**Reading Activities Progression**

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| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Phonics**  Anyone not passing phonics screening | **Phonics**  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 |
| **VIPERS**  vocab, predict, retrieval | **VIPERS**  vocab, inference, predict, explain, retrieval | **VIPERS**  vocab, inference, predict, explain, retrieval, summarise | **VIPERS**  vocab, inference, predict, explain, retrieval, summarise |
| **APE**  answer | **APE**  answer, prove | **APE**  answer, prove, explain | **APE**  answer, prove, explain |
| **Teach**  **Who**  look for people  **When**  time, time of day/night, day of week, month, year, prepositions (after)  **Where**  a place name (Nottingham, England), prepositions (under, on top),  a building/room (school, kitchen), inside/outside  **What**  an action, an object, a time | **Recap**  **Who, When, Where, What**  **Teach**  **Inference**  (read between the lines)  **How**  How do we know it is a warm day?  (The man took his jacket off)  (He ate an ice cream)  **Why**  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) | **Recap**  **Who, When, Where, What**  **Inference**  (read between the lines)  **How, Why**  What do the words …. suggest about…? | **Recap**  **Who, When, Where, What**  **Inference**  (read between the lines)  **How, Why**   * What do the words …. suggest about…? |

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| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Text Mark**  **key information in questions**  key information words and the type of question (who, where…)  **key information in the text**  who, what, where, when, why  (what don’t we need to text mark)  **Bracket the relevant section**  Look at paragraph 5…  Draw a line after the answer, so children know where to start reading for the next answer if questions are sequential.  **Highlight text as reading**  Underline in crayon the answer they are copying | **Text Mark**  **key information in questions**  key information words and the type of question (who, where…)  **key information in the text**  who, what, where, when, why  (what don’t we need to text mark)  evidence for explain  **Bracket the relevant section**  Look at paragraph 5…  Draw a line after the answer, so children know where to start reading for the next answer if questions are sequential.  **Highlight text as reading**  Underline in crayon the answer they are copying | **Text Mark**  **key information in questions**  key information words and the type of question (who, where…)  **key information in the text**  who, what, where, when, why  (what don’t we need to text mark)  evidence for explain  key points for summarise  **Bracket the relevant section**  Look at paragraph 5…  Draw a line after the answer, so children know where to start reading for the next answer if questions are sequential.  Write numbers next to information for sequencing events questions.  **Highlight text as reading**  Underline in pencil/pen the answer they are copying | **Text Mark**  **key information in questions**  key information words and the type of question (who, where…)  **key information in the text**  who, what, where, when, why  (what don’t we need to text mark)  evidence for explain  key points for summarise  **Bracket the relevant section**  Look at paragraph 5…  Draw a line after the answer, so children know where to start reading for the next answer if questions are sequential.  Write numbers next to information for sequencing events questions.  **Highlight text as reading**  Underline in pencil/pen the answer they are copying |
| Match key words in question to key words in text  Where do badgers live?  Badgers live in setts (underground burrows). | Match key words in question to key words in text  Where do badgers live?  Badgers live in setts (underground burrows). | Match key words in question to key words in text  Where do badgers live?  Badgers live in setts (underground burrows). | Match key words in question to key words in text  Where do badgers live?  Badgers live in setts (underground burrows). |
|  |  | **3-mark questions**  how to use evidence from the text | **3-mark questions**  how to use evidence from the text |
|  | Fact/Opinion  True/False | Fact/Opinion  True/False | Fact/Opinion  True/False |
|  | Skim and scan | Skim and scan | Skim and scan |
| **VOCABULARY** | | | |

**Active learning/Enquiry based close reading**

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| **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 |
| **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. |
| **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 |
| **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. |
| **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… |