Whitehouse

Guided reading Skill progression National Curriculum and Pre-Key Stage Standards
This document is used to support the teaching of Key skills in guided reading lessons.
Objectives are progressive from the National Curriculum and Pre-key stage standards.



Reading Widely						
Pre-Key Stage	Y1	Y2	Y3 and Y4	Y5 and Y6		
Pre-Key Stage 3	Pupils should be taught to: develop pleasure in	Pupils should be taught to: develop pleasure in reading,	Pupils should be taught to: develop positive attitudes to	Pupils should be taught to: develop positive attitudes to		
In a familiar story/rhyme, the pupil can, when being read to by an adult	reading, motivation to read, vocabulary and	motivation to read, vocabulary and understanding by	reading and understanding of what they read by	reading and understanding of what they read by		
(one-to-one or in a small group):talk about events in the story and link	understanding by			· · · · · · · · · · · · · · · · · · ·		
them to their own experiences	3 1,	listening to, discussing and expressing views about a	listening to and discussing a wide range of fiction, poetry,	continuing to read and discuss an increasingly wide		
Pre-Key Stage 4	listening to and discussing a wide range of	wide range of contemporary and classic poetry, stories	plays, non-fiction and reference books or textbooks	range of fiction, poetry, plays, non-fiction and reference		
In a familiar story/rhyme, the pupil can, when being read to by an adult	poems, stories and non-fiction at a level beyond	and non-fiction at a level beyond that at which they can		books or textbooks		
(one-to-one or in a small group):	that at which they can read independently	read independently				
respond to questions that require simple recall						
Pre-Key Stage 5 (Also see Year 2 and 1 for additional support)						
In a familiar book that is read to them, the pupil can: answer questions in						
discussion with the teacher and make simple inferences						
Pre-Key Stage 6 (Also see Year 2 for additional support)						
In a book that they can already read fluently, the pupil can:						
check it makes sense to them, correcting any inaccurate reading						
, , , , , , , , , , , , , , , , , , , ,		Discussion				
Dec Ven Sterre	V4		V2 and V4	WE and WC		
Pre-Key Stage	Y1	Y2	Y3 and Y4	Y5 and Y6		
Pre-Key Stage 3	Participate in discussion about what is read to	Participate in discussion about books, poems and other	Participate in discussion about both books that are read to	Participate in discussions about books that are read to		
In a familiar story/rhyme, the pupil can, when being read to by an adult	them, taking turns and listening to what others	works that are read to them and those that they can read	them and those they can read for themselves, taking turns	them and those they can read for themselves, building		
(one-to-one or in a small group) respond to questions that require simple	say	for themselves, taking turns and listening to what others	and listening to what others say.	on their own and others' ideas and challenging views		
recall		say		courteously		
Pre-Key Stage 4						
In a familiar story/rhyme, the pupil can, when being read to by an adult						
(one-to-one or in a small group) alk about events in the story and link						
them to their own experiences						
Pre-Key Stage 5 (Also see Year 2 and 1 for additional support)						
In a familiar book that is read to them, the pupil can answer questions in						
discussion with the teacher and make simple inferences.						
Pre-Key Stage 6 (Also see Year 2 for additional support)						
In a book that they can already read fluently, the pupil can check it						
makes sense to them, correcting any inaccurate reading						
	Cla	rification (Including Dictionary Skills)				
Pro-Key Stage	V1	V2	V3 and V4	V5 and V6		
Pre-Key Stage	Y1	Y2	Y3 and Y4	Y5 and Y6		
Pre-Key Stage 3	Unknown words	Unknown words	Unknown words	Y5 and Y6		
Pre-Key Stage 3 In a familiar story/rhyme, the pupil can, when being read to by an adult	Unknown words Pupils should be taught to: develop pleasure in	Unknown words Pupils should be taught to: develop pleasure in reading,	Unknown words Pupils should be taught to: develop positive attitudes to	Y5 and Y6		
Pre-Key Stage 3 In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): respond to questions that require	Unknown words Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and	Unknown words Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:	Unknown words Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by:	Y5 and Y6		
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Inference							
2 // 2/			V6 1V4	VE IVO			
Pre-Key Stage Pre-Key Stage 3	Y1 Pupils should be taught to: understand both the	Y2 Understand both the books that they can already read	Y3 and Y4 Understand what they read, in books they can read	Y5 and Y6 Understand what they read by:			
In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group) respond to questions that require simple recall	books they can already read accurately and fluently and those they listen to by:	accurately and fluently and those that they listen to by: making inferences on the basis of what is being said and	independently, by: drawing inferences such as inferring characters' feelings,	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and			
Pre-Key Stage 4	making inferences on the basis of what is being	done	thoughts and motives from their actions, and justifying	justifying inferences with evidence			
In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group) talk about events in the story and link them to their own experiences	said and done		inferences with evidence				
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		Prediction					
Pre-Key Stage	Y1	Y2	Y3 and Y4	Y5 and Y6			
Pre-Key Stage 3	Pupils should be taught to: understand both the	Understand both the books that they can already read	Understand what they read, in books they can read	Understand what they read by:			
In a familiar story/rhyme, the pupil can, when being read to by an adult	books they can already read accurately and	accurately and fluently and those that they listen to by:	independently, by	Onderstand what they road by.			
(one-to-one or in a small group) respond to questions that require simple recall	fluently and those they listen to by: predicting what might happen on the basis of	predicting what might happen on the basis of what has been read so far	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied			
Pre-Key Stage 4 In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group) talk about events in the story and link	what has been read so far	been reau so iai	Implied				
them to their own experiences Pre-Key Stage 5 (Also see Year 2 and 1 for additional support)							
In a familiar book that is read to them, the pupil can answer questions in discussion with the teacher and make simple inferences. Pre-Key Stage 6 (Also see Year 2 for additional support)							
In a book that they can already read fluently, the pupil can answer questions and make some inferences							
		Summarising					
Pre-Key Stage	Y1	Y2	Y3 and Y4	Y5 and Y6			
Pre-Key Stage 3	Retelling	Retelling	Retelling	Retelling			
In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group recount a short sequence of events (e.g. by sequencing images or manipulating objects).	Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:	Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:	Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by:	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:			
Pre-Key Stage 4 In a familiar story/rhyme, the pupil can, when being read to by an adult	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from			
(one-to-one or in a small group) retell some of the story. Pre-Key Stage 5 (Also see Year 2 and 1 for additional support) In a familiar book that is read to them, the pupil can answer questions in	considering their particular characteristics	Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:	Summarising	other cultures and traditions			
discussion with the teacher and make simple inferences. Pre-Key Stage 6 (Also see Year 2 for additional support)	Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with	discussing the sequence of events in books and how items of information are related	Identifying main ideas drawn from more than one paragraph and summarising these	Summarising Understand what they read by:			
In a book that they can already read fluently, the pupil can explain what has happened so far in what they have read.	predictable phrases			summarising the main ideas drawn from more than one paragraph, identifying key details that support the main			
	Pupils should be taught to: understand both the books they can already read accurately and fluently and those they listen to by:			ideas			
	discussing the significance of the title and events						
		Themes					
		Homos					
Pre-Key Stage	Y1	Y2	Y3 and Y4	Y5 and Y6			
Pre-Key Stage 3		Pupils should be taught to: develop pleasure in reading,	Thinking (themes)	Thinking (themes)			
In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group) recount a short sequence of events (e.g. by sequencing images or manipulating objects).		motivation to read, vocabulary and understanding by: being introduced to non-fiction books that are structured in	Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by:	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:			
Pre-Key Stage 4 In a familiar story/rhyme, the pupil can, when being read to by an adult		different ways	identifying themes and conventions in a wide range of books	identifying and discussing themes and conventions in and across a wide range of writing			
(one-to-one or in a small group) talk about events in the story and link them to their own experiences Pre-Key Stage 5 (Also see Year 2 and 1 for additional support)				making comparisons within and across books			
In a familiar book that is read to them, the pupil can answer questions in discussion with the teacher and make simple inferences.				Distinguish between statements of fact and opinion			
Pre-Key Stage 6 (Also see Year 2 for additional support) In a book that they can already read fluently, the pupil can: explain what has happened so far in what they have read.							

Language, Structure and Presentation						
Pre-Key Stage	Y1	Y2	Y3 and Y4	Y5 and Y6		
Pre-Key Stage 3			Identifying how language, structure, and presentation	Understand what they read by:		
In a familiar story/rhyme, the pupil can, when being read to by an adult			contribute to meaning			
(one-to-one or in a small group) recount a short sequence of events (e.g.				Identifying how language, structure and presentation		
by sequencing images or manipulating objects)			Pupils should be taught to: develop positive attitudes to	contribute to meaning		
Pre-Key Stage 4			reading and understanding of what they read by:			
In a familiar story/rhyme, the pupil can, when being read to by an adult				Pupils should be taught to: maintain positive attitudes to		
(one-to-one or in a small group) retell some of the story.			reading books that are structured in different ways and	reading and understanding of what they read by:		
Pre-Key Stage 5 (Also see Year 2 and 1 for additional support)			reading for a range of purposes			
In a familiar book that is read to them, the pupil can answer questions in				reading books that are structured in different ways and		
discussion with the teacher and make simple inferences.				reading for a range of purposes		
Pre-Key Stage 6 (Also see Year 2 for additional support)						
In a book that they can already read fluently, the pupil can check it						
makes sense to them, correcting any inaccurate reading						