

**Bridgeview**  
**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
<b>Pre-Key Stage 3</b> 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>
<b>Pre-Key Stage 4</b> 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				
<b>Pre-Key Stage 5</b> (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				
<b>Pre-Key Stage 6</b> (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
<b>Pre-Key Stage 3</b> 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>
<b>Pre-Key Stage 4</b> 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				
<b>Pre-Key Stage 5</b> (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.				
<b>Pre-Key Stage 6</b> (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
<b>Pre-Key Stage 3</b> 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	<b>Unknown words</b> 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>  <b>Language</b> 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>	<b>Unknown words</b> 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>  <b>Language</b> 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>	<b>Unknown words</b> 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>  <b>Language</b> 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>	<b>Language</b> <i>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i>
<b>Pre-Key Stage 4</b> 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				
<b>Pre-Key Stage 5</b> (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.				
<b>Pre-Key Stage 6</b> (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
<b>Pre-Key Stage 3</b> 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
<b>Pre-Key Stage 4</b> 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				
<b>Pre-Key Stage 5</b> (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.				
<b>Pre-Key Stage 6</b> (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).	<b>Retelling</b> 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>  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>  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>	<b>Retelling</b> 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>  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>	<b>Retelling</b> 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>  <b>Summarising</b> <i>Identifying main ideas drawn from more than one paragraph and summarising these</i>	<b>Retelling</b> 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>  <b>Summarising</b> 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>
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>	<b>Thinking (themes)</b> 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>	<b>Thinking (themes)</b> 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>  <i>making comparisons within and across books</i>  <i>Distinguish between statements of fact and opinion</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: 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
<b>Pre-Key Stage 3</b>				
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:
<b>Pre-Key Stage 4</b>				
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
<b>Pre-Key Stage 5</b> (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:
<b>Pre-Key Stage 6</b> (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>