



Destination Reader

Progression of strategies in the National Curriculum

Progression guidance in the National Curriculum	Year 1	Year 2	Year 3/4	Year 5/6
	Understand both the books they can already read accurately and fluently and those they listen to by:	Understand both the books that they can already read accurately and fluently and those that they listen to by:	Understand what they read, in books they can read independently, by:	Understand what they read by:
Predicting	Predicting what might happen on the basis of what has been read so far. Discussing the significance of the title and events.	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.
Asking Questions		Answering and asking questions	Asking questions to improve their understanding of a text	Asking questions to improve their understanding of the text ensuring a better understanding the characters and their motivations
Clarifying	Checking that the text makes sense to them as they read and correcting inaccurate reading	Checking that the text makes sense to them as they read and correcting inaccurate reading	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Checking that the book makes sense to them, discussing their understanding and explaining the meaning of words in context. Using context clues to try and ascertain meaning of unfamiliar vocabulary.
Summarising			Identifying main ideas drawn from more than one paragraph and summarising these.	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Making inferences	Making inferences on the basis of what is being said and done.	Making inferences on the basis of what is being said and done.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Making connections	Drawing on what they already know or on background information and vocabulary provided by the teacher.	Drawing on what they already know or on background information and vocabulary provided by the teacher.	Drawing on what they already know or on background information and vocabulary to help deepen understanding of the text.	Drawing on what they already know or on background information, vocabulary and different known texts to help enrich understanding of what they are reading.
Evaluating			Identifying how language, structure and presentation contribute to meaning	Identifying how language, structure and presentation contribute to meaning

What does this look like at St Paul's?

Making Predictions

Year 1

The Dog From Outer Space:

"I think the dog will want to live on Earth so he can run around."

Verbal predictions based on the key information from the title page and pictures to support them. Use what has been read to help predictions.

Year 2

Smartest Giant in Town:

"George is likely to take off his top... because that looks like a really good sail for the goat's boat."

"The shop might not be open for him to buy more new clothes, so he will have to put his old clothes back on."

Plausible prediction about what will happen next in the story, based on what pupil has read so far.

Year 3/4

George's Marvellous Medicine – “George is frightened, frustrated and he wants to plot against his wicked Grandma.” When the teacher asks him “What is the main problem of this story?” Pupil replies ‘Grandma – she is unfair and disgusting’, without any hesitation. Pupil also predicts that Mr Hoppy might, “Change the tortoise into a bigger tortoise”, since that is what Mrs Silver would really like, but he would not use the many flowers on his balcony to help the tortoise to grow.

Make predictions from what is stated and implied.

Year 5/6

Holes –

“I predict that the warden will get really frustrated and act violently because in the text it said, ‘Warden previously...stabbed someone with a pitchfork.’ This shows that she is a really aggressive person. I think Stanley and X-Ray will get in trouble for lying therefore they have been digging in the wrong place and wasting time. The punishments will be severe such as: more digging, no showers/bathrooms or even limited water. We know from the book that the Warden is not a fair person.

“I predict that in the suitcase there will be treasure because 100 years ago further back in the book it said about Kate Barlow hiding treasure and that you would have to dig for 100 years to find it.

Predicting what might happen from details stated and implied. Pupils should use evidence from the text in their predictions.

Asking questions (varied but text difficulty will increase)

Year 2

Reptiles – How does the sun help pythons?

Year 3/4

India – What is special about the Himalayan Mountains?

Year 5/6

Public communication - Why is the public telephone box not as useful to people anymore?

Clarifying

Year 1

The train ride – “Oh that is not fair, singed the boy. No that doesn’t sound right. Oh that is not fair, s-igh-ed the boy.”

Checking that the text makes sense to them as they read and correcting inaccurate reading.

Year 2

Snow poetry - "Together they filled the snow with...hushed...snow-hushed air with tinkling notes", "He didn't see the pale figure sitting behi... beneath his window".

Pupil checks his reading for sense, re-reading and correcting any inaccurate reading when necessary to, ensure the order of his words matches that on the page and gives the correct meaning.

Year 3/4

Hodgeheg - "I think 'hindfoot' means back foot. My mum says 'behind' when she talks about my bottom area or the back of me. So hind+foot could be feet at the back of hedgehog."

Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Year 5/6

Holes - "I think 'sneakers' is an American term for 'trainers'. It makes sense in the sentence. I have heard this word in other American books. 'Then I looked down at my sneakers/trainers. My feet couldn't move.' It makes sense now - it has to be to do with feet."

Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Summarising

Year 3/4

BFG - Summarise the chapter in a few sentences. "The BFG had a plan to scare the giants. He wanted to scare the Freshlumpeter so he blew a nightmare into him. Then the Freshlumpeter dreamt of Jack and the Beanstalk. The giants had a fight."

Year 5/6

Wonder - Summarise a chapter of *Wonder*.

1. August walks into school feeling amazing.
2. His quick and unexpected costume change means that he goes undetected.
3. His peers and classmates are looking for Boba Fett as that is who they expected August to be.
4. Julian and the two others are talking about August.
5. August realises that one of the mummies is Jack Will.
6. He watches on as they talk bad about him.
7. They say horrible things causing August to pretend to be ill and go home from school for the day.

Making inferences

Year 1

The dog from outer space - "Veeb was feeling sad because he had lost his dog and that his Dad is going to be angry because Veeb had not done as he had been told."

Simple inference (verbally) on characters' feelings or actions.

Year 2

Smartest Giant in Town – A child infers that, "The villagers are covering their ears because George is a big loud giant who is hopping and singing, and that he is 'a nice giant' because he keeps giving away his new clothes to help the animals he meets."

Making inferences on the basis of what has been said and done.

Year 3/4

Fable tales - "I think the purpose of this story is to make us laugh because the Tortoise and Hedgehog have deliberately confused the jaguar so that they won't get eaten. She draws on her knowledge that Kipling wrote the stories for his children, (gained from her teacher earlier in their discussion) to infer the author wrote the story in this way to make his children laugh.

Pupil uses her understanding of language to work out the meaning of metaphors such as, "You are making my spots ache". She infers that this means, "Making him so puzzled he doesn't know what to do or where to go." The pupil then adds evidence: 'Scratching his head whilst thinking...' shows us evidence of the character being confused.

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Year 5/6

Holes - "Point: Zero is desperate to become literate.

Evidence: Zero says, 'You can teach me 5 letters a day!'...Zero repeated the alphabet without a single mistake...Zero looked longingly at Stanley.

Explanation: This shows that Zero will keep on going and not give up. He isn't being forced to write, he just wants to."

"I infer that Zero didn't go to school and had little education because he said he cannot read or write. Additionally, I think he has no family and he is feeling quite lonely. I can infer this because it says he has no-one to write to. Furthermore, I think that Zero wants to use Stanley as a role model and would like a teacher because he asked Stanley to read to him."

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Pupils use quotes from the text and explain themselves.

Making connections

Year 1

“I think this book (Gruffalo) is like this book (Where the wild things are) because they are both in the forest and have monsters.”

Make simple connections.

Year 2

A pupil can compare the key themes in Roald Dahl’s stories: ‘catastrophes,’ he suggests, and ‘impossible things’, illustrating this from ‘The Twits’ and explaining, too, how Grandma in ‘George’s Marvellous Medicine’ grows higher than a five-storey house – another example of an ‘impossible thing’. He also links characters he has encountered in different texts, recognising that the other characters are lonely too, such as Mr Hoppy, Willy Wonka (in ‘Charlie and the Chocolate Factory’) and George, observing that these characters ‘succeed.

Draw on what they already know and vocabulary given from the teacher.

Evaluate

This will be linked to features found in their reading level appropriate books.