

Springdale First School








Imagine, Believe, Achieve

Reading Concept Map


Curriculum Threads Progression

Concepts	Components		
<u>Discussing & Questioning</u> 	Asking questions	Answering questions Listening to others	Clarifying
<u>Making Links</u> 	Familiarity Connections	Similarities Differences	Experiences Unfamiliarity Themes
<u>Vocabulary</u> 	Known vocabulary New vocabulary Synonyms/antonyms	Dictionaries Repeated phrases	Predictable phrases Contexts Idioms
<u>Inference</u> 	Characters' thoughts, feelings and motivations Make deductions	Link to own experiences Draw conclusions	Characters' personality Look for clues
<u>Prediction</u> 	What has been said	Story development Events	Content
<u>Explain</u> 	Layout	Justifying	Word choices

Tell us why!

<p>Retrieve</p> 	<p>Information in the text</p> <p>Synonyms</p>	<p>Background information</p> <p>Main events</p>	<p>Skimming</p> <p>Scanning</p>
<p>Sequencing/Summarising</p> 	<p>Time order</p> <p>Key events</p> <p>Ordering</p>	<p>Headings</p> <p>Sub-headings</p>	<p>Re-enact</p> <p>Retell</p> <p>Summarising</p>
<p>Decoding</p> 	<p>Phonics</p>	<p>Word reading</p> <p>Accuracy</p>	<p>Blending</p>
<p>Fluency</p> 	<p>Echo reading</p> <p>Prosody</p>	<p>Automaticity</p> <p>Read aloud</p>	<p>Confidence</p>
<p>Oracy</p> 	<p>Physical</p> <p>Thoughts and Feelings</p>	<p>Linguistic</p> <p>Cognitive</p> <p>Social & Emotional</p>	<p>Discussion</p> <p>Analysing</p>

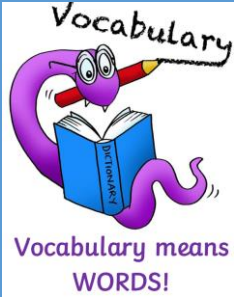
Reading Skills Concepts Progression

	Reception	Year 1	Year 2	Year 3	Year 4
<p style="text-align: center;">Discussing & Questioning</p>  <p style="text-align: center;">Asking questions</p> <p style="text-align: center;">Posing questions</p> <p style="text-align: center;">Listening to others</p> <p style="text-align: center;">Clarifying</p>	<p>With support, children to generate simple recall questions using asking words as a stimulus (who, what, where, when, how)</p>	<p>Children to generate simple recall questions to match the text they are reading</p>	<p>Ask questions about a text to ensure they have understood ideas and events</p>	<p>Prepare and list questions as the basis for enquiry and decide which are the most important</p>	<p>Identify elements of a text which they do not understand and ask questions about it.</p>
		<p>Ask questions to clarify the parts of a text they don't understand</p>	<p>Ask questions to understand more about the characters, events and topics</p>	<p>Ask questions to develop their understanding of a characters' feelings</p>	<p>Ask questions to clarify their understanding of what is implied</p>
		<p>Pose their own questions and use the text to find the answers</p>			<p>Use known facts to help carry out research in order to answer their own questions</p>
		<p>Discussing the significance of the title and events</p>	<p>Answering and asking questions</p>	<p>Asking questions to improve their understanding of a text</p> <p>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</p>	


Reading Skills Concepts Progression

Making Links	Reception	Year 1	Year 2	Year 3	Year 4
 <p style="margin-top: 20px;">Familiarity</p> <p>Connections</p> <p>Similarities</p> <p>Experiences</p> <p>Differences</p> <p>Unfamiliarity</p> <p>Themes</p>	Use simple language to talk about books.	Use simple language to talk about books, characters and settings.	Identify key features of a text and relate it to similar texts they have read	Identify and discuss themes, and topics within and across texts	Identify similarities and differences across texts; settings, characters, plot lines, themes and structure
	Make links between stories, events and topics from their own experience.	Make connections between stories, events and topics from their own experience and other books	Make connections between characters from books they have read	Make connections between characters, authors and vocabulary	Make connections between the literary choices made by the author
	Recognise when a text differs from their experience	Make links between stories, events and topics that are different from their own experience.	Identify and discuss themes that are similar/different from their own experience	Draw parallels between familiar and unfamiliar experiences (social, cultural and historical)	Apply what they have learnt from the book to their own life and local/global issues
		Being encouraged to link what they read or hear to their own experiences	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	Identifying themes and conventions in a wide range of books	
		Drawing on what they already know or on background information and vocabulary provided by the teacher	Drawing on what they already know or on background information and vocabulary provided by the teacher		

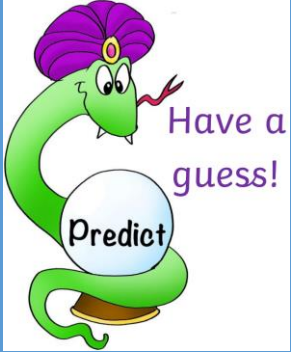
Reading Skills Concepts Progression

Vocabulary	Reception	Year 1	Year 2	Year 3	Year 4
 <p>Vocabulary means WORDS!</p> <p>Known vocabulary</p> <p>New vocabulary</p> <p>Synonyms/antonyms</p> <p>Dictionaries</p> <p>Repeated phrases</p> <p>Predictable phrases</p> <p>Contexts</p> <p>Idioms</p>		Draw on vocabulary provided by the teacher	Draw on vocabulary provided by the teacher to answer questions on a text	Discuss the meaning of different words in context	Discuss the meaning of different words in and out of context
	Orally join in with repetitive language, rhymes and nursery rhymes.	Recognise and join in with patterns of language e.g. rhymes.	Discuss and clarify when vocabulary from a text feels familiar to known traditional tales or nursery rhymes.		
		Discuss word meanings, linking them to those already known	Identify and discuss their favourite words and phrases in a text	Use dictionaries to check the meaning of words they have read	Use dictionaries and thesauruses to check the meaning of words and look for synonyms
	Use pictures and actions to orally rehearse and learn new vocabulary.	With support, pick out key words from a text and discuss it's meaning.	Pick out key storytelling words and phrases in a text (Once upon a time, suddenly, next)	Discuss words and phrases that capture the readers interest	Discuss words and phrases that capture the readers interest and adds imagination
		Recognise and joining in with predictable phrases	Recognising simple recurring literary language in stories and poetry	Understand the meaning of new words they meet	
		Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	discussing and clarifying the meanings of words, linking new meanings to known vocabulary	Use dictionaries to check the meaning of words that they have read	
	Discussing word meanings, linking new meanings to those already known	discussing their favourite words and phrases	discussing words and phrases that capture the reader's interest and imagination		
			Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context		

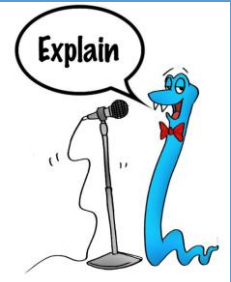
Reading Skills Concepts Progression

Inference	Reception	Year 1	Year 2	Year 3	Year 4	
<div style="display: flex; align-items: center;"> <div style="text-align: center; margin-right: 10px;"> <p style="color: #e91e63;">Look for clues!</p>  <p style="font-weight: bold; color: #e91e63;">infer</p> </div> <div style="font-size: 0.9em; line-height: 1.2;"> <p>Characters' thoughts and feelings</p> <p>Make deductions</p> <p>Link to own experiences</p> <p>Draw conclusions</p> <p>Characters' personality</p> <p>Look for clues</p> </div> </div>	Link what they have read and heard to their own experiences .	Link what they have read to their own experiences , and other texts they have read .	Talk about and infer what characters are thinking or feeling	Discuss relationships, characters and views using evidence from the text	Discuss moods, feelings and attitudes by inferring. Does the author always reveal how the character is feeling?	
	Identify when a text they have read/heard read differs from their own experiences .	Identify when a text they have read differs from their own experiences.	Discuss reasons for events in the story, using evidence to draw conclusions	Draw themes, parallels and differences across a wide range of genres.	Explore how a text might be reinforcing a stereotype/ challenging norms	
	Express views and explain their reasons.	Express their views, using evidence from the text.	Express their views, using evidence from the text. Recognise when others have different opinions and gently challenge/discuss .	Justify views about main characters , listening to and discussing with others.	Empathise with characters points of view through inferring through their expressive language .	
	Make simple deductions from a text using pictures as prompts.	Make simple deductions from the text. Make links within sentences.	Discuss how words and phrases impact a story e.g. funny, exciting, scary. Make links within sentences.	Identify themes and conventions across a wide range of books. Make links within paragraphs.	Discuss the way characters respond in a dilemma and make deductions about their motives and feelings . Make links across paragraphs and pages	
		Making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence		


Reading Skills Concepts Progression

Prediction	Reception	Year 1	Year 2	Year 3	Year 4
 <p>What has been said</p> <p>Story development</p> <p>Events</p> <p>Context</p>	<p>Make predictions on the basis of what has been said so far.</p>	<p>Make predictions on the basis of what has been read to them, or what they have read for themselves.</p>	<p>Predict the events of a story, based on the setting described in the opening.</p>	<p>Predict what might happen from details stated and implied.</p>	<p>Predict what might happen from details stated, implied or left out.</p>
	<p>Discuss the front cover, pictures, title and blurb. Use this as a stimulus to predict what the text might be about.</p>	<p>Discuss the blurb of a book and predict the key events using this as a clue.</p>	<p>Predict how characters might behave from what they say, do, or appear like</p>	<p>Make predictions about characters' actions and look for evidence of change as a result.</p>	<p>Discuss the way descriptive language and small details build an impression of an unfamiliar place.</p>
		<p>Identify whether a text is fiction or non-fiction and begin to predict content, layout and story development</p>	<p>Begin to predict what challenges characters might face and how they might overcome these</p>	<p>Identify settings and predict what events are likely to happen there.</p>	<p>Make predictions about how characters might behave in different settings and why.</p>
			<p>Predicting what might happen on the basis of what has been read so far</p>	<p>Predicting what might happen on the basis of what has been read so far</p>	<p>Predicting what might happen from details stated and implied</p>

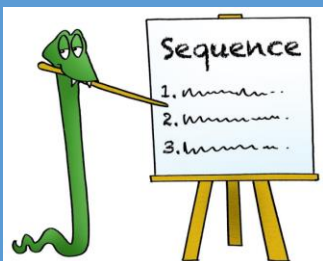
Reading Skills Concepts Progression

Explain	Reception	Year 1	Year 2	Year 3	Year 4
<div style="text-align: center;">  <p>Explain</p> <p>Tell us why!</p> <p>Layout</p> <p>Justifying</p> <p>Word choices</p> </div>		Give their opinion including likes and dislikes	Express their own views about a book or poem	Discuss the features of fiction, poetry, plays, non-fiction and reference books	Explain words and phrases that captures interest and imagination
		Explain clearly their understanding of what has been read to them	Explain and discuss their understanding of books, poems and other material they have read for themselves or listened to	Explain how language, structure and presentation contribute to meaning	Explain how the language choices, structure and presentation contribute to meaning
		Express views about events or characters	Discuss some similarities between books	Recognise authorial choices and the purpose of these	Explain the authors choices in choosing words and phrases to engage the reader

Reading Skills Concepts Progression

<p>Retrieve</p>  <p>Information in the text</p> <p>Synonyms</p> <p>Background information</p> <p>Main events</p> <p>Skimming</p> <p>Scanning</p>	<p>Reception</p> <p>Explain simply their understanding of what is read to them</p> <p>Identify the main character in a story</p> <p>Talk about the themes of simple texts. Become familiar with traditional tales, nursery rhymes and poems</p>	<p>Year 1</p> <p>Explain their understanding of what they have read themselves</p> <p>Identify the main character in a story and the subject of a non-fiction text</p> <p>Talk about the themes and characteristics of simple texts</p> <p>Answer retrieval questions about a text</p>	<p>Year 2</p> <p>Answer retrieval questions from a range of familiar texts</p> <p>Draw on what they already know, or background information provided, to answer retrieval questions</p> <p>Identify main events or key points in a text</p> <p>Use a range of question prompts to generate retrieval questions about a text</p>	<p>Year 3</p> <p>Answer retrieval questions which relies on vocabulary and understanding.</p> <p>Retrieve and record information from a variety of non-fiction texts</p> <p>Use skimming as a strategy for locating information efficiently</p> <p>Know how to use a contents and index page to locate information</p>	<p>Year 4</p> <p>Extract information from a text to answer multi-staged retrieval questions.</p> <p>Retrieve, record and analyse information from a variety of non-fiction texts</p> <p>Use skimming and scanning to locate information efficiently</p> <p>Use non-fiction features to find information (index, contents, headings, sub-headings, illustrations)</p> <p>Retrieve and record information from non-fiction</p>

Sequencing/ Summarising



Time order!

Time order

Key events

Ordering

Headings

Sub-headings

Re-enact

Retell

	Reception	Year 1	Year 2	Year 3	Year 4
	Identify main ideas and themes across a range of books. Understand how these are developed.	Sequence a simple story or event .	Identify main points in a text.	Identify the main ideas and crucial details in a story or text	Identify the main ideas , crucial details and relevant or irrelevant information in a story or text
	Recall and order some key events from a text.	Identify key points and main events in a text. Discuss how the key events link .	Discuss how the events are related and how they shape the story.	Recognise which parts in a sentence , paragraph or page are the most important	Recognise which parts in a sentence, paragraph or page are the most important and explain why .
	Introduce a story line or narrative into their play.	Re-enact and retell the key points and main events from a text.	Sequence a range of stories or events and use this to re-enact and retell.	Use skimming as a strategy for locating information efficiently	Use skimming and scanning to locate information efficiently
			Discuss the sequence of events in books and how items of information are related	Identifying main ideas drawn from more than 1 paragraph and summarising these	

Reading Skills Concepts Progression

Reception

Year 1

Year 2

Year 3

Year 4

Decoding



Phonics

Word reading

Accuracy

Blending

Apply **phonics knowledge** and skills as the route to **decode words**

Apply phonic knowledge to decode words until **automatic decoding** has become **embedded** and reading is fluent

Apply phonic knowledge to **root words, prefixes and suffixes**

Respond speedily with the **correct sound to graphemes** for all 40+ phonemes

Read accurately by blending sounds in words that contains graphemes and **alternative graphemes**

Recognise and discuss **unusual correspondences** between spelling and sound

Identify **unusual correspondences** between spelling and sound, and where these occur in a word

Blend sounds in **unfamiliar** words containing GPCs that have been taught

Read accurately words of **two or more syllables**

Read words containing common suffixes

Read common exception words matched to their year group accurately and fluently in sentences.
Read common exception words from the previous year(s) accurately and fluently in sentences.
Please see National Curriculum Appendix for a list of these.

Reading Skills Concepts Progression

Fluency

Reception

Year 1

Year 2

Year 3

Year 4



Echo reading

Prosody

Confidence

Automaticity

Read aloud

Use echo reading to model prosody required to achieve fluency	Read books aloud, accurately, that are consistent with their developing phonics knowledge and do not require them to use other strategies	Read most words quickly and accurately without overt sounding and blending	Read unfamiliar words with accuracy and find opportunities for repeated reading to build automaticity .	Books to match their interest and enable effortless, confident reading
Join in with known storytelling using taught vocabulary	Listen to and appreciate rhymes and poems . Recite some fluently by heart	Sound out unfamiliar words accurately and automatically , without undue hesitation	Children to read based on bespoke book recommendations for independent reading	Children to read based on bespoke book recommendations for independent reading.
Re-read familiar books using a story telling voice and known storytelling vocabulary	Re-read books to build up fluency and confidence in word reading	Re-read books to build up fluency and confidence in word reading	Re-read books out loud to build automaticity when reading to a small group	Use re-reading as a motivational tool for children to practice, share and present their oral reading development
	<p>Checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p>	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	

Reading Skills Concepts Progression

Oracy

Reception

Year 1

Year 2

Year 3

Year 4



Physical
Cognitive
Linguistic
Social & Emotional
Discussion
Analysing
Thoughts and Feelings

<p>Taking turns and make eye contact</p>	<p>Speak in full sentences using conjunctions to sequence ideas.</p>	<p>Participate in discussion about what is read to them, listening to what others say</p>	<p>Make and respond to contributions in a variety of group situations e.g. whole class, paired reading, guided reading, book circles</p>	<p>Discuss how books make them feel. Share and listen to the opinions of others and be willing to change my opinion</p>
<p>Listen to what others say</p>	<p>Use my body language to show active listening (nodding, facial expressions, eye contact)</p>	<p>Contribute in whole class group discussions about a text</p>	<p>Develop and agree the rules for effective classroom discussion</p>	<p>Project voice and vary tone or volume for effect</p>
	<p>Consider other points of view</p>	<p>Consider other points of view, use other children's names when referring to or building on their point.</p>	<p>Give reasons to support my views</p>	<p>Give reasons to support my views. Build on, challenge, clarify or probe others' ideas.</p>
		<p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>identifying how language, structure, and presentation contribute to meaning</p>	