied, narrator, protagonist, motive, evidence</li> <li>Play with words and use contexts and previous knowledge and etymology to suggest meaning of unknown words</li> </ul>
<b>KEY END POINT</b>	<ul style="list-style-type: none"> <li>Explore words and their meaning within an appropriate language rich environment</li> </ul>	<ul style="list-style-type: none"> <li>Explore words and their meaning within an appropriate language rich environment</li> </ul>	<ul style="list-style-type: none"> <li>Explore words and their meaning within an appropriate language rich environment</li> </ul>	<ul style="list-style-type: none"> <li>Explore words and their meaning within an appropriate language rich environment</li> </ul>	<ul style="list-style-type: none"> <li>Explore words and their meaning within an appropriate language rich environment</li> </ul>	<ul style="list-style-type: none"> <li>Explore words and their meaning within an appropriate language rich environment</li> </ul>

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	Y1	Y2	Y3	Y4	Y5	Y6
<b><u>Prediction</u></b> <b><u>Nursery</u></b> I can predict what might happen next using deduction I can offer explanations as to why something happens <b><u>Reception:</u></b> I can predict what might happen in texts	<ul style="list-style-type: none"> <li>Make predictions based on clues such as pictures, illustrations, titles.</li> </ul>	Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out.	<ul style="list-style-type: none"> <li>Begin to make predictions from what they have read based on content and simple themes/text types.</li> <li>Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.</li> </ul>	<ul style="list-style-type: none"> <li>Make predictions from what they have read based on content and simple themes/text types and justify predictions with evidence</li> <li>Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on.</li> </ul>	<ul style="list-style-type: none"> <li>Make predictions from what has been stated and implied based on themes, conventions and knowledge about the author.               <ul style="list-style-type: none"> <li>Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on.               <ul style="list-style-type: none"> <li>Make predictions from what has been stated and implied based on themes, conventions and knowledge about the author and a wide range of genres.</li> </ul> </li> </ul>
<b><u>KEY END POINT</u></b>	Use clues in the text to make predictions	Use what they have already read to make predictions	Use the theme and text type of what they have already read to make predictions	Be able to modify predictions in the light of new evidence	Be able to make regular predictions at any point within a text	Be able to make regular predictions in a wide range of genres
	Y1	Y2	Y3	Y4	Y5	Y6
<b><u>Fluency</u></b> <b><u>Nursery</u></b> I enjoy a wide range of reading material e.g. leaflets, catalogues, poems etc I am beginning to orally retell the Nursery books for life. I can re-tell/act out a familiar story I recognize rhythm and rhyme in spoken language <b><u>Reception:</u></b> Hear and join in with familiar stories Join in with repeated refrains I am developing my fluency when reading I notice different forms of punctuation in texts	<ul style="list-style-type: none"> <li>Re read text to build up fluency and confidence</li> <li>Discuss word meanings within the context of the book</li> </ul>	<ul style="list-style-type: none"> <li>Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</li> <li>Understand the meaning of and be able to give alternate suggestions for vocabulary within age appropriate books.</li> </ul>	<ul style="list-style-type: none"> <li>Within longer texts, practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words</li> <li>Discuss unfamiliar words and their possible meanings to clarify their understanding of a sentence or passage.</li> </ul>	<ul style="list-style-type: none"> <li>Identify unfamiliar vocabulary and take appropriate strategies to locate or infer their meaning</li> <li>Understand that they may need to use a dictionary to understand the meaning of new words.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the need to further understand the vocabulary used in a text and use a range of strategies to address this.</li> <li>Give increasingly precise explanations of word meanings that fit within the context of their reading</li> <li>Begin to check the plausibility and accuracy of their explanation or inference of the word meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the need to further understand the vocabulary used in a text and use a range of strategies to address this.</li> <li>Give precise explanations of word meanings that fit within the context of their reading</li> <li>Check the plausibility and accuracy of their explanation of, or inference about, the word meaning.</li> </ul>
<b><u>KEY END POINT</u></b>	Re read a text with greater fluency	Begin to show their comprehension of a text by how they read it.	Re-read to increase comprehension and fluency	Use their comprehension of a text to read with fluency and prosody.	Begin to use their comprehension of a text and its context to read with fluency and prosody	Use their comprehension of a text and its context to read with fluency and prosody
	Y1	Y2	Y3	Y4	Y5	Y6
<b><u>Comprehension</u></b> <b>(Clarifying, questioning and summarising)</b>	<ul style="list-style-type: none"> <li>Ask questions about aspects of a text they don't understand.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about a text to ensure they understand events or ideas in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand.</li> <li>Begin to learn the skills of note</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text.</li> <li>Develop note taking to include opinion and further</li> </ul>	<ul style="list-style-type: none"> <li>Identify aspects of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more.</li> <li>Develop autonomy with note</li> </ul>	<ul style="list-style-type: none"> <li>Identify where they do not fully understand a text. Ask effective questions that will help them clarify their understanding of the text or the topic they are researching.</li> <li>Be able to make autonomous notes</li> </ul>

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<p><b>Nursery</b> I can talk about characters and settings within a story I can express my ideas, thoughts and opinions I can talk about why I like or dislike a story or a text</p> <p><b>Reception:</b> I can re-tell key events in familiar texts I can listen to and talk about stories building familiarity and understanding.</p>			<p>taking during reading sessions e.g Circle the word miniscule and write 'tiny' in the margin.</p> <ul style="list-style-type: none"> <li>• Ask questions about, and use classroom resources e.g the working wall to clarify the meaning of words and to improve their understanding of the text.</li> <li>• In close reads, explore the concepts and ideas at sentence, paragraph and whole text level, supported by the teacher.</li> <li>• Retrieve and record information from non-fiction texts</li> <li>• Accurately identify the main idea from a paragraph and be able to summarise this.</li> </ul>	<p>explanation of a character or feature of the text.</p> <ul style="list-style-type: none"> <li>• Ask questions about, and use classroom resources e.g the working wall to clarify the meaning of words</li> <li>• In close reads, explore the concepts and ideas at sentence, paragraph and whole text level, supported by the teacher.</li> <li>• Using the organisational features of the text, retrieve and record information from non-fiction texts</li> <li>• Accurately identify the main idea from more than one paragraph and be able to summarise this.</li> <li>• Begin to understand the use of 'hints' and 'clues as well as what is directly stated' to help us understand what we are reading</li> </ul>	<p>taking with some guidance from the teacher.</p> <ul style="list-style-type: none"> <li>• In discussion, clarify, explain and explore the meaning of words within a context</li> <li>• In close reads, explore the concepts and ideas at sentence, paragraph and whole text level</li> <li>• Know that there is a difference between fact and opinion.</li> <li>• Be able to summarise a complete short text or a substantial section of a text.</li> <li>• Summarise what is known about a character, event or topic beginning to explain any inferences and opinions by reference to the text.</li> </ul>	<p>and explain thinking to the teacher.</p> <ul style="list-style-type: none"> <li>• In discussion, clarify, explain and explore the meaning of words within a context</li> <li>• In close reads of more complex texts, explore the concepts and ideas at sentence, paragraph and whole text level</li> <li>• Know and explain the difference between fact and opinion.</li> <li>• Make, regular, brief summaries of what they have read, linking their summary to previous predictions about the text.</li> <li>• Be able to 'up-date' their ideas about the text in light of what they have just read.</li> <li>• Summarise 'evidence' from across a text to explain events or ideas.</li> <li>• Summarise their current understanding of a text at regular intervals.</li> </ul>
	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Note Taking during Comprehension activities</b></p> <p><b>Nursery</b> I mark make for a purpose I can explain what my marks mean</p> <p><b>Reception:</b> I can make phonetically plausible attempts at words and sentences which can be read by others I have an interest and an enthusiasm for different mark making behaviours</p>	<ul style="list-style-type: none"> <li>• Teacher to mark significant incidents in a story or information in a no- fiction text and record these in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Children to make simple notes on a text e.g underlining key words or phrases identified in a group or class read.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to mark a group or class read text to identify unfamiliar words and ideas to be further explored.</li> <li>• Read and identify the gist or main points of the text and be able to underline or highlight these.</li> </ul>	<ul style="list-style-type: none"> <li>• Mark texts to identify vocabulary and ideas which they need to clarify with growing independence.</li> <li>• Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Annotate text to identify key information or identify elements they personally do not understand or want to revisit and explore further.</li> <li>• Note the key points of what has been read, using simple abbreviations, diagrams or other simple marking systems. Use these as a basis for a follow up discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and mark aspects of a text which are unclear to them in order to discuss or revisit on a second reading.</li> <li>• As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful.</li> </ul>



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KEY END POINTS FOR COMPREHENSION AND NOTE TAKING						
	Question words and texts they do not comprehend and respond to questions about the text	Ask and answer questions that ensure they comprehend a text Be able to describe what a text is about.	Use the beginnings of note taking (individual and shared) to aid comprehension and to discuss the text , answering questions. Be able to identify key points in a text independently	Use supported note taking to aid comprehension and the ability to answer questions about the text. Understand that inference clues to deepen comprehension Summarise a text with support	Make use of independent note taking and inference to deepen comprehension and respond to questions about the text.  Summarise a text independently	Use independent note taking and inference to deepen comprehension and answer questions about the text. Summarise a text independently and succinctly.
	Y1	Y2	Y3	Y4	Y5	Y6
<b>Language for effect</b> <b>Nursery</b> I am able to use the vocabulary from the various vocab pyramids with adult support I can use story props to create my own story and begin to use story board language  <b>Reception:</b> I can use new vocabulary learnt in appropriate context I can attend and participate in a range of rhymes and songs	<ul style="list-style-type: none"> <li>Explore the effect of patterns of language and repeated words and phrases.</li> <li>Identify and discuss some key elements of story language.</li> </ul>	<ul style="list-style-type: none"> <li>Speculate about why an author might have chosen a particular word and the effect they wanted to achieve, e.g. by considering alternative synonyms that might have been used.</li> </ul>	<ul style="list-style-type: none"> <li>With support discuss the impact of language choices on the reader e.g they are enabled to see the difference between flaxen haired and blonde.</li> <li>Begin to identify language, structural and presentational features of the main text types (fiction and non-fiction).</li> <li>Begin to discuss how these contribute to meaning</li> <li>Discuss what engages them about the text</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the impact of language choices on meaning for the reader e.g they can explain why the author chooses Rottweiler rather than dog.Discuss the meaning of similes and other comparisons they have read.</li> <li>Have increased accuracy when identifying language, structural and presentational features of the main text types (fiction and non-fiction).</li> <li>Make evaluative statements such as ‘Here the author wants the reader to...’</li> <li>Understand that authors have a clear purpose and want to have a specific impact on the reader</li> <li>Discuss what engages them about the text and support this with examples of specific words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss what engages them about a text commenting on the writers’ use of words and phrases and language features.</li> <li>Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices.</li> <li>Be mostly accurate when identifying language, structural and presentational features of the main text types (fiction and non-fiction).</li> <li>In writing and speaking begin to make clear evaluative statements as to the purpose of the author and how these features contribute to meaning e.g When the author uses alliteration it...</li> <li>Understand the difference between meaning, theme and purpose and, with support, be able to identify these in a range of text types.</li> <li>Begin to discuss how the structural and presentational choices impact on meaning, theme and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss what engages them about a text commenting on the writers’ use of words and phrases and language features including figurative language</li> <li>Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary.</li> <li>Be accurate when identifying language, structural and presentational features of the main text types (fiction and non-fiction).</li> <li>In writing and speaking make clear evaluative statements as to the purpose of the author and how these features contribute to meaning e.g When the author organises the main facts with bullet points it...</li> <li>Understand the difference between meaning, theme and purpose and be able to identify these in a range of text types</li> <li>Discuss how the structural and presentational choices impact on meaning, theme and purpose.</li> </ul>
KEY END POINT	Enjoy stories and texts being read aloud and be able to answer questions about the words in the text.	Be interested in and talk about texts and why authors chose the words they have.	Be interested in texts and authors. Ask and answer questions about why authors chose the words and phrases that they have.	Be interested in a wide range of texts and authors. Ask and answer questions about an author’s purpose	Be interested in a wide range of texts and authors. Ask and answer questions about an author’s purpose making some reference to evidence from the text.	Be interested in a wide range of texts and authors. Ask and answer questions about an author’s purpose making clear reference to evidence from the text and making connections to other texts.

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	Y1	Y2	Y3	Y4	Y5	Y6
<b>Themes and conventions</b> <b>Nursery</b> I know what an ‘author’ and a ‘poet’ is. I can talk about the beginning, middle and end of a text I can retell a familiar story <b>Reception:</b> To listen to and engage in a range of texts To be able to use the narrative language associated with traditional tales	<ul style="list-style-type: none"> <li>Identify and compare basic story elements, e.g. beginnings and endings in different stories.</li> <li>Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.</li> <li>Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved.</li> <li>Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points.</li> <li>Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.</li> <li>Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.</li> <li>Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem’s layout.</li> <li>Begin to make connections between texts</li> <li>Begin to identify simple common themes e.g. good and evil</li> <li>With support be able to recall the different fiction text types and identify the main non-fiction text types</li> <li>With support, be able to identify and comment simply upon the use of different conventions in the different types of writing</li> <li>Talk generally about an author and the types of texts they write.</li> </ul>	<ul style="list-style-type: none"> <li>Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue.</li> <li>Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently.</li> <li>Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.</li> <li>Be able to say... ‘I know another book like this one...’</li> <li>Identify simple common themes and, with guidance, recall the themes of previous books experienced</li> <li>Be able to recall the different fiction text types and identify the main non-fiction text types</li> <li>Be able to identify and comment simply upon the use of different conventions in the different types of writing</li> <li>Talk confidently about a well known author and the types of books they write. Understand that some authors have recurring themes and viewpoints in their stories or non fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</li> <li>Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument.</li> <li>Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.</li> <li>Make comparisons and contrasts to the book being discussed drawing on their own experience</li> <li>Identify common themes and recall the themes of previous books experienced</li> <li>Understand the meaning of viewpoint and be able, with support, to identify and discuss authors’ viewpoints in a variety of text types.</li> <li>Know of a range of authors and their differing viewpoints and themes.</li> <li>Understand that viewpoints can also be presented through characters.</li> </ul>	<ul style="list-style-type: none"> <li>Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together.</li> <li>Understand how writers use the features and structure of information texts to help convey their ideas or information.</li> <li>Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.</li> <li>Make clear, concise comparisons and contrasts to the book being read.</li> <li>Discuss the theme of the book, making comparisons and contrasts with the themes of previous books experienced.</li> <li>Identify and discuss authors’ viewpoints in a variety of text types.</li> <li>Know of a range of authors and their differing viewpoints and themes and be able to discuss these.</li> <li>Understand that viewpoints can also be presented through characters and be able to identify these within a text.</li> </ul>
<b>KEY END POINT</b>	Be able to identify fiction, non-fiction and poetry texts	Ask and answer questions about the structure and purpose of different texts	Ask and answer questions about different texts and comment upon common themes and features of the text. Recognise other books written by the same author	Recognise that different books can contain similar themes and conventions. Know that some authors have recurring themes. Ask and answer questions about a wide range of texts beginning to use evidence to support their answers.	Know books that contain similar themes written by the same author. Use evidence to support their answers about the themes and conventions of any book.	Compare and contrast books and authors, identifying similarities and differences in themes and conventions. Use evidence from texts to justify and explain their thinking and in their answers.
	Y1	Y2	Y3	Y4	Y5	Y6

# TPNS READING WILL and SKILL PROGRESSION — in age appropriate texts, taking into consideration the individual needs of some children.

<p><b>Understanding vocabulary and dictionary use</b></p> <p><u>Nursery</u> I can use words from the vocabulary pyramids with adult support</p> <p><u>Reception:</u> I have the confidence to question the meaning of words I do not understand I can use words from the vocabulary pyramids independently</p>	<ul style="list-style-type: none"> <li>• Make collections of interesting words and use them when talking about books and stories.</li> <li>• Use simple dictionaries and begin to understand their alphabetical organisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read.</li> <li>• Use dictionaries to locate words by the initial letter. Use terms such as definition. Discuss the definitions given in dictionaries and agree which is the most useful in the context.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify where an author uses alternatives and synonyms for common, over-used words and speculate about the shades of meaning.</li> <li>• Locate words in a dictionary by the first two letters</li> <li>• Know the quartiles of the dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed.</li> <li>• Investigate the meaning of technical or subject specific words they meet in their reading.</li> <li>• Locate words in the dictionary by the third or fourth place letters.</li> <li>• Use the quartiles of the dictionary efficiently to locate words quickly.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between everyday word meanings and their subject specific use e.g the subject specific use of 'force' in scientific texts.</li> <li>• Use dictionaries effectively to locate word meanings and information about words e.g by using alphabetical order, understanding abbreviations and determining definition is the most relevant within a context.</li> <li>• Use a dictionary to check a suggested meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Define meanings of unfamiliar vocabulary from texts they have read and use this vocabulary when recording their ideas about the text.</li> <li>• Collect and define a wide range of technical vocabulary met in other subjects.</li> <li>• Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently to locate information about words met in reading.</li> <li>• Accurately identify the most appropriate meaning of the word used in a text from alternative definitions given in a dictionary.</li> </ul>
<p><b>KEY END POINT</b></p>	<p>Understand what alphabetical organisation can look like e.g the register</p>	<p>Use a simple dictionary to locate words directed by the teacher</p>	<p>Use a dictionary to locate words they need for writing. Recognise dictionaries can be used for spelling and for comprehension.</p>	<p>Use a dictionary efficiently to locate words needed for writing. Understand how to locate the definition</p>	<p>Use a dictionary to locate words and definitions for writing and for comprehension.</p>	<p>Use a dictionary efficiently to locate words and definitions for writing, comprehension and to establish nuanced meaning due to context.</p>
	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Skills Specific to Non-Fiction Texts</b></p> <p><u>Nursery</u> I enjoy reading a wide range of reading material</p> <p><u>Reception:</u> I can begin to identify the differences between fiction and non fiction texts I can engage and become familiar with non fiction texts.</p>	<ul style="list-style-type: none"> <li>• Find information in a text about an event, character or topic.</li> <li>• Locate parts of the text which give particular information, including labelled diagrams and charts.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc.</li> <li>• Express and record their understanding of information orally, using simple graphics, or in writing.</li> <li>• Scan a text to find specific sections using key words or phrases, sub headings.</li> </ul>	<ul style="list-style-type: none"> <li>• Take information from diagrams, flow charts and forms where it is presented graphically.</li> <li>• Be taught to use glossaries, indexes and appendices.</li> <li>• Express and record their understanding of information orally, using simple graphics or in writing.</li> </ul> <p>Skim and scan a text to locate information quickly and accurately.</p>	<ul style="list-style-type: none"> <li>• Pick out key sentences and phrases that convey important information accurately</li> <li>• Be taught to use glossaries, indexes and appendices independently</li> <li>• Take information from diagrams, flow charts and forms where it is presented graphically.</li> <li>• Collect information from a range of sources and present it in simple formats.</li> <li>• Skim a text for an overview, Scan texts for key words, phrases and sentences as well as useful headings to locate information.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate information confidently and efficiently using the full range of features of the information text being read.</li> <li>• Use glossaries, indexes and appendices independently</li> <li>• Use a range of formats to capture, record and explain what they have read.</li> <li>• Apply the range of reading strategies to reading information texts i) thinking about what they already know; ii) skimming to gain an overall sense of the text; iii) scanning to locate specific information; iv) close reading to develop understanding; v) text marking.</li> <li>• Plan research in other subjects, considering how best to read different sources, and find and record the information they need.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate information confidently and efficiently including the use of glossaries, indexes and appendices and evaluate them for their reliability and usefulness when researching a topic.</li> <li>• Record important details retrieved from a text using an appropriate format.</li> <li>• Read effectively for different research purposes, e.g. skim and scan a text to gain an overview of a text, identify which part of the text needs to be read more carefully to find particular information, read slowly and carefully a section, annotating the text as appropriate.</li> <li>• Plan research in other subjects, considering how best to read different sources, and find and record the information they need.</li> </ul>

**TPNS READING WILL and SKILL PROGRESSION —** in age appropriate texts, taking into consideration the individual needs of some children.

<b>KEY END POINTS</b>	Locate information within a non-fiction text.	Use the structure of a non-fiction text to locate information. When directed by the teacher, skim and scan a text using key words.	Use all structures, including glossaries, indexes and appendices. Skim and scan to find given words or information.	Use all structures, including glossaries, indexes and appendices independently. Skim and scan and use headings to locate information.	Use all structures independently and for independent research. Skim texts to gain an overview. Scan to find specific information and begin to understand the need to follow this with closer reading to establish the answer to questions.	Use all structures independently and for independent research. Skim texts to gain an overview. Scan to find specific information and understand the need to follow this with closer reading to establish the answer to questions.
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## TPNS READING WILL and SKILL PROGRESSION — in age appropriate texts, taking into consideration the individual needs of some children.

	BELOW ARE THE MERGED END POINTS FOR MIXED YEAR GROUPS IN R AND Y1 AND Y4 AND Y5 ( 23/24) For details of implementation see the full curriculum and statutory guidance	
	R and Y1	Y4 and Y5
<b><u>Decoding</u></b>	To be able to recognise Phase 3 letter sounds and tricky words. To be able to read simple phrases and sentences Use phonic first strategies to decode	Read widely with independence and comprehension. Develop skills in reading aloud with fluency and prosody
<b><u>Inference</u></b>	Hear and join in with familiar stories Listen to and talk about stories building familiarity and understanding. Understand what they are reading. Be inquisitive about characters and their thoughts and feelings	Develop their understanding of the importance of a text making sense Recognise the role of evidence in inference and in supporting answers to questions about a text.
<b><u>Vocabulary</u></b>	Explore words and their meaning within an appropriate language rich environment	Explore words and their meaning within an appropriate language rich environment
<b><u>Prediction</u></b>	Predict what might happen in texts using clues from the text.	Be able to modify predictions in the light of new evidence as they read more of a text.
<b><u>Fluency</u></b>	Hear and join in with familiar stories. Perform repeated refrains and sentences with greater fluency and taking note of simple punctuation.	Use their comprehension of a text to read with fluency and prosody.
<b><u>Comprehension</u></b> (Clarifying, questioning and summarising) <b><u>Note Taking</u></b> during Comprehension activities	Question words and texts they do not comprehend and respond to questions about the text Have an interest and an enthusiasm for different mark making behaviours in relation to texts	Move from needing support to summarise a text to doing so with greater independence. Use both guided and independent note taking to deepen understanding of a text. Understand how re reading and inference making can also deepen understanding.
<b><u>Language for effect</u></b>	Use new vocabulary learnt in appropriate context Enjoy stories and texts being read aloud and be able to answer questions about the words in the text.	Be interested in a wide range of texts and authors. Ask and answer questions about an author's purpose
<b><u>Themes and conventions</u></b>	Be able to use the narrative language associated with traditional tales Be able to identify fiction, non-fiction and poetry texts	Recognise that different books can contain similar themes and conventions. Know that some authors have recurring themes. Use evidence to support their answers about the themes and conventions of any book.
<b><u>Skills Specific to Non-Fiction</u></b>	Begin to identify the differences between fiction and non-fiction texts Locate information within a non-fiction text.	Use all structures, including glossaries, indexes and appendices independently. Skim and scan and use headings to locate information – growing in specificity.

**TPNS READING WILL and SKILL PROGRESSION —** in age appropriate texts, taking into consideration the individual needs of some children.

<u>Texts</u>		
<u>Understanding vocabulary and dictionary use</u>	Use words from the vocabulary pyramids independently Understand what alphabetical organisation can look like e.g the register	Use a dictionary to locate words and definitions for writing and for comprehension.