

Steps	Teaching and learning focus	Possible Activities (examples)	Progression statements links
In Step 1, pupils will be taught to use background knowledge in order to maximise access to the text and develop motivation to read.			
Step 1 Before Reading	<ul style="list-style-type: none"> Pre teaching related to the context or concepts. Pre teaching of vocabulary (subject-specific). Activating background knowledge taught previously. Building upon background knowledge. 	<ul style="list-style-type: none"> Watching films/video clips. Mind maps of previous topics. Discussion. Looking at images. Making a glossary. 	Understand Texts
In Step 2, pupils will be taught to actively listen to the fluent reading of the text in order to develop a basic understanding and to form an initial response.			
Step 2 First read – by teacher	<ul style="list-style-type: none"> Teacher modelling of fluent reading with expression. Linking to background knowledge after the reading. Pupils able to ask questions or wonder about the text. Pupils form an initial response to the text. 	<ul style="list-style-type: none"> Collection of class questions/wonders Post-it notes Predictions Records of discussion Retrieval Questions 	Read words accurately Understand Texts Prediction Familiarity with Texts including fiction, non-fiction and poetry
In Step 3, pupils will be taught to explore unfamiliar language in order to deepen their understanding of the text and to refine their response.			
Step 3 Exploring Language	<ul style="list-style-type: none"> Pupils to develop reading fluency, re-reading a text already heard. Exploring and explaining language and vocabulary. Explicit teaching of strategies to learn/clarify unfamiliar language. 	<ul style="list-style-type: none"> Highlighting unfamiliar language/vocabulary in the text. Vocabulary questions 	Word Meanings
In Step 4, children will be taught to use the knowledge and skills needs to further their understanding of the text and to consider how the author affects the reader.			
Step 4 Digging Deeper	<ul style="list-style-type: none"> Understanding inferences Identifying and exploring themes. Making links across a text. Using background knowledge to make predictions. Exploring language/vocabulary – impact on the reader. Identifying key points to summarise understanding. Explore the impact on the reader. Distinguish between statements of facts and opinions. 	<ul style="list-style-type: none"> Drama – hot seating, conscience alley, role on the wall. Debates Mind Maps Quick Write Graphic Organisers Summaries Inference Questions Explain Questions 	Inference Authorial Intent
In Step 5, children will be taught how to understand and answer a range of written questions in order to demonstrate their understanding.			
Step 5 Written response to a known text	<ul style="list-style-type: none"> Understanding specific language used in questions. Understanding assessment style questions (SATS style). Skimming and scanning the text to gather information. Orally composing answers. Modelling and scaffolding how to respond to specific questions. 	<ul style="list-style-type: none"> Close procedure True/False Comprehension questions SATs style questions linked to all reading domains (VIPERS). 	Understand Texts Inference Word Meanings Prediction Authorial Intent
In Step 6, children will independently demonstrate their reading skills on an unseen text and be taught to analyse their own written responses.			
Step 6 Written response to an unseen text	<ul style="list-style-type: none"> Children to complete assessments. Children may complete practise papers (SATS) and discuss answers/marks together. 	<ul style="list-style-type: none"> Written comprehension questions Assessments. 	Understand Texts Inference Word Meanings Prediction Authorial Intent