




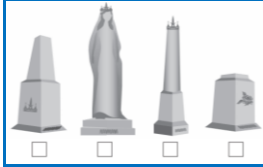
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Caversham Park Primary School

Curriculum Map – Reading Skill Progression – Whole School

Retrieval																							
	Information	Key Objectives	Key Skills	Question Stems	Examples																		
Year 1	<p>Children in Year 1 need to be able to make simple retrievals from a text. Retrievals may be made from a text that has been read to the child or one the child has read themselves. This reading may be above the level they are able to read independently whilst children are developing their phonemic awareness and fluency. Retrieval should mainly be liked to finding single words related to characters, events and information. Oral responses should be given in full sentences.</p>	<ul style="list-style-type: none"> Talk about events in what is read or heard read and link them to his/her own experiences. Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. To join in with discussions about a text, taking turns and listening to what others say. Discuss the significance of the title and events Name and recognise some features of non-fiction texts. 	<ul style="list-style-type: none"> Talk about aspects of the text they like/dislike Find/name items from the text Use 'Fastest finger' to find given words/images Answer true/false questions about characters, information and events Answer a question about what has just happened in a story. Develop their knowledge of retrieval through images. Recognise characters, events, titles and information. Recognise differences between fiction and non-fiction texts. Retrieve information by finding a few key words. Tick the correct answer from a selection of words Contribute ideas and thoughts in discussion 	<ul style="list-style-type: none"> Who /where / when / how did.....? What happened when/to.....? How many.....? True or false... Who is/are the main character(s)? When/where is this story set? Which is your favourite/worst/funniest/scariest part of the story? Is this a fiction or a non-fiction book? How do you know? Find... 	<ul style="list-style-type: none"> Find 2 places where cats live. True or False... Lizzie likes to eat jam sandwiches? What type of day was it? Tick the correct answer: <div style="display: flex; justify-content: space-around; margin-top: 5px;"> stormy <input type="checkbox"/> cold <input type="checkbox"/> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> chilly <input type="checkbox"/> sunny <input type="checkbox"/> </div> 																		
Year 2	<p>Children in Year 2 need to be able to answer retrieval questions linked to both fiction and nonfiction texts. The children will be doing this using a text they are reading independently and be using strategies to lift the answer out of the text. Their written responses should include single words and short phrases but they should be encouraged to response orally in full sentences and begin to justify their responses verbally.</p>	<ul style="list-style-type: none"> Participate in discussion about books, poems and other works that are read to them and those they can read for themselves, explaining their understanding and expressing their views. Ask and answer questions by drawing on what they already know or on background information and vocabulary provided by the teacher Recognise that non-fiction books are often structured in different ways. 	<ul style="list-style-type: none"> Independently read and answer simple questions about what they have just read. <u>Asking</u> and <u>answering</u> retrieval questions Share information they have learnt from reading part of a text. Begin to analyse the wording of a question in order to choose what to look for. Scan sentences/short paragraphs just read to key words in response to questions. Begin to find answers where the question word does not match the text word. Begin to underline key words and phrases. Tick the correct answer from a selection of phrases Match parts of answers together Complete simple retrieval tables. Provide short written responses to questions. Recognise differences between fiction and non-fiction texts and use features to navigate texts. 	<ul style="list-style-type: none"> Who /where / when / how.....? What happened when/to.....? How many.....? Who is/are the main character(s)? When/where is this story set? Which is your favourite/worst/funniest/scariest part of the story? Why. Is this a fiction or a non-fiction book? How do you know? Tell me three facts you have learned from the text. Find the part where... Where could I find information about... What happened to... at the end of the story... How was the problem solved? Find 2... 	<ul style="list-style-type: none"> What covered most of the land in North America two hundred years ago Draw lines to match what the children did on each day <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="border: 1px solid gray; padding: 2px;">Monday</div> <div style="border: 1px solid gray; padding: 2px;">+ did something for Mum</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="border: 1px solid gray; padding: 2px;">Wednesday</div> <div style="border: 1px solid gray; padding: 2px;">+ went to the fair</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="border: 1px solid gray; padding: 2px;">Friday</div> <div style="border: 1px solid gray; padding: 2px;">+ went to the circus</div> </div> Complete the table: <table border="1" style="margin-top: 5px; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="background-color: #fff2cc;"></th> <th style="background-color: #fff2cc;">Jesters</th> <th style="background-color: #fff2cc;">Servants</th> </tr> </thead> <tbody> <tr> <td style="background-color: #fff2cc;">gardening</td> <td></td> <td>✓</td> </tr> <tr> <td style="background-color: #fff2cc;">cleaning</td> <td></td> <td></td> </tr> <tr> <td style="background-color: #fff2cc;">dancing</td> <td></td> <td></td> </tr> <tr> <td style="background-color: #fff2cc;">juggling</td> <td></td> <td></td> </tr> <tr> <td style="background-color: #fff2cc;">cooking</td> <td></td> <td></td> </tr> </tbody> </table> 		Jesters	Servants	gardening		✓	cleaning			dancing			juggling			cooking		
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Year 3	<p>Children need to be able to retrieve from both fiction and non-fiction. The questions tend to be more simple who, what, where, when or how, with children working towards requiring the need to search for synonyms in the text. Harder questions require children to give longer/ whole sentence answers. Often children only need to give one longer answer or multiple shorter answers. Children should write answers in sentences. They should be encouraged to justify and clarify their responses verbally.</p>	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays and non-fiction. Participate in reasoned discussion about books, poems and other material that is read to them and those they can read for themselves, taking turns and listening to what others say. Ask questions to improve their understanding of a text Use appropriate terminology when discussing texts (plot, character, setting). Retrieve and record information from non-fiction. 	<ul style="list-style-type: none"> Ask and answer questions using features to locate information. Find answers where the question word does not match the text word (synonyms) Use scanning to identify and use headings and sections in texts to retrieve information Mark texts to show the location of answers or ideas Analyse the wording of a question in order to choose what to look for. Read around the words/phrases they find to check for accuracy in their retrieval. Give examples of themes, ideas and convention within a text Look for and identify clues to support answers, e.g. how do you know the story is set in the stone age? Provide/list multiple short answers. use contents page and subheadings to locate and record information Locate answers from longer texts with indicators provided in the question (on pg 4.) complete matching, multiple choice and table responses as in KS1. 	<ul style="list-style-type: none"> Who is telling the story? When / where is this story set? How do you know? Which part of the story best describes the setting? How would you describe this story/text? What genre is it? How do you know? How did...? How often...? Who had...? Who is...? Who did...? What happened to...? What does.... do? What do you think is happening here? What might this mean? What can you learn about from this section? Give one example of..... How might I find the information quickly? What can I use to help me navigate this book? 	<ul style="list-style-type: none"> Look at the Useful Tip on page 4. How can you make sure the treasure hunt starts well? List 3 things you need to do to look after a rabbit. Tick true/false: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Statement</th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>Anders was angry about the destruction of the woodland.</td> <td></td> <td></td> </tr> <tr> <td>Anders was hungry because he had no food.</td> <td></td> <td></td> </tr> <tr> <td>The creature was both angry and hungry.</td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Tick 3: <div style="border: 1px solid blue; padding: 5px; margin-left: 20px;"> <p>What was Jackson's treasure?</p> <p>Tick three</p> <table style="width: 100%;"> <tr> <td>money</td><td><input type="checkbox"/></td> <td>flower</td><td><input type="checkbox"/></td> </tr> <tr> <td>map</td><td><input type="checkbox"/></td> <td>watch</td><td><input type="checkbox"/></td> </tr> <tr> <td>sticker</td><td><input type="checkbox"/></td> <td>balloon</td><td><input type="checkbox"/></td> </tr> </table> </div>	Statement	True	False	Anders was angry about the destruction of the woodland.			Anders was hungry because he had no food.			The creature was both angry and hungry.			money	<input type="checkbox"/>	flower	<input type="checkbox"/>	map	<input type="checkbox"/>	watch	<input type="checkbox"/>	sticker	<input type="checkbox"/>	balloon	<input type="checkbox"/>
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Year 4	<p>Children need to be able to retrieve from both fiction and non-fiction. Questions are still often who, what, where, when or how but children also need to start finding more than one reason/ answer from a selection of a few possible answers within the text. Children need to be able to give whole sentence answers, with reference to what they have read. At times this means they may have to take from a quite hard to understand part of a text. Children are reading texts of increasing length.</p>	<ul style="list-style-type: none"> Listen to, compare and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Ask questions to improve their understanding of texts. identify how language, structure, and presentation contribute to meaning To use all of the organisational devices available within a non-fiction text and identify how these can contribute to meaning. Retrieve and record information from non-fiction over a wide range of subjects. 	<ul style="list-style-type: none"> Retrieve information across a whole text Skim read a whole text first to select which paragraph/section to scan to retrieve specific information. Find answers where the question word does not match the text word (synonyms) Mark and annotate texts Analyse the wording of a question in order to choose what to look for. Read around the words/phrases they find to check for accuracy in their retrieval. begin to use quotations from the text. Make comparisons between characters, settings, texts. Justify responses with evidence from the text referring to events and characters. complete matching, multiple choice and table responses as in KS1. 	<ul style="list-style-type: none"> Find the... in this text. Is it anywhere else? When/where is this story set? How do you know? How would you describe this story/text? How did...? How often...? Who had...? Who is...? Who did...? What do you think is happening here? Why? What can you learn about from this section? Give two examples of..... Whose perspective is the story told by and how do you know? How can you use the subheading to help you here? What can you tell me about how this text is organised? How does that help you locate the answer? 	<ul style="list-style-type: none"> Give two problems the storm caused How does exercise make you feel good? Circle the correct answer: <div style="border: 1px solid blue; padding: 5px; margin-left: 20px;"> <p>Who are New Explorers?</p> <table style="width: 100%; text-align: center;"> <tr> <td style="border: 1px solid gray; padding: 2px;">space travellers.</td> <td style="border: 1px solid gray; padding: 2px;">sea-farers.</td> <td style="border: 1px solid gray; padding: 2px;">vikings.</td> <td style="border: 1px solid gray; padding: 2px;">aliens.</td> </tr> </table> </div> <ul style="list-style-type: none"> Match each clue to its statement: <div style="border: 1px solid blue; padding: 5px; margin-left: 20px;"> <table style="width: 100%;"> <tr> <td style="border: 1px solid gray; padding: 2px;">trails</td> <td style="border: 1px solid gray; padding: 2px;">mixing up letters</td> </tr> <tr> <td style="border: 1px solid gray; padding: 2px;">word clues</td> <td style="border: 1px solid gray; padding: 2px;">using drawings to show where to go</td> </tr> <tr> <td style="border: 1px solid gray; padding: 2px;">picture clues</td> <td style="border: 1px solid gray; padding: 2px;">leaving signs</td> </tr> </table> </div>	space travellers.	sea-farers.	vikings.	aliens.	trails	mixing up letters	word clues	using drawings to show where to go	picture clues	leaving signs														
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Year 5	<p>Children need to be able to retrieve from a range of genres. Answers start to need to be much more specific, with clear wording required. Children will need to select from the correct part of the text to give the accurate answer. Questions will use a synonym or alternative phrasing than that in the text. Children must answer written questions in full sentences and often requiring justification with evidence from the text. Retrieval will often be in relation to another comprehension skill, e.g. prediction. Children will be required to read for longer periods of time with increasing speed and stamina.</p>	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. Participate in discussions about books that are read to them and those that can be read for themselves, building on their own and others' ideas and challenging views courteously. use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. 	<ul style="list-style-type: none"> Ask questions which deepen their understanding. Confidently skim and scan texts to record details, Locate information accurately through skimming to gain an overall sense of the text. Scan a text to gain specific information. Close read sections where appropriate. Annotate texts and make notes of main ideas, vocabulary etc. Use relevant quotes to support their answers to questions. Justify responses with evidence from the text referring to events, characters and authorial choices. Learn to locate the authors viewpoint Answer questions presented in a variety of forms: matching/tables/charts/multiple choice/written etc 	<ul style="list-style-type: none"> Find where it tells us that... What does the author tell us about... What evidence is there that ... how do you know? Find the part of the story that best describes the setting. What do you think is happening here? Why? What is the reason... How is... described... What does it mean when... Can you skim/scan quickly to find the answer to... What can you tell me about how this text is organised? How does that help you locate the answer? Give examples of... 	<ul style="list-style-type: none"> How is Oran described in the text? What does Helen say is the main reason for going into space? Look at the paragraph beginning: 'Carefully, Michael leaned . . .' (page 11) Where was the whale? Tick one. <input type="checkbox"/> in front of the boat <input type="checkbox"/> at the side of the boat <input type="checkbox"/> under the boat <input type="checkbox"/> five metres from the boat Fill in the gaps: 
Year 6	<p>Children need to be able to retrieve from a wide range of text types. They need to be able to retrieve multiple points accurately from different locations across a larger part of the text. It is important children are specific when using quotes from the text but avoid using overly long quotes. Children will often a need to understand some quite challenging vocabulary in order to be able to answer the question. Children should be able to read independently with meaning for a long period of time.</p>	<ul style="list-style-type: none"> Participate in discussions about books that are read to them and those that can be read for themselves, building on their own and others' ideas and challenging views courteously and with clear reasoning. Independently locate relevant information in a text and draw out the main ideas To recognise more complex themes in what they read (such as loss or heroism). Explain and discuss own understanding of what they have read. Retrieve, record and present information from non-fiction use non-fiction materials for purposeful information retrieval 	<ul style="list-style-type: none"> Appropriately select and apply skimming and scanning skills to a range of other texts to retrieve information. Close read sections where appropriate. Annotate texts and make notes of main ideas, vocabulary etc. Use notes to contribute to discussions Retrieve information from several places across a text to answer one question Use accurate and concise quotes as evidence Justify and clarify answers Answer questions presented in a variety of forms: matching/tables/charts/multiple choice/written etc 	<ul style="list-style-type: none"> Which part of the text tells you... How does the main character behave/speak/look? What does the author tell us about... What evidence is there that ... how do you know? Type of person is... like? Use quotes from the text. What do you think is happening here? Why? Give examples of... Find and write down three ways... What genre is...? How do you know? Can you look at these other texts and find me what is similar and what is different? ...explain your answer... Using evidence from the text... 	<ul style="list-style-type: none"> Write down three things you are told about the oak tree on the island Give 2 reasons why Mauritius was a paradise for animals before humans arrived. (1 mark for 2 reasons) Describe two features of his character, using evidence from the text to support your answer Which drawing best represents the monument described? 

Skill	Teaching Guidance
Scanning	<p>Scanning is reading rapidly in order to find specific facts or information. Through regular, timed practice teachers should teach pupils to:</p> <ul style="list-style-type: none"> • decide on a few key words or phrases/ search terms. Teach pupils to be human search engines! • look for the first few letters of the word/s they are looking for. • look for words in bold letters or italics for important pieces of information. • look for bullet points or numbered lists that might contain the information they need. • find the section they need in the text using the question words. • let their eyes float rapidly down the page until they find the key word or phrase they want. • when their eye catches one of the key words, read the surrounding material carefully to check that it conveys the correct information. • scan for a person when the question word is who, scan for a place when the question word is where, scan for a time/date/day/month/year/season when the question word is when, scan for a time/distance when the question asks how long. • search for proper nouns when scanning for names of people or places. • scan for pronouns that link to the key question words. For example, a question may ask: <i>What did George want to do with the snake?</i> The text may read <i>“He would have liked to put a snake down her neck.”</i> Pupils will need to understand that the ‘he’ is George. • scan to check information. For example, when answering true or false questions – pupils should be taught to always find answers in text and check even if they think they remember the answer from initial reading.
Skimming	<p>Skimming is reading rapidly to get a general overview of the text. Pupils will use skimming for retrieval when working across whole texts. Pupils will first skim the entire text to find which section/paragraph the answer is in and then scan that section/paragraph for the specific piece of information.</p> <p>Through regular, timed practice teachers should teach pupils to:</p> <ul style="list-style-type: none"> • ignore details and look for main ideas. • in non-fiction, read only the subheadings or titles of paragraphs. • glance through the main headings in each chapter just to see a word or two. Read the <i>headings of charts and tables</i>. • read the first sentence of each paragraph to find out what it is about.

	<ul style="list-style-type: none"> • read the first and last paragraphs. • quickly read the sentences containing <i>key words</i> indicated in bold or italics. • note down any key dates, names or technical words that <i>might</i> help the reader to find what they are looking for when answering more specific questions later on. • Read the <i>contents page</i> or <i>chapter overview</i> to learn the main divisions of ideas.
Text marking	<p>Text marking is intrinsically linked to skimming. It should be completed as a text is skimmed for the first time in order to help pupils find their way to information quickly once they begin answering questions.</p> <p>Through regular practice teachers should teach pupils to:</p> <ul style="list-style-type: none"> • circle or mark key information as they read. This will help them locate information quickly when answering questions e.g. places and characters' names. • highlight tricky words, interesting words and any similes they notice as they read. • highlight important information like dates and times – these are useful when answering 'complete the table' and 'true or false' questions. • write a quick summary of each paragraph in the margin. This can help pupils find the right place in the text to answer a question.
Find and copy	<p>Pupils find answering 'find and copy' questions notoriously difficult, despite this being a basic retrieval skill. Children need to be given plenty of opportunities to practise find and copy skills within a range of text types.</p> <p>Regular practice could involve finding and copying words from different word classes under timed conditions. For example, adjectives, verbs, or different groups of words e.g. that describe character/similes/expanded noun phrases. This will support accuracy when it comes to answering comprehension 'find and copy' questions.</p> <p>Teachers should teach pupils to:</p> <ul style="list-style-type: none"> • find and copy both words and groups of words and to check their answers to ensure accuracy of copying – particularly deciding how much of a sentence they should copy when the question asks for a group of words. • decide what the 'find and copy' question is asking them to look for by analysing the question. • be specific and precise when finding the answer to 'find and copy' questions. • scan the text for the question language or synonyms/pronouns linked to the question language. • read around the word or group of words they have found to ensure that they are copying the correct information.
Use of evidence	<p>The use of evidence to support answers to comprehension questions when reading is a key requirement for the end of Key Stage 2 Reading assessments. Using evidence directly from the text is linked to being able to find and copy accurately. To help support pupils' use of evidence, they should be taught to:</p> <ul style="list-style-type: none"> • point to/underline/highlight where they found answers to retrieval questions in a text (this is the first step in the use of evidence). • 'prove it' by using quotations from texts to support answers/ideas/opinions. • answer 'how do you know?' questions using direct quotations from texts. • read persuasive texts and balanced arguments, finding evidence for different viewpoints. • use prescribed sentence starters to support their use of evidence. <i>E.g. In the text..., I know this because..., The key point is..., The author has written..., The evidence for this is...</i>

Inference

	Information	Key Objectives	Key Skills	Question Stems	Examples
Year 1	Children in Year 1 need to be able to make simple inferences from a text. Inferences may be made from a text that has been read to the child or one the child has read themselves Children will also be developing their inference skills linked to visual images.	<ul style="list-style-type: none"> Begin to make simple inferences about characters actions and feelings. Begin to make simple inferences about characters actions and feelings. 	<ul style="list-style-type: none"> Infer information through pictures Look for clues in pictures. Identify how characters are feeling Identify how & why characters are acting in a particular way discuss the significance of the title and events Relate characters feelings to their own experiences and feelings Discuss why the title is appropriate to the text 	<ul style="list-style-type: none"> How was... feeling? Why was.....feeling.....? Why did... do that? What does the picture tell us about... Why do you think that? Why is ... a good title for this book? 	<ul style="list-style-type: none"> How is Ruby feeling? Look at the picture of the forest, why might Red Riding hood be scared? "They are often smaller than the animal they are hunting, so they work as a team to kill their prey" Q - why must lionesses hunt as a team? Why might little bear want his mummy at bedtime?
Year 2	Children in Year 2 need to be able to make inferences based on what is being said or done in the text. The children will be using the text to begin to justify their inferences.	Make simple inferences about characters on the basis of what is being said and done.	<ul style="list-style-type: none"> Answer a wide range of how and why questions Identify how characters are feeling from what they say and so. Use what characters say or do as evidence Make direct reference to the pictures and words in the text 	<ul style="list-style-type: none"> Why is... What is ... feeling when... Why was.....feeling.....? Why did..... say.....? Why didhappen? Can you explain why.....? How does.....make you feel? How does make you feel? Why did happen? 	<ul style="list-style-type: none"> What did Tin-Tin do when Sid spoke to him that tells you he was sad? Why is Jack Lazy? Why did the child describe their father as a giant? <p>Why did Jasmine drop the brushes?</p> <p>Tick one.</p> <p>The steps moved. <input type="checkbox"/> JJ told her to. <input type="checkbox"/></p> <p>The brushes were dirty. <input type="checkbox"/> Mum was angry. <input type="checkbox"/></p>
Year 3	Children should be able to draw simple inferences from books and texts, with this being mainly focused around inferring characters' feelings and thoughts. Questions tend to relate to quite a narrow section of text, with several options as an answer.	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>discuss the significance of the title and events</p>	<ul style="list-style-type: none"> Use the text to justify their inferences Provide justifications using evidence from the text. Use cause and effect to identify what has caused characters to behave in a particular what Identify characters motives for their actions. 	<ul style="list-style-type: none"> Find and copy a word that shows that... How do you think... Why did... What is ... thinking when...' What is ... feeling when... What caused... to... What was the effect of... on X's feelings/thoughts/actions Why did X behave in this way? Explain why... did that. 	<ul style="list-style-type: none"> How do you think Tommy feels about Violet? Why was Jackson proud of his map? Give two reasons. (2 marks) True or false: Sarah felt upset when Ravi took her teddy.

	Information	Key Objectives	Key Skills	Question Stems	Examples
Year 4	Children should now be able to infer characters' motives as well as their thoughts and feelings and they now need to be able to justify their answers with evidence from the text, so they are actually showing the specific parts that gave them the clues to their inferences. Questions still tend to be related to a reasonably narrow selection of the text and will have multiple possible answers	Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions	<ul style="list-style-type: none"> Justify inferences with evidence clearly taken from the text. (I know this because...) use more than one piece of evidence to justify their answer Reference the text when providing evidence. infer characters' feelings, thoughts and motives from their stated actions. 	<ul style="list-style-type: none"> What do you think.... means? How do you think... Why do you think... Find and copy a group of words which show that... How do the descriptions of show that they are ? What do these words mean and why do you think that the author chose them? How can you tell that..... ? What do you think of... why? What voice might these characters use? What was thinking when..... ? Who is telling the story? ...could it be anything else? I think....; do you agree? Why / why not? 	<ul style="list-style-type: none"> What are the clues in this paragraph that things are going to go wrong for Jess? Write two clues When Annie Taylor climbed out of the barrel, she said, "No one ought to ever do that again." Why do you think she felt no one else should do this? Like a sleeper, waking from a dream, he looked around, dazed. This tells that at the end of the story Michael felt that ... Tick one. <input type="checkbox"/> he wanted the experience to continue. <input type="checkbox"/> he had experienced something similar before. <input type="checkbox"/> the experience was unreal. <input type="checkbox"/> the experience was worrying.
Year 5	Children now need to be able to infer from a wider range of texts, including non-fiction texts. They need to be able to justify their inferences with evidence from the text. The answer is found in one paragraph only, but children may have been given a wider selection in which to find the correct part of the text to infer from. Often requires a pupil to think from perspective of someone else	Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with accurate evidence	<ul style="list-style-type: none"> Use accurate evidence to support inferences Use multiple pieces of evidence from the text to justify use figurative language to infer meaning begin to draw evidence from more than one place across a text. Refer to authorial choices when making inferences Understand and identify different points of view of the same event. 	<ul style="list-style-type: none"> How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of show that they are ? How can you tell that..... ? What voice might these characters use? What do you think... means? Why do you think that? Could it be anything else? Why do you think the author? decided to...? Can you explain why...? How does the author make you feel? What impression do you get from these paragraphs? 	<ul style="list-style-type: none"> Why do you think the author uses the phrase "of course" when telling us about the best bit of the castle tour was the dungeon? Laura calls the turtle "my turtle" several times in the story even though she does not own him. Why do you think she does this? Explain your answer as fully as you can, using the story to help you. The whale did not seem to be alarmed by meeting Michael. How can you tell this from its actions? Give two ways.
Year 6	Children now have to infer from much trickier texts, again, across both fiction and nonfiction, with the fiction texts being particularly high-level. They must consistently justify their inferences with evidence from the text, sometimes needing to quote what the text actually says. Often the inferences are based on much more subtle clues from the text that could be more easily missed.	Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with accurate evidence discuss how characters change and develop through texts by drawing inferences based on indirect clues	<ul style="list-style-type: none"> make inferences about events, feelings, states backing these up with evidence. Draw hidden inferences Make inferences using information from the whole text. Use quotes from the text to support justifications. Find and use evidence from multiple sections in a text. discuss how characters change and develop through texts by drawing inferences based on indirect clues consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). 	<ul style="list-style-type: none"> How do other people's descriptions of ...show that...? Can you explain why...? Can you give me evidence from somewhere else in the text? Where else in the text can we find the answer to this question? How do other people's descriptions of ...show that...? 	<ul style="list-style-type: none"> What evidence is there of Martine being determined when she met the warthogs? In The Jungle Book, Shere Khan is an unlikeable and dangerous character. Give three things on that support this view. Look at the paragraph beginning: 'Carefully, Michael leaned . . .' (page 11) What does this paragraph tell you about Michael's character? Explain two features of his character, using evidence from the text to support your answer.

Vocabulary & Authorial Intent

	Information	Key Objectives	Key Skills	Question Stems	Examples												
Year 1	<p>Children will discuss words with meanings that they are unfamiliar with. The children will work alongside their peers and teachers to understand new words. Children will be focusing in on predictable phrases whilst reading and identifying words that they like within the text. They be able to spot simple patterns and rhyming words in stories and rhymes. The children will be able to explain why they like a word that the author is used.</p>	<p>Discuss word meanings, linking new meanings to those already known</p>	<ul style="list-style-type: none"> Identify rhyming words and patterns Join in with repeat phrases in stories Continue predictable phrases/rhymes Identify favourite words and phrases when reading. Ask the meanings of new words and link these to words already known Use new words when talking about the text. Find simple words in the text for a purpose, e.g. which word describes or means...? Talk about how some words are presented on the page, e.g. all in capital letters. 	<ul style="list-style-type: none"> Find the word that tells you... Which word means... What does this word tell you about What word do they use to describe...? Which word do you like/find interesting here? Why? Why do you think they repeat this word in the story? Why do you think.....is repeated in this section? Why is this word written like this? Which word comes next in this rhyme... Which other word rhymes with... Which words rhyme on this page? 	<ul style="list-style-type: none"> Which word means that mum is upset? Find one word that makes the apple sound tasty. Molly was: <table style="margin-left: 20px;"> <tr> <td>angry <input type="checkbox"/></td> <td>sad <input type="checkbox"/></td> </tr> <tr> <td>happy <input type="checkbox"/></td> <td>confused <input type="checkbox"/></td> </tr> </table> 	angry <input type="checkbox"/>	sad <input type="checkbox"/>	happy <input type="checkbox"/>	confused <input type="checkbox"/>								
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Year 2	<p>Children in Year 2 will need to be able to investigate the meaning of new words and vocabulary. The children will begin to explore synonyms for words and how these have an impact on the text. Children will be able to identify their favourite words or phrases within a text and be able to explain why. They will be able to pick out words for a purpose, e.g. which adjectives describe a character. The children will also be beginning to identify the impact certain vocabulary choices have on a text.</p>	<p>Recognise simple recurring literary language in stories and poetry</p> <p>Explain, discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Discuss their favourite words and phrases</p>	<ul style="list-style-type: none"> Identify meaning of words drawing upon words they already know. Find words with the same/similar meaning as another word. Identify alternative words that could be used in place of existing words. Identify favourite words and phrases when reading and explain why. Identify effective words chosen by the author. Begin to explain the impact of words. Relate words to characters, settings or events. Use new words when talking about the text. Find simple words and phrases in the text for a purpose and linked to their growing SPaG knowledge. 	<ul style="list-style-type: none"> What does the word.....mean in this sentence? Which word tells you...? Find and copy a word which means What two words do they use to describe... Can you find a noun/adjective/verb that tells/shows you that...? What does this word or phrase tell you about Why is this a good word to use here? What other words could be used to describe... Which word do you think is the most important? Why? Which word/phrase do you like in this story? Why? Which of the words best describes the character/setting/mood etc? why? Why is this word written like this? Why do you think that the author used the word... to describe...? · Which other word on this page means the same as...? Find an adjective in the text which describes... 	<ul style="list-style-type: none"> Find and copy one word that means the same as 'rotten'. <ul style="list-style-type: none"> Then she had an idea... The word <i>idea</i> means... Tick one. <table style="margin-left: 20px;"> <tr> <td>a dream. <input type="checkbox"/></td> <td>a feeling. <input type="checkbox"/></td> </tr> <tr> <td>a thought. <input type="checkbox"/></td> <td>an adventure. <input type="checkbox"/></td> </tr> </table> Draw lines to match the words below to their meaning. <table style="margin-left: 20px;"> <thead> <tr> <th style="text-align: left;">words</th> <th style="text-align: left;">meanings</th> </tr> </thead> <tbody> <tr> <td style="border: 1px solid black; padding: 5px;">Re-use</td> <td style="border: 1px solid black; padding: 5px;">use the same thing more than once</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Reduce</td> <td style="border: 1px solid black; padding: 5px;">turn an object into something else</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Recycle</td> <td style="border: 1px solid black; padding: 5px;">use less of something</td> </tr> </tbody> </table> 	a dream. <input type="checkbox"/>	a feeling. <input type="checkbox"/>	a thought. <input type="checkbox"/>	an adventure. <input type="checkbox"/>	words	meanings	Re-use	use the same thing more than once	Reduce	turn an object into something else	Recycle	use less of something
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	Information	Key Objectives	Key Skills	Question Stems	Examples				
Year 3	Children usually have to understand the effects of individual words and simple literary language on the reader and briefly explain what image the writer is trying to create. Children often have to select the correct answer or write a short sentence explaining what the author intended. Where appropriate, they begin to use simple dictionaries.	<p>Discuss author's choices of words and phrases for effect.</p> <p>Discuss their understanding of words</p> <p>Begin to use dictionaries to check the meaning of words</p>	<ul style="list-style-type: none"> Talk about new words and establish their meaning. Use the context of the text read so far to work out the meaning of new words. Find several words or a group of words for a purpose Talk about words in relation to the characters, settings and events. Identify words with a similar-meanings Identify why the author has chosen particular words. Describe the impact words/phrases have on the reader. Begin to talk about the image or mood the writer is creating with reference to the language used. Identify literary patterns within sentences including: rhyme, repetition and alliteration and discuss the affect this has. Where appropriate, use dictionaries to check the meaning of words. 	<ul style="list-style-type: none"> Circle the word that means the same as... Which words/phrases... What do the words and suggest about the character/setting? Which word tells you that.....? Which keyword tells you about the character/setting? Find one word in the text which means..... Find and highlight the word that is closest in meaning to..... Find a word or phrase which shows/suggests that..... What other words/phrases could the author have used here? Why has the author...? How has the author...? Can you find this word in the dictionary? 	<ul style="list-style-type: none"> "Sometimes, he likes to <u>slither</u> and <u>slide</u> on his <u>gleek</u> tummy to speed up." Why do you think the author decided to use the underlined words in this sentence? "SPLOSH!... TWANG!... BONK!" why has the writer used these words? Tick one <p>Find and copy two words that describe how scared the king was.</p> <p>1. _____</p> <p>2. _____</p> <p><i>my neck hides in a scarf</i></p> <p>What does this mean?</p> <p>Tick one.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">The child's neck is hurting. <input type="checkbox"/></td> <td style="width: 50%;">The child's neck is covered. <input type="checkbox"/></td> </tr> <tr> <td>The child is playing hide and seek. <input type="checkbox"/></td> <td>The child's scarf is lost. <input type="checkbox"/></td> </tr> </table> 	The child's neck is hurting. <input type="checkbox"/>	The child's neck is covered. <input type="checkbox"/>	The child is playing hide and seek. <input type="checkbox"/>	The child's scarf is lost. <input type="checkbox"/>
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Year 4	Children will be able to state the effect of given words/phrases but also need to identify words that have been used to create a feeling of nervousness, happiness etc. Children will begin to look at sentence structures as a method of conveying emotions or building tension. Where appropriate, children may use dictionaries and thesauruses to establish meaning.	<p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Explain the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that have been read.</p>	<ul style="list-style-type: none"> Provide explanations of new words linking them to those already known. Use the context of the text read so far to work out the meaning of new words. Find several words or a group of words for a purpose Talk about words in relation to the characters, settings, mood and events Talk about the image or mood the writer is creating with reference to the language used. Identify how language creates a feeling for the reader. Identify how sentence types vary across a text and the impact this has, e.g. short sentences to build tension. Identify literary patterns within sentences, including simple smiles, and begin to discuss the affect this has. Where appropriate, use dictionaries and/or thesauruses to check the meaning of words. 	<ul style="list-style-type: none"> Which words/phrases... What do the words and suggest about the character, setting and mood? Which keyword tells you about the character/setting/mood? What effect does this sentence have? Why/how has the author...? By writing in this way, what effect has the author created? How has the author made you feel by writing...? Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? By writing..., what effect has the author created? • Do you think they intended to? What do you think the author is saying when they write...? 	<ul style="list-style-type: none"> Look at the paragraph beginning: Halfway to the river ... Which words help us to imagine how loud the bear's roar was? Answer: It was so loud it made the forest shake. <p><i>'golden' rules</i></p> <p>This means the rules are...</p> <p>Tick one.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">very expensive to follow. <input type="checkbox"/></td> <td style="width: 50%;">only for good swimmers. <input type="checkbox"/></td> </tr> <tr> <td>very important. <input type="checkbox"/></td> <td>completely useless. <input type="checkbox"/></td> </tr> </table> <p>Look at the paragraph beginning <i>The greedy man began to climb the vine...</i></p> <p>Find and copy one word that means the same as <i>sparkle</i>.</p> <p>_____</p> 	very expensive to follow. <input type="checkbox"/>	only for good swimmers. <input type="checkbox"/>	very important. <input type="checkbox"/>	completely useless. <input type="checkbox"/>
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	Information	Key Objectives	Key Skills	Question Stems	Examples
Year 5	Children in Year 5 should be beginning to show they can work out the exact definition of a word from the context of the sentence. Children need to understand the effects that words and phrases have on the reader - how they build images in the reader's mind and convey thoughts, feelings and atmospheres and find words and phrases that have created a particular effect. Children must also be able to comment about the uses of sentence types and the effect that these create on the reader and comment on the use of figurative language.	<p>Discuss and evaluate how authors use language, e.g. repetition, similes, metaphors, figurative language, considering the impact on the reader</p> <p>Explore the meaning of words in context</p>	<ul style="list-style-type: none"> Use the context of the text read so far and surrounding words/sentences to work out the meaning of new words. Find and locate synonyms and antonyms. investigate alternative word choices that could be made Identify literary patterns within sentences, including metaphors and figurative language, and discuss the affect this has. Evaluate the effectiveness of authors language choices. Identify how sentence structures vary across a text and the impact this has, Where appropriate, confidently use dictionaries and/or thesauruses to check the meaning of words. 	<ul style="list-style-type: none"> What do the words and suggest about the character, setting and mood? What effect does... have? What does this word/phrase/sentence tell you about the character/ setting/mood? By writing..., what effect has the author created? Do you think they intended to? How has the author made you/this character feel by writing...? Why? Find a word which demonstrates... How have simile and metaphor been used here to enhance the text? Find and highlight the word which is closest in meaning to ... Can you find a synonym/antonym for... What synonym could the author have used instead? Can you quickly find...in the dictionary and thesaurus? 	<ul style="list-style-type: none"> Even Mr Steven's found it hard to keep a straight face. Explain in your own words what 'keep a straight face' means. Look at the simile "The dancer's feet move as fast as raindrops pattering on the window." How is this an effective simile? What does 'encased' mean about the boots? <p><i>A Siamese cat crouched on a tree branch, peering down at Gaby with brilliant blue eyes.</i></p> <p>Which word is closest in meaning to <i>crouched</i>?</p> <p style="text-align: center;">Tick one.</p> <p>balanced <input type="checkbox"/></p> <p>squatted <input type="checkbox"/></p> <p>trembled <input type="checkbox"/></p> <p>pounced <input type="checkbox"/></p>
Year 6	Children use the context of a sentence in order to work out the definition of a word. Sometimes, they may be given a word they know but, in the context of the sentence, this may mean something quite different. The children must understand the effects of words and phrases on the reader but often need to be more detailed. Questions will need to draw upon their knowledge of different types of language such as: emotive language; figurative language; types of sentences (short, impact sentences); use of formal and informal language; direct address to the reader (you). They will need to be able to describe the effects of these and provide to support their views.	<p>Discuss and evaluate how and why authors use language, including shades of meaning and a range of figurative devices, considering the impact on the reader using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> <p>identify how language, structure and presentation contribute to meaning</p>	<ul style="list-style-type: none"> Work out the meaning of new words and explain how they worked it out. Understand that sometimes the context can change the meaning of a familiar word. evaluate how the authors' use of language impacts upon the reader and select evidence from the text to support this. find examples of figurative language, including hyperbole and personification, and how this impacts the reader and contributes to meaning or mood. discuss how presentation and structure contribute to meaning. explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph. Substitute words in sentences with possible synonyms to gage meaning. re-write passages using alternative word choices 	<ul style="list-style-type: none"> What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? Can you find examples of simile, metaphor, hyperbole or personification in the text? Why has the text been organised in this way? Would you have done it differently? What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why? Can you rewrite this in the style of the author using your own words? What synonym could the author have used instead? How would this change the effect? 	<ul style="list-style-type: none"> How does the writer create feeling that something bad is going to happen? Explain your answer fully using the text to help you. "Gaby secured her feet and hands and climbed higher . . ." What does 'secured her feet and hands' mean Look at the paragraph beginning: 'She knew the universal rule . . .' What does the word 'universal' tell you about the rule? Look at the section 'Pppffffwwwwraa! The sound came . . . boat this time' (page 11). How is the whale made to seem mysterious? Explain two ways, giving evidence from the text to support your answer. <p><i>Look at the phrase: ... clambering up onto some rocks that spilled down into the water.</i></p> <p>How does the author's use of the words 'clambering' and 'spilled' help the reader to picture the scene?</p>

Prediction

	Information	Key Objectives	Key Skills	Question Stems	Examples
Year 1	Children will be making predictions based on what they can see from the title and front cover. The children will also be able to make predictions based on what has happened in the story so far and using their knowledge of similar stories.	Predict what might happen on the basis of what has been read so far	<ul style="list-style-type: none"> • Make predictions from the front cover and the title. • predicting what might happen on the basis of what has been read so far in terms of story, character and plot • make simple predictions based on the story and similar stories. • Begin to explain these ideas verbally or through pictures. • Predict character actions. 	<ul style="list-style-type: none"> • Looking at the cover and the title, what do you think this book is about? • What do you think will happen next? • Where do you think.....will go next? • What do you think... will do next? • What do you think this book will be about? • How do you think that this will end? • Who do you think has done it? • Can you draw what might happen next? 	<ul style="list-style-type: none"> • Where will dad go next? • What will the world do next? • What will happen to the giant in the end?
Year 2	Children in Year 2 will be able to make predictions based on what has already been said and done. The children will also make predictions using the title, front cover and the blurb of a text. They will also draw upon their reading of other stories	predict what might happen on the basis of what has been read so far and understanding of story structures	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read in terms of plot, character and language so far • make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them • Use knowledge of story patterns and on their own life experience • Predict what characters might say or do. 	<ul style="list-style-type: none"> • Look at the book cover/blurb -what do you think this book will be about? • What do you think will happen next? What makes you think this • What is happening? What do you think happened before? • What do you think... will say/do next? • What do you think this book will be about? Why? • How do you think that this will end? What makes you say that? • Who do you think will be successful? • What might.... say about that? • How will that make... feel? 	<ul style="list-style-type: none"> • What do you think that Tyler will do first in Florida? • This book is called... what do you think it will be about? • What will the boys say to his friend? • <p>Which of these do you think the child is likely to say at the end of the outing?</p> <p style="text-align: right;">Tick one.</p> <p>That was fun, Mum. Can you do it all over again? <input type="checkbox"/></p> <p>That was so scary. I never want to do it again! <input type="checkbox"/></p> <p>That was really boring, Dad. <input type="checkbox"/></p> <p>That was great, Dad. Let's do it again! <input type="checkbox"/></p>
Year 3	The children will look at book covers, read blurbs, and make predictions based on what they can see and read. Children state a reason for their predictions. In test situations, Year 3 children's predictions are reasonable and linked to the text they have read and their wider reading.	<p>Predict what might happen from details stated</p> <p>Justify predictions using evidence from the text</p>	<ul style="list-style-type: none"> • Justify predictions using evidence from the text. • Use relevant prior knowledge to make predictions and justify them. • Use details from the text to form further predictions • Identify what is 'most likely' 	<ul style="list-style-type: none"> • From the cover/blurb what do you think this text is going to be about? Why? • Can you think of another story with a similar theme? • Which stories have openings like this? Do you think that this story will develop the same way? • What is happening now? What happened before this? What will happen after? • How does the choice of character/setting affect what will happen next? • What do you think the last paragraph suggests? What will happen next? Why? 	<ul style="list-style-type: none"> • What do we know about the story so far? (Hopefully they will mention characters and urge them to suggest the type of personality they may have, or settings. Then ask the children to make a reasoned prediction of what could happen next based on what you have discussed. 'Why do you think that might happen? Does anyone agree/disagree? Why? <p>Which of these things is most likely to happen next in the story?</p> <p>Answer</p> <p>Tick one box.</p> <ul style="list-style-type: none"> • Tommy will be suspected of stealing the money. • Miss Bunting will be suspected of stealing the money. • An alien space ship will land and the aliens will steal all the cakes. • Tommy and Violet bake more cakes.

	Information	Key Objectives	Key Skills	Question Stems	Examples
Year 4	Children will continue to look at book covers, read blurbs, and make predictions based on what they can see and read. Children must provide evidence from the text for their predictions. Year 4 children are expected to make more complex predictions that are reasonable and linked to the text they have read - often reflecting back to the beginning of the text for clues.	<p>predict what might happen from details stated and implied.</p> <p>Justify predictions from details stated.</p>	<ul style="list-style-type: none"> Justify predictions using evidence from the text. use relevant prior knowledge as well as details from the text to form predictions and to justify them. monitor these predictions and compare them with the text as they read on 	<ul style="list-style-type: none"> From the cover/blurb what do you think this text is going to be about? Why? Can you think of another text with a similar theme? How do their plots differ? Which stories have openings like this? Use this to predict what might happen in this story? What does this paragraph suggest will happen next? What makes you think this? Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. Have your predictions changed as we've read more? What clues were there in the beginning that this might happen? 	<ul style="list-style-type: none"> Read the paragraph beginning: Emma Walsh was crazily angry. What might Joanne say to Jess? <p>Look at the end of the story and remember what the author told us about the bear at the beginning of the story.</p> <p>a) What do you think might happen next? Tick one box. The bear will run into his cave. The child will run away. The bear will attack the human child. The bear will make friends with the human child. (1 mark)</p> <p>b) Explain your answer It said at the beginning of the story that the bear was lonely. (1 mark)</p>
Year 5	Year 5 children are required to make predictions at the end of texts so that clues from throughout the text are drawn upon. Children must cite their evidence in their prediction. They will draw upon their knowledge the text; their wider reading; and their own experiences when making predictions.	Make predictions from details stated and implied justifying them in detail with evidence from the text.	<ul style="list-style-type: none"> predicting what might happen from details stated and implied support predictions with relevant evidence from the text. confirm and modify predictions as they read on. 	<ul style="list-style-type: none"> What will happen next? How will this character react/respond? Why do you think that? Explain your answer using evidence from the text. What makes you think this will happen? What evidence is there in the text that makes you think that? Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? How have your predictions changed as we've read more? What clues were there in the beginning that this might happen? 	<ul style="list-style-type: none"> What do you think really happened? Why do you think this? The end of the story is a mystery. What do you think has happened to Lee? Use information from the whole story to support your answer. Look at this book we will be studying. Write a paragraph predicting what this might be about/what might happen in the story.
Year 6	In Year 6 the children can make justified predictions stating evidence from what they have just read in the text and using their own worldly knowledge of texts. Evidence may be implied rather than clearly stated.	Make predictions from details stated and implied justifying them in detail with evidence from the text (stated and implied).	<p>All as above</p> <p>Prediction Success Criteria:</p> <ul style="list-style-type: none"> Use evidence from the text Use clues from illustrations Use what you already know about the topic; Describe your prediction using complete and accurate sentences; Reflect and evaluate your prediction as more information becomes available. 	<ul style="list-style-type: none"> Why did the author choose this setting? Will that influence the story? How have your predictions changed as we've read more? What clues were there in the beginning that this might happen? 	<ul style="list-style-type: none"> Do you think that Martine will change her behaviour on future giraffe rides? Explain your choice fully, using evidence from the text. Give children a variety of book covers and blurbs (first page/chapter if necessary) fiction or non-fiction. Write a paragraph predicting what each of these texts might be about. <p>Based on what you have read, what does the last paragraph suggest might happen to the explorers next?</p> <p>Use evidence from this paragraph to support your prediction.</p>

Explain

	Information	Key Objectives	Key Skills	Question Stems	Examples
Year 1	Children will make links from their own life experiences to the text. The children will also be beginning to make comparisons between texts that hold a similar structure. They will be able to express simple opinions about texts. They should identify the difference between clear fiction and non-fiction texts.	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Join in with discussions</p>	<ul style="list-style-type: none"> Relate characters actions or events to their own lives. Describe their favourite parts of stories or sections of Non-Fiction writing. Give opinions about texts and characters, e.g. whether they like the story or characters (likes and dislikes) Explain whether a text is Fiction or Non-fiction. Being to identify other similar texts. 	<ul style="list-style-type: none"> Has this ever happened to you...? Have you ever been... What/who is your favourite... Have you read any other stories that have... where...? Which other books do you know that are set... What kind of text is this? How do you know? What do you like about... What do you dislike about... 	In year 1 this strand will take place through oral discussion when sharing stories.
Year 2	Children in Year 2 need to be able to make links and comparisons between the book they are reading and books they have already read. They will express opinions about characters, settings and events. They should listen to other children's ideas and build upon them. They will also be able to accurately identify and compare fiction and non-fiction texts.	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>Participate in discussions</p> <p>make links between the text they are reading and other texts they have read</p>	<ul style="list-style-type: none"> Explain and discuss their understanding of books Talk about other books and how they are similar to the one they are reading, express my own views and opinions about a book or poem Make suggestions for changes. discuss some similarities between books listen to the opinion of others Identify whether a text is Fiction or Non-fiction and explain how they know. 	<ul style="list-style-type: none"> What is similar/different about two characters? Explain why... did that.. Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why/why not? Would you recommend this to someone else? Why? Is this as good as...? Is there anything you would change about this story? Do you like this text? What do you like about it? What kind of text is this? How do you know? What is the difference between these texts? 	<p>During whole class reading or whilst reading a book linked to their reading book band, children will make links and comparisons between events, emotions and textual structure in the book they are currently reading and ones they have already read.</p> <p>The children will begin to make comparisons between books, e.g. Cinderella and Spinderella, Into the Woods by Anthony Browne and Little Red Riding.</p>
Year 3	In Year 3 children should be beginning to identify the themes and conventions in a range of books. They should be able to identify the main point (or 'big idea') of paragraphs and whole texts and make links to authorial choices and text features. When giving explanation children will justify these.	<p>Listen to and discuss a wide range of fiction, poetry, plays and non-fiction.</p> <p>Participate in reasoned discussion</p> <p>Identify themes in books</p>	<ul style="list-style-type: none"> Identify the purpose of a text. Identify similarities and difference within and across texts. Compose explanations about characters and events. Explain their own opinion and justify these. recognise authorial choices and the purpose of these Recognise text features and explain why these have been used. discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books 	<ul style="list-style-type: none"> What is the purpose of this text and who do you think it was written for? Which is better and why? What would you do if you were...? Do you agree with the author's...? Why? What is similar/different about two characters? • Explain why... did that. Which do you prefer... or ...? Why? Explain why X did that. Why do you think they chose to order the text in this way? Does the picture help us? How? What is the purpose of this text feature? 	<ul style="list-style-type: none"> What is the overall theme of the story, 'Charlie and the Chocolate Factory'?

Year 4	<p>As above, children should continue to identify the themes and conventions in a wide range of books and texts, including myths, legends and other fiction stories. They should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They will refer to authorial style and intent when giving explanations. Children to continue to provide justifications to support their views.</p>	<p>Listen to, compare and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>Identify themes and conventions in a wide range of books.</p>	<ul style="list-style-type: none"> • Explain the purpose of texts • Identify the intended audience. • Pick out themes and main ideas within a text. • Describe different characters' reactions to the same event. • Identify morals of stories. • Explain how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the purpose of these • Consider the writers intent when discussing characters and events. • Begin to consider the viewpoint of the writer. • recommend books for peers 	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • How did X react to... what about Y...? Why do they react differently? • Explain why... did that. • What is the author's viewpoint? How do you know? • Does the author want us to... • How are these two sections in the text linked? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most ...? Why? 	<p>In the story, clocks and time are mentioned a lot. Why do you think the author has done this?</p> <p>What is the moral of this story about Micheal Jordan?</p>															
Year 5	<p>Pupils should continue to be taught to recognise themes in what they read, but now of more mature themes such as loss or heroism. In Year 5 the children develop an understanding of fact and opinion. They should also have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They justify their ideas or views using evidence from the text.</p>	<p>Identify and discuss themes and conventions in writing.</p> <p>Make comparisons within a book.</p> <p>Distinguish between statements of fact and opinion</p> <p>Explain and discuss their understanding of what they have read</p>	<ul style="list-style-type: none"> • consider the viewpoint of the writer. • Identify and explain authors and characters opinions and/or viewpoints within and across texts. • Continue to consider authorial intent. • Compare different accounts of the same event (real or fictional). • begin to distinguish between fact and opinion • Consider the whole text when providing explanations. • provide increasingly reasoned justification for my view • Reference the text when providing evidence to support/justify their own views or ideas. • begin to challenge points of view • recommend books for peers in detail 	<ul style="list-style-type: none"> • Does this story have a moral? • How is the text organised and what impact does this have on you as a reader? • Why has the text been written this way? • How can you tell whether it is fact and opinion? • How is this text similar to the writing we have been doing? • What is the author's point of view? • How does the author engage the audience? • What is the author trying to make us think/feel? Is this successful? • What do you think the author or character was thinking when... 	<p>Put a tick in the correct box to show whether each of the following statements is a fact or an opinion.</p> <table border="1" data-bbox="1742 722 2107 999"> <thead> <tr> <th></th> <th>Fact</th> <th>Opinion</th> </tr> </thead> <tbody> <tr> <td>The temperature of the water in the Channel can range from 12°C to 18°C.</td> <td></td> <td></td> </tr> <tr> <td>Water with a temperature of 18°C is too cold to swim in.</td> <td></td> <td></td> </tr> <tr> <td>The direct distance across the Channel is approximately 21 miles.</td> <td></td> <td></td> </tr> <tr> <td>Faster swimmers do not swim as many miles across the Channel.</td> <td></td> <td></td> </tr> </tbody> </table> <p>From the beginning to the end of the text, how does Joe's opinion of Oran change?</p> <p>Michel's and Clara's stories were the same in some ways. How were they similar? Explain as fully as you can.</p>		Fact	Opinion	The temperature of the water in the Channel can range from 12°C to 18°C.			Water with a temperature of 18°C is too cold to swim in.			The direct distance across the Channel is approximately 21 miles.			Faster swimmers do not swim as many miles across the Channel.		
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Year 6	<p>Children should be able to compare how characters may change throughout a book or how events build up. They should also be able to identify mature themes and comment on how the author has weaved these throughout a whole text. As well as within books or texts, children need to be able to make comparisons across texts. This might be comparing two stories of the same type (e.g. 2 myths) or two stories of different types (e.g. a myth with a legend). They should also be able to compare how things are depicted in different types of text (e.g. a penguin in a story vs a penguin in a report). They will reference the text to support their explanations.</p>	<p>identify and discuss themes and conventions in and across a wide range of writing</p> <p>make comparisons within and across books</p> <p>Distinguish between statements of fact and opinion providing reasoned justifications for their views.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates</p>	<ul style="list-style-type: none"> provide increasingly reasoned justification for my views supporting these with evidence from the text. Courteously challenge points of view distinguish between fact and opinion Begin to understand bias and explain how they know when something they read is biased. Make comparisons across texts. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader explain and discuss their understanding of what they have read, including through formal presentations and debates recommend books for peers in detail 	<ul style="list-style-type: none"> Explain how... How does X exchanged throughout the story? Was this intentional? Why/why not? Can you find something in the text to support his? How does the author make you feel at this point in the story? Why did they do that? What structures has the author used? The mood of the character changes throughout the text. Find and copy the phrases which show this. Is it fact or is it opinion? How do you know? Can you identify where the author has shown bias towards a particular character? Can you explain it in a different way? What comparisons can you draw between... 	<p>The mood of the characters changes throughout the text. a) Find and copy the group of words on page 9 where Lord John's mood changes. b) How does lord John's mood change?</p> <p>Explain how each poet gives a different feeling about the rain. You will need to think about:</p> <ul style="list-style-type: none"> the effect of rain on the writer how the rain is described.
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Sequence / Summarise					
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Year 1	<p>Children will be able to retell stories that have been read to them or that they have read by themselves. Children sequence pictures and images, linked to a text, in chronological order.</p>	<p>Sequence pictures for the beginning, middle and end of a story read'</p> <p>To retell familiar stories orally</p> <p>1 discuss the significance of the title and events</p>	<ul style="list-style-type: none"> Talk about the title and how it relates to events in the text. Talk about key events from stories. Retell familiar stories in their play Orally retell familiar stories Sequence images from a story chronologically and use these to retell the story. Sort events into beginning, middle and end Identify what came next/after and event 	<ul style="list-style-type: none"> What happened in the beginning /middle/end of the story? How/where does the story start? What happened after? Order these pictures... Which of these things happened first/next/last? What happened at the end of the....? 	<ul style="list-style-type: none"> Put these pictures in the correct order to show what X did. What happens after Dad gets cross?

Year 2	<p>Children in Year 2 will be able to retell stories of increasing length based on key events. The children will also begin to order texts in chronological order to demonstrate their understanding of the text key events. The children will also answer true and false grids based on their understanding and summary of the whole text.</p>	<p>Discuss the sequence of events in books and how items of information are related</p> <p>Sequence and identify the main events from a story.</p>	<ul style="list-style-type: none"> Sequence several events from a text using images, words and sentences. Retell familiar stories in detail with rich language. Identify the main events in a story. Identify what came before/after an event in the story. Number sentences to show the order of events Identify whether given events were in the text or not - through true/false and sorting activities. Begin to make links between events in stories, e.g. the item the children found is their keepsake at the end. begin to discuss how events are linked and related (cause and effect). 	<ul style="list-style-type: none"> What happened after/before? Can you number these events 1 -5 in the order that they happened? What was the first thing that happened in the story? Order these pictures/sentences/words... Sequence these events... tell me in a sentence the opening/middle/end of the story? In what order do these events happen in the story? Which of these events were in the story? Can you sequence the key moments in this story? How is the problem solved? 	<p>Look at the section about apple juice.</p> <p>Number the sentences below from 1 to 4 to show the order they happen.</p> <p>The first one has been done for you.</p> <p>The machines cut down the apples. <input type="checkbox"/></p> <p>The apples are washed and cleaned. <input type="checkbox"/></p> <p>The fruit grows from apple buds. <input checked="" type="checkbox"/> 1</p> <p>The juice is poured into cartons. <input type="checkbox"/></p> <p>Put ticks in the table to show which sentences are true and which are false.</p> <table border="1" data-bbox="1691 454 2150 662"> <thead> <tr> <th>Sentence</th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>The lessons are only for good swimmers.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>A six-year-old could take part in the lessons.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Children can sign up on their own.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>There is a party at the end of the course.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Sentence	True	False	The lessons are only for good swimmers.	<input type="checkbox"/>	<input type="checkbox"/>	A six-year-old could take part in the lessons.	<input type="checkbox"/>	<input type="checkbox"/>	Children can sign up on their own.	<input type="checkbox"/>	<input type="checkbox"/>	There is a party at the end of the course.	<input type="checkbox"/>	<input type="checkbox"/>
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Year 3	<p>Children in Year 3 should be able to give a general overview of what has happened in a single paragraph. They will need to identify what paragraphs are 'about' and either choose the correct option or write a brief sentence in summary. They should begin to notice common themes or ideas and how events are linked in narrative texts.</p>	<p>Summarise main ideas drawn from within one paragraph and summarise these</p>	<ul style="list-style-type: none"> Establish how one event causes another (cause and effect) and how events are linked. identifying main ideas drawn from a key paragraph or page and summarising these begin to distinguish between the important and less important information in a text. give a brief verbal summary of a story. teachers begin to model how to record summary writing. identify common themes from a range of books Write a sentence to summarise events or ideas in a paragraph/section of text 	<ul style="list-style-type: none"> What happened after/before? In what order do these chapter headings come in the story? In what order do these events happen in the story? Can you summarise in a sentence the opening/middle/end of the story? What is the main point in this paragraph? What is this section/paragraph/chapter about? Sum up what has happened so far in X words or less. Do any other sections/paragraphs deal with the same themes? Have you noticed any similarities between this text and any others you have read? 	<ul style="list-style-type: none"> What caused Michael to think that the horses had been real? <p>Write a sentence that sums up the main point of the section headed 'Likes'. (1 mark)</p> <p>Answer</p> <ul style="list-style-type: none"> It tells us how penguins huddle to keep warm; It's about how penguins keep warm. <p>Do not award a mark for just saying it's about what penguins like, without reference to the above.</p>															

Year 4	<p>Children are expected to identify the main ideas in more than one paragraph and be able to summarise these in a couple of sentences. Children should be able to circle the main idea of a paragraph, connect main ideas to the paragraph in which they occur or link facts to the topic they are reading about. They should be able to identify similar themes within and across texts.</p>	<p>Summarise main ideas drawn from more than one paragraph and summarise these</p>	<ul style="list-style-type: none"> identify themes from a wide range of books make simple notes from one source of writing and begin to use billet points. use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. identify main ideas drawn from more than one paragraph summarise whole paragraphs, chapters or texts <p>Children should practice writing summaries, as many children will 'retell' the whole text rather than summarising.</p>	<ul style="list-style-type: none"> In what order do these events come in the chapter? What are the key events in the story? Can you sequence them in relation to character involvement. Which is the most important point in these paragraphs? What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in X words/seconds or less. Which is the most important point in these paragraphs? Why? What do I need to jot down to remember what I have read? Do any sections/paragraphs deal with the same themes? 	<p>Which of the following would be the most suitable summary of the whole text?</p> <p>Tick ONE.</p> <p><input type="checkbox"/> The Life of David Walliams</p> <p><input type="checkbox"/> A Sporting Challenge</p> <p><input type="checkbox"/> Sailing the Channel</p> <p><input type="checkbox"/> Training for Survival</p>										
Year 5	<p>The children will need to summarise the whole text and sequence events from across a whole text. They will summarise more than one paragraphs or whole fiction texts drawing on:</p> <ul style="list-style-type: none"> genre theme characters main events examples from text that don't give away the story 	<p>Summarise main ideas from a whole text in own words identifying key details to support the main ideas.</p>	<ul style="list-style-type: none"> highlight key information and record it in bullet points, diagrams, maps etc summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. Make connections between information across the text discuss the themes or conventions from a chapter or text identify themes across a wide range of writing <p>Challenge to summarise in less than 50 words so word/event choice are vital. They could write blurbs for well-known stories.</p>	<ul style="list-style-type: none"> Which is the most important point in these paragraphs? Why? What are the key events in the story? Can you sequence them in relation to... o chronology> o importance? o character involvement> Etc. What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes? Can you find a text with a similar theme? How might I record this to ensure the best possible outcome? 	<table border="1"> <thead> <tr> <th>Section</th> <th>Content</th> </tr> </thead> <tbody> <tr> <td>The first Channel swimmer</td> <td>summarises key information about swimming the Channel</td> </tr> <tr> <td>Frequently asked questions</td> <td>shows contrasting viewpoints about swimming the Channel</td> </tr> <tr> <td>Safe to swim?</td> <td>gives information about the origins of swimming the Channel</td> </tr> <tr> <td>Celebrity swimmer</td> <td>highlights the continuing attractions of swimming the Channel</td> </tr> </tbody> </table> <p>Describe in your own words what is happening in the forth paragraph, summarising the events. (2 marks)</p>	Section	Content	The first Channel swimmer	summarises key information about swimming the Channel	Frequently asked questions	shows contrasting viewpoints about swimming the Channel	Safe to swim?	gives information about the origins of swimming the Channel	Celebrity swimmer	highlights the continuing attractions of swimming the Channel
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Year 6	<p>As Year 5.</p> <p>In addition, children should reference key details from the text to support their ideas. They should include quotations to add further clarity.</p>	<p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration</p>	<p>summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <p>summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>make comparisons across different books.</p> <p>summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</p> <p>Challenge to summarise in less than 50 words so word/event choice are vital. They could write blurbs for well-known stories.</p>	<ul style="list-style-type: none"> What is the main point of the text? Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? Sum up what has happened so far in... words/seconds or less. Can you read the text and summarise what has happened? Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes? What evidence is there that... 	<p>Below are some summaries of different paragraphs from this text. Number them 1 - 6 to show the order in which they appear in the text. The first one has been done for you</p> <ul style="list-style-type: none"> An important lesson is learnt Reasons for the extinction of the dodo. Summary of the plight of the dodos. New information is discovered about the dodo. An explanation for the unreliable evidence. Humans arrived on Mauritius. <p>Describe in your own words what happened to the captain in the paragraph that starts: <i>The crew and officers had acted as one treacherous body.</i></p>										

