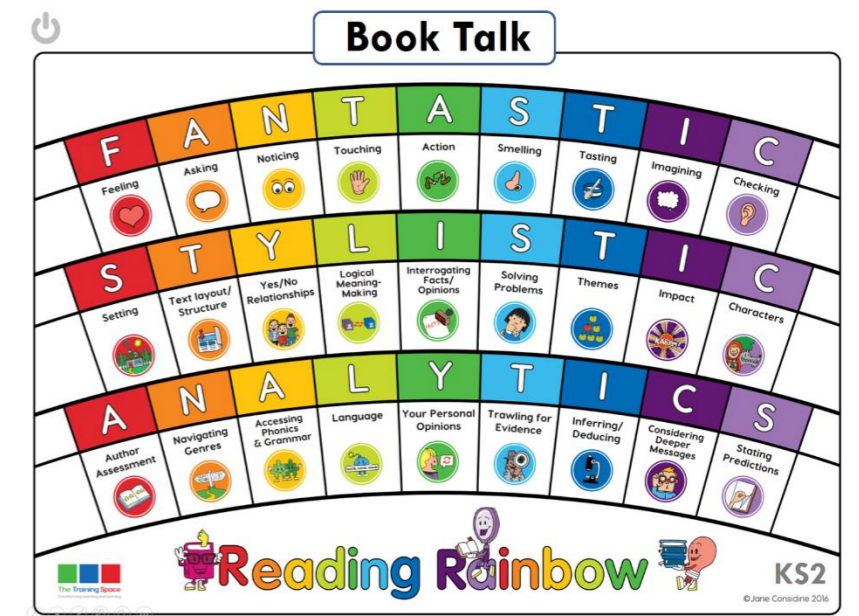# Progression in Reading

At Bexton Primary School we believe that it is our moral duty to provide daily reading sessions, exposing children to a wide range of quality texts. By prioritising children's reading development we will support children to read books fluently, develop a love of reading, make connections to things children already know about and extend their knowledge of the world.

At Bexton, we use Jane Considine's interactive 'Reading Rainbow' to support our reading lessons. Teachers identify at least three reading 'lenses' per week and focus their questioning around these to progressively develop children's understanding of texts.

Reading lessons consist of four types:

- **Whole class story or novel** - the teacher reads the whole class text and explores ideas with the children, sometimes demonstrating deeper comprehension responses around a single word or sentence. This also allows the children to hear how fluent reading sounds.
- **Book Talk** - children read aloud within a small group, appropriately leveled books while the teacher supports them to explore ideas through the reading lenses on the interactive reading rainbow. They will provide talk scaffolds to sharpen children's responses and ensure there is a deeper level of understanding at the end of the session.
  - **Demonstration Comprehension** - children are shown how to answer questions using the reading lenses with modelled written responses.
  - **Independent Comprehension** - children show how they can apply their learning around the reading lenses through written responses.

The Reading Rainbow is broken into three levels:

- **Fantastics -** these are nine simple ideas of reading. Through these lenses children will develop their understanding around their senses and zoom into the details of a text.
  - **Stylistics** - through these lenses, children will develop their understanding of a text and the structures.
  - **Analytics** - these lenses focus on zooming out and developing understanding around trickier, deeper messages in a text.

Children's reading is assessed regularly against our assessment frameworks and termly standardised assessments ensure we are benchmarking standards against national expectations. Parents are given regular feedback about their child's reading development in parents' evenings or through the home-school diary.

Year 1 Reading					
Fantastics		**Stylistics**		**Analytics**	
Feeling	Find dialogue that would make me feel a certain way.	Setting	Notice how words and illustrations work together to create settings.	Author Assessment	Begin to talk about authors.
Asking	Read dialogue using characters' voices.	Text Layout/ Structure	Explain why authors might use charts and diagrams.	Navigating Genres	Understand how diagrams and charts work.
Noticing	Notice how writers describe different environments.	Yes/No Relationships	Distinguish between friends and rivals, using picture clues and words to support my answers.	Accessing Phonics & Grammar	Read words containing taught GPCs & endings (_s,_es,_ing, _ed, _er, _est)
Touching	Locate specific information to answer simple questions about touch.	Logical Meaning-Making	Use pictures and words to clarify meaning.	Language	Begin to show sentence knowledge: self-correcting, substituting words that retain grammatical sense or contextual sense.
Action	Read action schemes with the appropriate pace.	Interrogating Facts/ Opinions	Discuss new things I have discovered from reading.	Your Personal Opinions	Make choices about the books I like and explain why.
Smelling	Notice when a write includes the sense of smell.	Solving Problems	Begin to talk about who helps or hinders a character with their problem.	Trawling for Evidence	Notice interesting words and explain how these support my personal ideas/ opinions.
Tasting	Locate a 'celebrating' in a story and say if the sense of taste is included.	Themes	Begin to talk about the big ideas in a story.	Inferring/ Deducing	Begin to make predictions based on textual features, e.g. title, captions, blurb.
Imagining	Notice when a character has a vivid imagination.	Impact	Respond to a text at many different levels, e.g. how different characters experience the same event.	Considering Deeper Messages	Locate specific information that reflects the message of a story.
Checking	Predict sounds that might occur in stories before they happen.	Characters	Explore good and bad events that have an impact on a character.	Stating Predictions	Predict what might happen from illustrations and text

Year 2 Reading					
Feeling	I can consider the dominant emotions of certain characters in a story.	Setting	I can notice a change in a setting and the impact of this.	Author Assessment	I can draw on my knowledge of authors, and the types of books they write, to inform personal reading choices.
Asking	I can notice when dialogue has pauses/stammers/flows to show character's emotions.	Text Layout/Structure	I can tell the difference between headings and subheadings and how they organise writing.	Navigating Genres	I can understand how to use an index to locate information quickly.
Noticing	I can evaluate the importance of the sense of sight at different points in the story.	Yes/No Relationships	I can comment of causes of relationship issues, using ideas that go beyond what is stated in the book.	Accessing Phonics & Grammar	I can read common exception words, noting unusual correspondences.
Touching	I can notice touch is a less common device used by writers, identifying missed opportunities where it could have been included.	Logical Meaning Making	I can sequence a story and add details to the plot points.	Language	I can identify verbs, adjectives and adverbs and explain how writers have used them for description/emphasis/ imagery.
Action	I can make predictions about an action that might occur in a story.	Interrogating Facts/Opinions	I can express my opinions about non-fiction texts and explain why they are successful/unsuccessful.	Your Personal Opinion	I can respond to texts, discussing preferences between them.
Smelling	I can compare and contrast smells in two different environments.	Solving Problems	I can identify supportive characters who assist the main character in solving problems.	Trawling for Evidence	I can identify how particular words/phrases used together create an overall impression.
Tasting	I can comment on the effectiveness of 'taste' in a text.	Themes	I can identify that longer texts may have more than one theme.	Inferring/ Deducing	I can identify the usefulness of information retrieved to draw conclusions.
Imagining	I can retrieve examples which reveal what a character thinks.	Impact	I can discriminate between important and less important information.	Considering Deeper Messages	I can compare stories with different messages.
Checking	I can categorise different sounds according to their environments.	Characters	I can talk about the actions of the main characters and justify my views using evidence from the text.	Stating Predictions	I can make plausible predictions of future events based on what has been read so far.

Year 3 Reading					
Feeling	Talk about the correlation between story events and how a character feels.	**Setting**	Identify words/phrases/clauses that enrich a setting.	**Author Assessment**	Discuss the differencing effects that authors have on readers.
Asking	Recognise why testimonials might be used in persuasive texts.	**Text Layout/Structure**	Consider the impact of colour and how this is used to attract attention.	**Navigating Genres**	Adopt different reading styles according to text types.
Noticing	Find evidence of language that enables a reader to visualise scenes in a narrative.	**Yes/No Relationships**	Notice how an author reveals the nature of a relationship through dialogue, actions and description.	**Accessing Phonics & Grammar**	Decode words in context, using what I know about word beginnings and endings.
Touching	Retrieve examples of 'touch' and know the impact on the reader.	**Logical Meaning Making**	Provide simple explanations about events/ information.	**Language**	Identify expressive and descriptive language and explain the effects.
Action	Understand that a writer can slow down action scenes, e.g. longer sentences, detailed description of the setting.	**Interrogating Facts/Opinions**	Differentiate between facts and opinions in a non-fiction text.	**Your Personal Opinion**	Begin to show empathy for a character's dilemma.
Smelling	Consider how non-fiction writers, particularly recipe writers, appeal to our sense of smell.	**Solving Problems**	Provide advice for a central character.	**Trawling for Evidence**	Comment on features in a text using supporting evidence, e.g. A bad character is first revealed by 'a sly grin.'
Tasting	Discuss stories that include many/no reference to taste.	**Themes**	Find extracts to evidence how an author uses a theme to unify a story.	**Inferring/ Deducing**	Make straightforward inferences, based on a single point of reference.
Imagining	Imagine a scene in a story because of the description used by the author.	**Impact**	Reflect on the most engaging aspects of a text.	**Considering Deeper Messages**	Explore underlying ideas and begin to sort and interpret the most important ones.
Checking	Identify negative sounds in a story.	**Characters**	Infer a character's feelings, justifying my views with reference to the text.	**Stating Predictions**	Predict what might happen from two or more details (including illustrations).

Year 4 Reading					
Feeling	Collect a range of evidence to reflect on a character's emotional responses to certain situations.	**Setting**	Analyse the effectiveness of settings to certain parts of stories.	**Author Assessment**	Comment on the success of texts in provoking particular responses.
Asking	Assess the effectiveness of alternatives to the word 'said'.	**Text Layout/Structure**	Understand that layout choices by the author are deliberate, explaining why I believe certain decisions were made.	**Navigating Genres**	Identify vocabulary and symbolic features related to text types.
Noticing	Understand that authors use detailed descriptions to enable readers to build vivid mental pictures.	**Yes/No Relationships**	Discuss how a relationship evolves from the beginning of a book to the end.	**Accessing Phonics & Grammar**	Decode unknown words from roots and spelling patterns.
Touching	Decide whether the main characters are 'tactile' through key action scenes.	**Logical Meaning Making**	Compare two texts and explain the similarities and differences.	**Language**	Notice that non-fiction writers use key words for cohesion.
Action	Understand the two types of 'action' in stories- major events and common actions.	**Interrogating Facts/Opinions**	Sort facts into most/ least significant in both stories and non-fiction.	**Your Personal Opinion**	Talk with friends about books in an opinionated and extended way, i.e. four or five sentences orally.
Smelling	Explain how the sense of smell is used to reflect social, historical and cultural traditions.	**Solving Problems**	Identify the central problem of a story and how it is solved.	**Trawling for Evidence**	Locate information confidently, using ICT resources and skills such as text marking.
Tasting	Identify why 'taste' is important in particular non-fiction texts.	**Themes**	Talk about the central theme of a text and summarise it, e.g. betrayal of loved ones.	**Inferring/ Deducing**	Infer meaning from a text, applying my knowledge of the world.
Imagining	Understand that some characters are secretive about their real thoughts.	**Impact**	Analyse the effect of certain plot points on the reader.	**Considering Deeper Messages**	Recognise that different characters can represent different messages for readers.
Checking	Explore alternative sounds that could be included in a narrative to achieve differing outcomes.	**Characters**	Recognise how characters are presented in different ways, using text references to justify my response.	**Stating Predictions**	Predict what might happen from some implied details (including illustrations).

Year 5 Reading					
Feeling	Consider the wealth of emotions a character experiences from beginning to end of a story.	**Setting**	Analyse the importance of a setting to the plot line.	**Author Assessment**	Recognise how authors are able to manipulate reader responses.
Asking	Recognise when characters' spoken words do not match their inner thoughts and actions.	**Text Layout/Structure**	Evaluate the effectiveness of layout devices in non-fiction.	**Navigating Genres**	Show understanding of structure and language features in a range of non-fiction texts.
Noticing	Assess the effectiveness of the sense of sight for the reader.	**Yes/No Relationships**	Explain the nature of relationships between a central character and others, exploring the subtleties of actions and words.	**Accessing Phonics & Grammar**	Use grammar clues to make plausible guesses.
Touching	Categorise positive and negative types of touch in a narrative.	**Logical Meaning Making**	Paraphrase sections of a text and comment on their impact on the reader.	**Language**	Recognise common language devices used in non-fiction/ story writing, e.g. hyperbole, quotes, persuasion.
Action	Identify key events and how they challenge characters and keep readers interested.	**Interrogating Facts/Opinions**	Understand how 'opinion' can be stated as fact, particularly in persuasive texts.	**Your Personal Opinion**	Discuss how a text comments our society and culture.
Smelling	Categorise positive and negative smells within a narrative and explain their functions in creating particular atmosphere.	**Solving Problems**	Explore the predictable nature of a problem and resolution in a story.	**Trawling for Evidence**	Skim and scan non-fiction texts to speed up research.
Tasting	Understand that authors provide insight into character 'tastes' to heighten empathy.	**Themes**	Recognise the universal idea that stretches through an entire story, e.g. good over evil.	**Inferring/ Deducing**	Recognise how literary devices are used by an author to create intrigue and suspense.
Imagining	Imagine a character in a different scenario and, through textual evidence, explain how they might think.	**Impact**	See how chain reactions are established and understand their impact on a central character.	**Considering Deeper Messages**	Discuss how a story message changes, depending on the historical context of a story.
Checking	Identify how sounds can create tension and a sense of suspense in a story.	**Characters**	Discuss the author's effectiveness in developing authentic characters.	**Stating Predictions**	Predict what might happen from two more details.

Year 6 Reading					
Feeling	I can consider how different characters can have different emotional responses to the same event.	**Setting**	I can analyse how a story is set during a certain era, season or time of day.	**Author Assessment**	I can consider writerly advice to help an author improve their work.
Asking	I can ask pertinent questions about a text.	**Text Layout/Structure**	I can consider the benefits of a themed and linked approach across a non-fiction/narrative text.	**Navigating Genres**	I can explicitly state why a text fits a particular genre.
Noticing	I can explain what an author wants the reader to see and the details that reveal this.	**Yes/No Relationships**	I can reflect on character's personalities through the relationships they foster/reject.	**Accessing Phonics & Grammar**	I can draw conclusions about grammatical devices used by the writer to contribute to the overall effect.
Touching	I can assess characters' perceptions of other characters and consider the physical interactions between them.	**Logical Meaning Making**	I can explore a text's meaning for different readers.	**Language**	I can comment on how language choices contribute to a text's overall effectiveness.
Action	I can consider how actions can be used to reinforce a character's development or to challenge our perceptions.	**Interrogating Facts/Opinions**	I can explore in detail the potential interpretations of an author and his/her opinions.	**Your Personal Opinion**	I can recognise how a writer's point of view can influence a reader's point of view.
Smelling	I can evaluate if 'smells' are a strong feature of an author's work.	**Solving Problems**	I can identify when an author builds an increasing sense that something is problematic.	**Trawling for Evidence**	I can support my critique with multiple references that work towards a clear point.
Tasting	I can reflect on the use of the 'taste' in a narrative and assess its impact.	**Themes**	I can identify the main theme in a text, as well as subsidiary themes.	**Inferring/ Deducing**	I can draw conclusions about characters/plots/events that go beyond the words.
Imagining	I can identify occasions when an author alters the reader's insight into a character's mind.	**Impact**	I can analyse 'hard hitting' aspects of a text and explain why there are so powerful.	**Considering Deeper Messages**	I can consider the validity of a book's message for the reader and for society today.
Checking	I can trace different soundscapes in a narrative and their effects.	**Characters**	I can provide clear evidence of a character's motivations, decisions and actions.	**Stating Predictions**	I can predict what might happen from some details implied and stated.