

### Reading Activities Progression

Year 3	Year 4	Year 5	Year 6
<b>Phonics</b> Anyone not passing phonics screening	<b>Phonics</b> Anyone not passing phonics screening		
Decoding using the year group spelling patterns and syllables	Decoding using the year group spelling patterns and syllables	Decoding using the year group spelling patterns and syllables	Decoding using the year group spelling patterns and syllables
Key words for year 1 & 2 and year 3 & 4	Key words for year 1 & 2 and year 3 & 4	Key words for year 1 & 2, year 3 & 4 and year 5 & 6	Key words for year 1 & 2, year 3 & 4 and year 5 & 6
<b>VIPERS</b> vocab, predict, retrieval	<b>VIPERS</b> vocab, inference, predict, explain, retrieval	<b>VIPERS</b> vocab, inference, predict, explain, retrieval, summarise	<b>VIPERS</b> vocab, inference, predict, explain, retrieval, summarise
<b>APE</b> answer	<b>APE</b> answer, prove	<b>APE</b> answer, prove, explain	<b>APE</b> answer, prove, explain
<b>Teach</b>  <b>Who</b> look for people  <b>When</b> time, time of day/night, day of week, month, year, prepositions (after)  <b>Where</b> a place name (Nottingham, England), prepositions (under, on top), a building/room (school, kitchen), inside/outside  <b>What</b> an action, an object, a time  <b>which</b> make a choice based on evidence	<b>Recap</b>  <b>Who, When, Where, What, Which</b>  <b>Teach</b>  <b>Inference</b> (read between the lines)  <b>How</b> How do we know it is a warm day? (The man took his jacket off) (He ate an ice cream)  <b>Why</b> Why did a character cross the road? (He saw a person he knew and wanted to ask something) (The pavement was blocked due to roadworks)	<b>Recap</b>  <b>Who, When, Where, What, Which</b>  <b>Inference</b> (read between the lines)  <b>How, Why</b>  What do the words .... suggest about...?	<b>Recap</b>  <b>Who, When, Where, What, Which</b>  <b>Inference</b> (read between the lines) <b>How, Why</b>  What do the words .... suggest about...?

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<p align="center"><b>Text Mark</b></p> <p><b>key information in questions</b> key information words and the type of question (who, where...)</p> <p><b>key information in the text</b> who, what, where, when, why (what don't we need to text mark)</p> <p><b>Bracket the relevant section</b> Look at paragraph 5...</p> <p>Draw a line after the answer, so children know where to start reading for the next answer if questions are sequential.</p> <p><b>Highlight text as reading</b> Underline in crayon the answer they are copying</p>	<p align="center"><b>Text Mark</b></p> <p><b>key information in questions</b> key information words and the type of question (who, where...)</p> <p><b>key information in the text</b> who, what, where, when, why (what don't we need to text mark) evidence for explain</p> <p><b>Bracket the relevant section</b> Look at paragraph 5...</p> <p>Draw a line after the answer, so children know where to start reading for the next answer if questions are sequential.</p> <p><b>Highlight text as reading</b> Underline in crayon the answer they are copying</p>	<p align="center"><b>Text Mark</b></p> <p><b>key information in questions</b> key information words and the type of question (who, where...)</p> <p><b>key information in the text</b> who, what, where, when, why (what don't we need to text mark) evidence for explain key points for summarise</p> <p><b>Bracket the relevant section</b> Look at paragraph 5...</p> <p>Draw a line after the answer, so children know where to start reading for the next answer if questions are sequential.</p> <p>Write numbers next to information for sequencing events questions.</p> <p><b>Highlight text as reading</b> Underline in pencil/pen the answer they are copying</p>	<p align="center"><b>Text Mark</b></p> <p><b>key information in questions</b> key information words and the type of question (who, where...)</p> <p><b>key information in the text</b> who, what, where, when, why (what don't we need to text mark) evidence for explain key points for summarise</p> <p><b>Bracket the relevant section</b> Look at paragraph 5...</p> <p>Draw a line after the answer, so children know where to start reading for the next answer if questions are sequential.</p> <p>Write numbers next to information for sequencing events questions.</p> <p><b>Highlight text as reading</b> Underline in pencil/pen the answer they are copying</p>
<p>Match key words in question to key words in text Where do <b>badgers live?</b> <b>Badgers live</b> in setts (underground burrows).</p>	<p>Match key words in question to key words in text Where do <b>badgers live?</b> <b>Badgers live</b> in setts (underground burrows).</p>	<p>Match key words in question to key words in text Where do <b>badgers live?</b> <b>Badgers live</b> in setts (underground burrows).</p>	<p>Match key words in question to key words in text Where do <b>badgers live?</b> <b>Badgers live</b> in setts (underground burrows).</p>
		<p align="center"><b>3-mark questions</b> how to use evidence from the text</p>	<p align="center"><b>3-mark questions</b> how to use evidence from the text</p>
	<p align="center">Fact/Opinion True/False</p>	<p align="center">Fact/Opinion True/False</p>	<p align="center">Fact/Opinion True/False</p>
	<p align="center">Skim and scan</p>	<p align="center">Skim and scan</p>	<p align="center">Skim and scan</p>
<b>VOCABULARY</b>			

### Active learning/Enquiry based close reading

#### Children write own questions

Which questions can we answer using the text?  
Are there any questions we can't answer and why?

#### VIPERS

Children write specific VIPERS questions appropriate for their year group.  
Sort questions into VIPERS appropriate for their year group.  
Vocabulary check: link to find and copy activity

#### Give children who, what, where, when

Children list the possible answers.  
Give children a short passage with the emphasis on one thing. Highlight all the possible answers.  
(When: include a day, time, time of day, three days later). (Where: include a country, place, room, preposition).

#### Questions and Answers

Give an answer: write the question.  
Match questions and answers together.  
Give children a question and answer. Children have to Prove it or Explain it using information from the text.  
Children mark your answers. Give some incorrect answers. Children correct or explain why these are incorrect.  
Read out a question. Children race to underline the answer in the text.  
Give out True or False statements. Children have to prove it by using the text.  
Ask which statement you agree/disagree with. Use sentence stems to explain your choices.

#### Rating answers

Sort answers: which is best and why? Which is worst and what would need to be added? Up level basic answers.  
3-mark questions: give answers which scored 1, 2, 3 marks. Sort them. Explain why this only got 1 or 2 marks/what needs to be added/why this one got full marks.  
Compare and contrast: change a word or phrase. Which is better? Why?

#### Sequencing

Give children 5 questions. Write 1-5 on the text to show where the answer is.  
Cut up the text. Children read it and put it back together in sequence.  
Before and After: pick an event in the middle of the text. Write what happened before and what happened after. Highlight in the text.  
Create timelines of events.

#### Sentence stems

Jo went into the house because... Locate answer in text. Speed tests.

#### Summarise

Complete sentence stems, using information from the text and given conjunctions  
(‘character’ went for a walk **because**..., ‘character’ wanted to find out more **but**...)  
Explain feelings: What might \_\_\_\_\_ be feeling at the end of the story? Why?  
Predict: What do you think will happen next to \_\_\_\_\_? Prove it using evidence from the text.

**Active learning/Enquiry based close reading continued**

**Make connections**

text to self, text to text, text to world

**Visualisation**

draw a picture to match text, clearly using evidence from the text

**Text marking**

in groups, on big paper

Share a highlighted passage: discuss why these bits have been highlighted, why they might be important

**Think like a detective**

how can you tell, how do I know, what impressions...