







## Moorlands Whole School Reading Progression

	Key Stage 1	Key Stage 2	Key Strategies
<p style="text-align: center;"><b>Retrieval Rex</b></p> 	<p>Retrieval Rex finds the answer in the text.</p> <p>He will find out what the characters are called and what they do.</p> <p>He will <b>select important points/words/phrases</b> to answer a question. The answer he is looking for is always in the text somewhere... he just has to retrieve it!</p> <p>He will use the information to <b>visualise</b> what is happening in the text.</p> <p>He will <b>refer to the text</b> when he responds to questions.</p>	<p>Retrieval Rex finds key pieces of information within the text he is reading.</p> <p>He will <b>scan</b> and <b>skim</b> the text for a specific answer. The answer he is looking for is always in the text somewhere... he just has to find and retrieve it!</p> <p>He will use the information to <b>visualise</b> what is happening in the text.</p> <p>He will <b>refer to the text</b> when he responds to questions.</p>	<p>Select important points/words /phrases</p> <p>Visualise</p> <p>Refer to text</p> <p>Scan</p> <p>Skim</p>
<p style="text-align: center;"><b>Inference Iggy</b></p> 	<p>Inference Iggy hunts for clues in the text.</p> <p>These clues might help him to work out how someone is feeling, why somebody did something or why something is happening.</p> <p>He likes to <b>ask questions</b>. The two types of question that Inference Iggy likes most are: 'Why?' and 'How do you know?'</p> <p>He will <b>form opinions</b> about what he reads and <b>refer to the text</b> when he responds to questions in order to explain his thinking.</p>	<p>Inference Iggy reads the text like a detective to <b>infer</b> meaning. He hunts for clues about how someone might be feeling or why something is happening.</p> <p>He will <b>ask questions</b> to analyse what is happening, why and how.</p> <p>He will <b>hypothesise</b>, form <b>opinions and draw conclusions</b> from the text. He will <b>refer to the text</b> to explain his thinking. He is not looking for what is written in the text but what is meant by it.</p> <p>He will use his inferences to <b>visualise</b> what is happening in the text.</p>	<p>Ask questions</p> <p>Form opinions</p> <p>Refer to text</p> <p>Infer</p> <p>Draw conclusions</p> <p>Hypothesise</p> <p>Visualise</p> <p>Predict</p>





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<p><b>Vocabulary Victor</b></p> 	<p>Vocabulary Victor thinks about the words the author uses.</p> <p>He works out what words mean, discusses the effectiveness of words the author has chosen or gives another word which means the same as one of the author's choices.</p> <p>He uses the vocabulary to help him <b>visualise</b> what is happening in the text and to imagine the settings and characters.</p>	<p>Vocabulary Victor uses context cues to work out the meaning of unknown words and phrases and their effect on the overall meaning of the text.</p> <p>He will <b>ask questions, hypothesise</b> and <b>form opinions</b> about vocabulary using the story so far, the sentences around them and what he already knows about the plot. He will <b>refer to the text</b> to explain his thinking.</p> <p>He uses the vocabulary to help him <b>visualise</b> what is happening in the text and to imagine the settings and characters.</p>	<p>Visualise</p> <p>Hypothesise</p> <p>Form opinions</p> <p>Ask questions</p> <p>Refer to text</p>
<p><b>Prediction Pip</b></p> 	<p>Prediction Pip will <b>visualise</b> and <b>predict</b> what is going to happen in the text.</p> <p>She will <b>ask questions</b> and <b>form opinions</b> about what might happen next based on what she has already read and what she knows about that type of text.</p> <p>She will begin to <b>refer to the text</b> in her responses.</p>	<p>Prediction Pip will <b>ask questions, hypothesise, form opinions</b> and <b>draw conclusions</b> in order to <b>predict</b> what will happen after a given point in the text</p> <p>She will use clues and <b>infer</b> meaning from the text to support her predictions of what will happen in the future. She will <b>refer to the text</b> in her responses.</p>	<p>Predict</p> <p>Visualise</p> <p>Ask questions</p> <p>Form opinions</p> <p>Refer to text</p> <p>Draw conclusions</p> <p>Hypothesise</p> <p>Infer</p>





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	Key Stage 1	Key Stage 2	Key Strategies
<p><b>Summary and Sequencing Suki</b></p>  <div style="border: 1px solid black; padding: 2px; width: fit-content;"> <p><b>SUM</b>marise it  <b>S</b>horter than the text  <b>U</b>se your own words  <b>M</b>ain ideas only</p> </div>	<p>Sequencing Suki thinks about the order things happen in.</p> <p>She puts different events from the text into the order they happened. She will use this information to <b>retell</b> stories or events.</p> <p>She matches events to the day or time they happened and will <b>refer to the text</b>.</p>	<p>Summary and Sequencing Suki will <b>summarise</b> what she has read.</p> <p>She will <b>skim</b> the text, pick out the key points and <b>summarise</b> the text's main ideas.</p> <p>She will <b>watch out for meaning breakdown</b> and refer to the text when composing her summary.</p>	<p>Summarise/retell/precis</p> <p>Refer to text</p> <p>Skim</p> <p>Watch out for meaning breakdown</p>
<p><b>Comparison Callie</b></p> 	<p>Comparison Callie is beginning to compare different parts of the text.</p> <p>She is beginning to compare and <b>form opinions</b> about characters or events in a text or across different texts, e.g. texts by the same author or with the same theme.</p> <p>She is beginning to <b>refer to the text/s</b> to support her answers.</p> <p>She is beginning to <b>make connections to prior knowledge</b>.</p>	<p>Comparison Callie compares different parts of the text.</p> <p>She will compare characters and <b>form opinions</b> about characters or events in a text or across different texts, e.g. texts by the same author or with the same theme.</p> <p>She will <b>ask questions, hypothesise</b> and <b>draw conclusions</b> from what she has read and will <b>refer to the text</b> to support her answers.</p> <p>She will <b>make connections to prior knowledge</b>.</p> <p style="text-align: center;"><b><u>Upper Key Stage 2</u></b></p> <p>Comparison Callie explains how certain parts of a text builds or changes an overall message or meaning.</p> <p>She says how characters or events within the story are similar to or different from each other or how a single character changes over the course of a story.</p>	<p>Refer to text/s</p> <p>Form opinions</p> <p>Make connections to prior knowledge</p> <p>Draw conclusions</p> <p>Hypothesise</p> <p>Ask questions</p>





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	Key Strategies	Learning Objectives						
		Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;"><b>Fluency Fred</b></p> 	<p style="text-align: center;">Decode</p> <p style="text-align: center;">Blend</p> <p style="text-align: center;">Stretch and Read</p> <p style="text-align: center;">Read on sight</p>	<ul style="list-style-type: none"> <li>Says a sound for each letter in the alphabet and at least 10 digraphs</li> <li>Reads words consistent with their phonic knowledge by sound-blending</li> <li>Reads aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul>	<ul style="list-style-type: none"> <li>Apply phonic knowledge to decode words</li> <li>Speedily read all 40+ letters/groups for 40+ phonemes</li> <li>Read accurately by blending taught GPCs</li> <li>Read common exception words</li> <li>Read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>Read multisyllable words containing taught GPCs</li> <li>Read contractions and understanding use of apostrophe</li> </ul>	<ul style="list-style-type: none"> <li>Secure phonic decoding until reading is fluent</li> <li>Read accurately by blending, including alternative sounds for graphemes</li> <li>Read multisyllable words containing these graphemes</li> <li>Read common suffixes</li> <li>Read exception words, noting unusual correspondences</li> <li>Read most words quickly &amp; accurately without overt</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>
<p style="text-align: center;"><b>Retrieval Rex</b></p> 	<p style="text-align: center;">Select important points/words /phrases</p> <p style="text-align: center;">Visualise</p> <p style="text-align: center;">Refer to text</p> <p style="text-align: center;">Scan</p> <p style="text-align: center;">Skim</p>	<ul style="list-style-type: none"> <li>Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Answer simple questions about the book</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions from the book by retrieving information (familiar book that they can already read accurately and fluently)</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve and record information from fiction</li> <li>Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve and record information from fiction</li> <li>Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve and record information from fiction</li> <li>Retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve, record and present information from non-fiction</li> </ul>





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	Key Strategies	Learning Objectives						
		Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Inference Iggy</b>  	Ask questions  Form opinions  Refer to text  Infer  Draw conclusions  Hypothesise  Visualise  Predict	<ul style="list-style-type: none"> <li>Anticipates (where appropriate) key events in stories</li> </ul>	<ul style="list-style-type: none"> <li>Infer what characters are like from actions, e.g. recognise why a character is feeling a certain way.</li> <li>Make some inferences based on what is being said and done.</li> <li>Discuss the significance of the title and events.</li> </ul>	<ul style="list-style-type: none"> <li>Make some inferences on the basis of what is being said and done, e.g. thoughts and feelings of characters and reasons for their actions (familiar book that they can already read accurately and fluently)</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Identify how language, structure and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, e.g. pulling together clues from action, dialogue and description to infer meaning.</li> <li>Identify how language, structure and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences, e.g. drawing information from different parts of the text to infer meaning and recognising different points of view.</li> <li>Distinguish between statements of fact and opinion</li> <li>Identify how language, structure and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences, including identifying and commenting on explicit and implicit points of view.</li> <li>Distinguish between statements of fact and opinion</li> <li>Identify how language, structure and presentation contribute to meaning</li> </ul>
<b>Vocabulary Victor</b>  	Visualise  Hypothesise  Form opinions  Ask questions  Refer to text	<ul style="list-style-type: none"> <li>Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul>	<ul style="list-style-type: none"> <li>Check that reading makes sense and self-correct.</li> </ul>	<ul style="list-style-type: none"> <li>Check that the text makes sense and correct inaccurate reading</li> <li>(in a familiar book that they can already read accurately and fluently)</li> <li>Discuss favourite words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss words and phrases that capture the imagination</li> <li>Use a dictionary to check the meaning of words they have read</li> </ul>	<ul style="list-style-type: none"> <li>Discuss words and phrases that capture the imagination</li> <li>Use a dictionary to check the meaning of words they have read</li> </ul>	<ul style="list-style-type: none"> <li>Check that the book makes sense, discussing understanding and exploring the meaning of words in context</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>Check that the book makes sense, discussing understanding and exploring the meaning of words in context</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>




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		Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Prediction Pip</b>  	Predict  Visualise  Ask questions  Form opinions  Refer to text  Draw conclusions  Hypothesise  Infer	<ul style="list-style-type: none"> <li>• Anticipates (where appropriate) key events in stories</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen based on what has been read so far, e.g. simple predictions about the characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen based on what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied, justifying predictions with evidence from the text</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied, justifying predictions with evidence from the text and with knowledge of wider reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied and using knowledge of text types to support reasoned predictions.</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied using detailed knowledge of text types to support reasoned predictions.</li> </ul>
<b>Summary and Sequencing Suki</b>  	Summarise/retell/precis  Refer to text  Skim  Watch out for meaning breakdown		<ul style="list-style-type: none"> <li>• Explain what has happened in the book (verbally).</li> <li>• Retell familiar stories.</li> <li>• Join in with predictable phrases.</li> <li>• Discuss and order events.</li> </ul>	<ul style="list-style-type: none"> <li>• Order key events in the book.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall and summarise main ideas</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these</li> </ul>	<ul style="list-style-type: none"> <li>• Recall and summarise main ideas</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration</li> </ul>



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<p><b>Comparison Callie</b></p> 	<p>Refer to text/s</p> <p>Form opinions</p> <p>Make connections to prior knowledge</p> <p>Draw conclusions</p> <p>Hypothesise</p> <p>Ask questions</p>		<ul style="list-style-type: none"> <li>• Link reading to own experiences and other books.</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between the book they are reading and other books they have read (independent reading)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify recurring themes and elements of different stories (e.g. good triumphing over evil).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify recurring themes and elements of different stories (e.g. good triumphing over evil).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>• Make comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss themes and conventions in and across a wide range of writing</li> <li>• Make comparisons within and across books</li> </ul>