

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 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	Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by <i>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i>	Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by <i>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</i>	Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by <i>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i>	Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by <i>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i>
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): 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

Pre-Key Stage	Y1	Y2	Y3 and Y4	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 simple recall	<i>Participate in discussion about what is read to them, taking turns and listening to what others say</i>	<i>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</i>	<i>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.</i>	<i>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</i>
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 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				

Clarification (Including Dictionary Skills)

Pre-Key Stage	Y1	Y2	Y3 and Y4	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 simple recall	Unknown words Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: <i>discussing word meanings, linking new meanings to those already known</i> Language Pupils should be taught to: understand both the books they can already read accurately and fluently and those they listen to by: <i>drawing on what they already know or on background information and vocabulary provided by the teacher</i>	Unknown words Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: <i>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</i> Understand both the books that they can already read accurately and fluently and those that they listen to by: <i>drawing on what they already know or on background information and vocabulary provided by the teacher</i> Language Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: <i>recognising simple recurring literary language in stories and poetry</i> <i>discussing their favourite words and phrases</i>	Unknown words Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: <i>using dictionaries to check the meaning of words that they have read</i> Language Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: <i>discussing words and phrases that capture the reader's interest and imagination</i>	Language <i>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i>
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 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				

Questioning and Retrieval

Pre-Key Stage	Y1	Y2	Y3 and Y4	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 simple recall	In a book that they can already read fluently, the pupil can: <i>being encouraged to link what they read or hear read to their own experiences</i>	In a book that they can already read fluently, the pupil can: answer questions and make some inferences	<i>Retrieve and record information from non-fiction</i> understand what they read, in books they can read independently by: <i>asking questions to improve their understanding of a text</i>	<i>Retrieve, record and present information from non-fiction</i> Understand what they read by: asking questions to improve their understanding
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 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				

Inference

Pre-Key Stage Pre-Key Stage 3	Y1	Y2	Y3 and Y4	Y5 and Y6
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	Pupils should be taught to: understand both the books they can already read accurately and fluently and those they listen to by: <i>making inferences on the basis of what is being said and done</i>	Understand both the books that they can already read accurately and fluently and those that they listen to by: <i>making inferences on the basis of what is being said and done</i>	Understand what they read, in books they can read independently, by: <i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i>	Understand what they read by: <i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i>
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				
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				

Prediction

Pre-Key Stage Pre-Key Stage 3	Y1	Y2	Y3 and Y4	Y5 and Y6
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	Pupils should be taught to: understand both the books they can already read accurately and fluently and those they listen to by: <i>predicting what might happen on the basis of what has been read so far</i>	Understand both the books that they can already read accurately and fluently and those that they listen to by: <i>predicting what might happen on the basis of what has been read so far</i>	Understand what they read, in books they can read independently, by: <i>predicting what might happen from details stated and implied</i>	Understand what they read by: <i>predicting what might happen from details stated and implied</i>
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				
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 Pre-Key Stage 3	Y1	Y2	Y3 and Y4	Y5 and Y6
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).	<p>Retelling Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: <i>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</i></p> <p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: <i>recognising and joining in with predictable phrases</i></p> <p>Pupils should be taught to: understand both the books they can already read accurately and fluently and those they listen to by: <i>discussing the significance of the title and events</i></p>	<p>Retelling Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: <i>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</i></p> <p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: <i>discussing the sequence of events in books and how items of information are related</i></p>	<p>Retelling Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: <i>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</i></p> <p>Summarising <i>Identifying main ideas drawn from more than one paragraph and summarising these</i></p>	<p>Retelling Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: <i>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 other cultures and traditions</i></p> <p>Summarising Understand what they read by: <i>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</i></p>
In a familiar story/rhyme, the pupil can, when being read to by an adult (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 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 explain what has happened so far in what they have read.				

Themes

Pre-Key Stage Pre-Key Stage 3	Y1	Y2	Y3 and Y4	Y5 and Y6
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: <i>being introduced to non-fiction books that are structured in different ways</i>	<p>Thinking (themes) Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: <i>identifying themes and conventions in a wide range of books</i></p>	<p>Thinking (themes) Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: <i>identifying and discussing themes and conventions in and across a wide range of writing</i></p> <p><i>making comparisons within and across books</i></p> <p><i>Distinguish between statements of fact and opinion</i></p>
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				
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: 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				
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)			Identifying how language, structure, and presentation contribute to meaning	Understand what they read by:
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) retell some of the story.			Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by:	Identifying how language, structure and presentation contribute to meaning
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.			<i>reading books that are structured in different ways and reading for a range of purposes</i>	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:
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				<i>reading books that are structured in different ways and reading for a range of purposes</i>