Progression Documents

Reading

Curriculum Overview:

At Spalding St Paul's Primary School, we want all of our children to be **PROUD** of all their achievements and successes across all curriculum subjects.

Our curriculum enables children to achieve their own **PERSONAL EXCELLENCE** through a well-tailored programme designed for all to access.
Our curriculum is designed for children to show **RESPECT** for what they are learning, themselves, others, beliefs and the world around them.
Our curriculum gives children a range of **OPPORTUNITIES** to develop their knowledge, skills and understanding.
Our curriculum is **UNIQUELY** designed to incorporate our diverse school, our community and the world we live in.
Our curriculum enables children to **DISCOVER** key skills and knowledge to help them become lifelong learners.

Intent	Implementation	Impact
Early years Foundation Stage: In EYFS the framework is organised across 7 areas of learning rather than subject areas. As part of this document we have planned how the skills taught across EYFS feed into the national curriculum and which statements from the 2020 Development Matters are prerequisite skills for Reading within the National Curriculum. **KS1 and KS2:** In KS1 and KS2 the English reading curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that 'a high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know'. To ensure that pupils develop a secure knowledge that they can build on, our English curriculum has been mapped out using specific disciplines. When covering each of these strands, the content will be carefully organised by each year group through our subject overview. Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the Year group Frameworks. English is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.	The Early years Foundation Stage (EYFS) follows the 'Development Matters' in the EYFS guidance. In EYFS Reading is taught as part of 'Literacy' through 'Comprehension' and 'Word reading' and will be seen as part of the continuous and adult lead provision across the classroom, not as a discrete subject. All children in Reception, KS1 and, where necessary, KS2 have daily phonics sessions in small ability groups where they participate in speaking, listening, spelling, reading and writing activities that are matched to their current needs. We teach Phonics using a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Our staff teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. In KS1 and KS2, reading is also taught as a discreet subject every day to allow time to embed skills in the subject. Reading is developed during guided reading, using high quality texts and focused skill teaching. In whole class guided reading sessions, children develop their key reading skills of decoding, Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising. Children also continue to develop their reading fluency skills, building upon their phonics knowledge and skills. All classes are exposed to a daily class reader, for pleasure, to excite and engage the children, and to expose them to new and varied vocabulary. All books shared with children are age appropriate and matched to the level of the class/individual. Individual reading and reading at home is encouraged and promoted. Children in EYFS and KS1 working on the Read Write Inc. programme take home a 'book bag book' matched directly to their current phonics level; they are also encouraged to choose an additional book to share with their family at home. Following this, children work through our school reading scheme - Accelerated Reader. These are levelled books which match the child's current reading ability. Once children finish a book they are able to do a quiz to assess their comprehension. We expect family members at home to read these books with their child daily and make comments in their child's reading record.	Impact is measured through regular learning walks, lesson visits, work scrutiny and pupil voice. Work will show that a range of topics are being covered as well as progression across each unit of work in every year group and across year groups. Children will be able to talk about the skills and knowledge they have acquired, through pupil voice, and will be engaged in lessons and want to find out more. Teachers will use Assessment for Learning to ensure all lessons are relevant and will help to plan for next steps. Star reading is also use at the end of each tern to formally assess children progress. Subject coordinators will be given regular time to ensure resources are kept up to date, to monitor their subject across the school, create action plans and impact reports and to provide subject feedback to SLT as appropriate.

Breadth of study			
Breadth of Study EYFS:			
Reading: Word Reading			
Phonics and Decoding			
Three and Four Year-Olds	Literacy		• Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother
Reception	Literacy		• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
ELG	Literacy	Word Reading	• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Common Exception Words			
Reception	Literacy		• Read a few common exception words matched to the school's phonic programme.
Fluency			
Three and Four Year-Olds	Literacy		• Understand the five key concepts about print: • print has meaning • print can have different purposes • we can read English text from left to right and from top to bottom • the names of different parts of a book • page sequencing • Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother
Reception	Literacy		• Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
ELG	Literacy	Reading	• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Reading: Comprehension			
Understanding and Correcting Inaccuracies			
Three and Four-Year-Olds	Communication and Language		• Enjoy listening to longer stories and can remember much of what happens. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
	Literacy		• Engage in extended conversations about stories, learning new vocabulary.
Reception	Communication and Language		• Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Literacy	Comprehension	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Comparing, Contrasting and Commenting			
Three and Four-Year-Olds	Communication and Language		• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
Reception	Understanding the World		• Compare and contrast characters from stories, including figures from the past.
ELG	Communication and Language	Listening, Attention and Understanding	• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
		Speaking	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Words in Context and Authorial Choice			
Three and Four-Year-Olds	Communication and Language		• Use a wider range of vocabulary.
	Literacy		• Engage in extended conversations about stories, learning new vocabulary.
Reception	Communication and Language		• Learn new vocabulary. • Use new vocabulary throughout the day. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words

			and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Inference and Prediction			
Three and Four-Year-Olds	Communication and Language		• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
ELG	Communication and Language	Speaking	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	• Anticipate (where appropriate) key events in stories.
Non-Fiction			
Reception	Communication and Language		• Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Breadth of study Key Stage 1 and Key Stage 2:

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions (Similar to that of writing):
- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	Letters and Sounds Phases 4 to 5 **apply phonic knowledge and skills as the route to decode words** **respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes** *(e.g. ow in snow and cow)* **read accurately by blending sounds in unfamiliar words containing GPCs that have been taught** **read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word** **read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings** **read other words of more than one syllable that contain taught GPCs** **read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)** **read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words** **re-read these books to build up their fluency and confidence in word reading**	**continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent** **read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes** **read accurately words of two or more syllables that contain the same graphemes as above** *(e.g., shoulder, roundabout, grouping)* **read words containing common suffixes** *(e.g. –ness,-ment, -ful, -ly)* **read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word** **read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered** *(e.g. shout, hand, stop, dream)* **read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation** **re-read these books to build up their fluency and confidence in word reading** begin to read silently	**apply their growing knowledge of root words, prefixes** *(e.g. un-, dis-,-mis-, re-)* **and suffixes** *(e.g. –ation, -ous)* **(etymology and morphology) as listed in National Curriculum English Appendix 1, both to read aloud and to understand the meaning of new words they meet** **read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word** begin to accurately and fluently read books written at an age-appropriate level at a speed that is sufficient to enable a focus on understanding read silently	**apply their growing knowledge of root words, prefixes** *(e.g. sub-, inter-,-anti-, auto-)* **and suffixes** *(e.g. –ation, -ous, -tion, -sion, -ssion, -cian)* **(etymology and morphology) as listed in National Curriculum English Appendix 1, both to read aloud and to understand the meaning of new words they meet** **read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word** accurately and fluently read books written at an age-appropriate interest level at a speed that is sufficient to enable a focus on understanding read silently	**apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in National Curriculum English Appendix 1, both to read aloud and to understand the meaning of new words that they meet** read silently for a sustained period of time	**apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in National Curriculum English Appendix 1, both to read aloud and to understand the meaning of new words that they meet** read silently for a sustained period of time

	Comprehension: Engaging in a range of Reading					
Comprehension: Engaging in a range of Reading	regularly **listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently** with the teacher, other adults and each other, *(including those from the school's identified Y1 'core texts')* **link what they read or hear read to their own experiences** make personal reading choices and simple comments about reading preferences *(e.g. say what they like/dislike about a text)*	regularly **listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently** *(including those from the school's identified Y2 'core texts')* read for a range of purposes *(e.g. enjoyment, to find out information)* make personal reading choices and explain reasons for these *(e.g. linked to content, cover)* recommend books that they have read to their peers (make links to personal reading choices and reasons for these) identify appropriate non-fiction books to use to find out information about a given topic	regularly **listen to and discuss a wide range of fiction** (including whole books)**, poetry, plays, non-fiction and reference books or textbooks** at a level beyond those they might not choose themselves *(including those from the school's identified Y3 'core texts')* **read for a range of purposes** *(e.g. enjoyment, to find out information or the meaning of new words)* make personal reading choices and explain reasons for these *(e.g. referring to the author, blurb and content)* recommend books that they have read to their peers (making links to personal reading choices and reasons for these) appraise non-fiction texts to evaluate their usefulness	regularly **listen to and discuss a wide range of fiction** (including whole books)**, poetry, plays, non-fiction and reference books or textbooks** at a level beyond those they might choose themselves *(including those from the school's identified Y4 'core texts')* **read for a range of purposes** *(e.g. enjoyment, to find out information or the meaning of new words)* make personal reading choices and explain reasons for these *(e.g. referring to the author, blurb, content and genre)* recommend books that they have read to their peers (making links to personal reading choices and reasons for these) quickly appraise non-fiction texts to evaluate their usefulness	regularly listen to and discuss a range of fiction (including whole novels), poetry, plays and non-fiction from a wide range of authors and genres which they might not choose to read for themselves *(including those from the school's identified Y5 'core texts')* **continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks** **read for a range of purposes** *(e.g. enjoyment, to find out information or the meaning of new words)* make personal reading choices and explain reasons for these *(e.g. style, genre etc.)* reflect on reading preferences and habits and compare these with those of others **recommend books that they have read to their peers, giving reasons for their choices** (making links to personal reading choices and reasons for these) quickly appraise non-fiction texts to evaluate their usefulness and quality	regularly listen to and discuss a range of fiction (including whole novels), poetry, plays and non-fiction from a wide range of authors and genres which they might not choose to read for themselves *(including those from the school's identified Y6 'core texts')* **continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks** (including reading longer texts with sustained stamina and interest) **read for a range of purposes** *(e.g. enjoyment, to find out information or the meaning of new words)* make personal reading choices and explain reasons for these *(e.g. style, genre etc.)* reflect on reading preferences (including in reading groups) and habits and plan personal reading goals **recommend books that they have read to their peers, giving reasons for their choices** (making links to personal reading choices and reasons for these) quickly appraise non-fiction texts to evaluate their usefulness and quality
Comprehension: Understanding the structure of Texts	be introduced to a variety of non-fiction books distinguish the differences between fiction and non-fiction texts and discuss the different purposes for reading them sort non-fiction books into those with similar content/ structure identify simple non-fiction features that support the structure of the text *(e.g. labels, titles , captions)* discuss the sequence of events in stories and identify the beginning, middle and end discuss a poem's pattern *(e.g. poems with repeating patterns or lines)*	**be introduced to non-fiction books that are structured in different ways** identify non-fiction features that support the structure of the text *(e.g. sub-headings, contents, glossary, captions, text boxes, diagrams)* **discuss the sequence of events in books** (including identifying the five stages of a story) **and how items of information are related** recognise the structure and/or patterns of some simple forms of poetry *(e.g. list poems, question and answer poems, simple rhyming poetry)*	**read books that are structured in different ways** identify non-fiction features that support the structure of the text sequence the main events in stories into the five stages **recognise some different forms of poetry** and their structure and/or pattern *(e.g. free verse, narrative poetry, alphabet poems, rap, riddle, shape poems and calligrams)*	**read books that are structured in different ways** identify non-fiction features that support the structure of the text sequence the main events in longer stories into the five stages **recognise some different forms of poetry** and their structure *(e.g. free verse, narrative poetry, haiku, limericks, cinquains, kennings)*	**read books that are structured in different ways** recognise that different text types use different features to support the structure sequence the main events in longer stories into the five stages and identify how writers use more complex structures that do not have simple linear chronology *(e.g. flashbacks and 'time-slip')* recognise and compare an increasing range of poetry structures *(e.g. free verse, narrative poetry, quatrain, tanka)*	**read books that are structured in different ways** recognise that different text types use different features to support the structure sequence the main events in longer stories into the five stages and identify how writers use more complex structures that do not have simple linear chronology *(e.g. flash-forward, back-story, parallel narratives)* recognise and compare an increasing range of poetry structures *(e.g. free verse, narrative poetry, sonnets, renga, ballad, monologues, couplets)* and comment on how their structure influences meaning

Comprehension: Understanding the themes, conventions and context of texts	become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics and (retell in a range of contexts *(e.g. small world, role play, story boxes, puppets, storytelling)* **recognise and join in with predictable phrases**/story language *(e.g. typical phrases for fairy story openings, patterns and repetition to support oral retelling)* recognise the elements of stories *(e.g. main events, main characters and whether they are good or bad, settings)*	**become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales** *(continue to retell in a range of contexts* **recognise simple recurring literary language in stories and poetry** *(e.g. typical phrases or expressions: ' run, run as* *fast as you can'; 'Long, long ago in a land far, far away…')* recognise typical settings *(e.g. forest for a fairy story)* and characters *(e.g. good and bad and what typically happens to them)*	**increase familiarity with a wide range of books, including** (less familiar) **fairy stories, fables and folk** **tales** *(e.g. Grimm's Fairy Tales, Rudyard Kipling and 'Just So' Stories)* **and retell some of these orally** **identify themes and conventions in a wide range of books** *(e.g.: typical characters; use of magical devices in fairy stories and folk tales; the triumph of good over evil or weak over strong; the conventions of different types of non-fiction writing [e.g. the greeting and sign off in a letter])*	**increase familiarity with a wide range of books, including** (less familiar) **fairy stories, myths and legends, and retell some of these orally** **identify themes and conventions in a wide range of books** *(e.g. safe and dangerous; just and unjust; origins of the earth in creation stories; the conventions of different types of non-fiction writing [e.g. a diary written in the first person])* and make simple connections between texts *(e.g. similarities in plot, topic or books by the same author, about the same characters)*	**increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions** **identify and discuss themes and conventions in and across a wide range of writing** *(e.g.: loss; heroism;* *friendship; the conventions of different types of non-fiction writing [e.g. 5Ws in newspaper reports]; how a common theme is presented in different genres [e.g. pollution in poetry, narrative and other media])* **make comparisons within books** *(e.g.: settings; themes; different characteristics of main characters; characters' viewpoints of same events)*	**increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions** **identify and discuss themes and conventions in and across a wide range of writing** *(e.g.: characters that* *challenge stereotypes; the conventions of different types of non-fiction writing [e.g. in biographies and autobiographies])* **make comparisons within and across books** *(e.g.: settings; themes; different accounts of similar events in different books [such as being an evacuee in 'Carrie's War' and 'Goodnight Mr. Tom']; viewpoints of different authors of the same event)*
Comprehension: Performing Poetry/ playscripts	learn to appreciate rhymes and poems, and to recite some by heart perform poetry in unison, following the rhythm and keeping time imitate and invent actions to accompany poetry	**continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear** perform poetry individually or together; speak audibly and clearly	**prepare poems and play scripts to read aloud and to perform** and **show understanding through intonation, tone, volume and action** perform poetry individually or together; experiment with expression and use pauses for effect	**prepare poems and play scripts to read aloud and to perform** and **show understanding through intonation, tone, volume and action** perform poetry individually or together; varying, pace	**learn a wider range of poetry by heart** **prepare poems and plays to read aloud and to perform** (individually or together) and **show understanding through intonation, tone and volume so that the meaning is clear to an audience** use appropriate interaction between characters in play scripts *(e.g. body language, facial expressions, tone of voice)*	**learn a wider range of poetry by heart** **prepare poems and plays to read aloud and to perform** (individually or together) **and show understanding through intonation, tone and volume so that the meaning is clear to an audience** use appropriate interaction between characters in play scripts *(e.g. body language, facial expressions, tone of voice)*
Comprehension: Understanding word meanings	discuss word meanings, linking new meanings to those already known	**discuss and clarify the meanings of words, linking new meanings to known vocabulary** use picture dictionaries to check the meanings of words they have read/heard read use morphology to work out the meaning of unfamiliar words *(e.g. prefixes)*	**use dictionaries to check the meaning of words that they have read** use morphological and etymological knowledge to work out the meanings of unknown words, including distinguishing shades of meaning among related words *(link to NC Appendix 1: Y3/4 Spelling)*	**use dictionaries to check the meaning of words that they have read** use morphological and etymological knowledge to work out the meanings of unknown words, including distinguishing 'shades of meaning' among related words *(link to NC Appendix 1: Y3/4 Spelling)*	use dictionaries to check the meaning of words that they have read use morphological and etymological knowledge to work out the meanings of unknown words *(link to NC Appendix 1: Y3/4 Spelling Y5/6)* infer meanings of unfamiliar words	use dictionaries to check the meaning of words that they have read use morphological and etymological knowledge to work out the meanings of unknown words *(link to NC Appendix 1: Y3/4 Spelling Y5/6)* infer meanings of unfamiliar words
Comprehension: Understanding the use of Language	discuss favourite words and phrases in poems and stories	identify, **discuss** and collect their **favourite words and phrases** and give reasons for choice *(e.g. alliteration, humorous phrases)*	identify, **discuss** and collect **words and phrases that capture the reader's interest and imagination** identify why authors/poets have used particular language	identify, **discuss** and **collect words and phrases that capture the reader's interest and imagination** identify why authors/poets have used particular language *(e.g. similes to create pictures and alliteration and rhyme to create sound effects)*	identify, discuss and collect words and phrases that capture the reader's interest and imagination **discuss and evaluate how authors use language, including figurative language, considering the impact on the reader** *(e.g.: explore, recognize and use the* *terms metaphor, simile and imagery; explain the effect of humorous language choices)*	identify, discuss and collect words and phrases that capture the reader's interest and imagination **discuss and evaluate how authors use language, including figurative language, considering the impact on the reader** *(e.g. explore, recognise and use the terms* *personification, analogy, style and effect; explain the effect of unusual, surprising or dramatic language choices)*

Comprehension: understand the text						
activate prior knowledge and **draw on what they already know or on background information and vocabulary provided by the teacher** **discuss the significance of the title and events** use active reading strategies including: **checking that the text makes sense to them as they read; correcting inaccurate reading;** asking questions *(e.g. about things/ words in the text they do not understand)* answer literal, inferential *(see using inference and making predictions section)* and evaluative comprehension questions **participate in discussion about what is read to them, taking turns and listen to what others say** **explain clearly their understanding of what is read to them** *(e.g. give opinions about simple texts [e.g. Hansel was clever when he put stones in his pocket)*	activate prior knowledge and **draw on what they already know or on background information and vocabulary provided by the teacher** use active reading strategies including: **checking that the text makes sense to them as they read; correcting inaccurate reading** *(e.g. checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic);* **asking questions** *(e.g. about things/words in the text they do not understand)* **answer** literal, inferential *(see using inference and making predictions section)* and evaluative comprehension **questions** **participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, take turns and listen to what others say** **explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves**	activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher use active reading strategies including: **checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context; asking questions to improve their understanding of a text** *(e.g. I wonder why the character…)* answer literal, inferential *(see using inference and making predictions section)* and evaluative comprehension questions [by making point + giving evidence] **identify how language, structure, and presentation contribute to meaning** **participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say** explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher use active reading strategies including: **checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context; asking questions to improve their understanding of a text;** re-reading to support understanding answer literal, inferential *(see using inference and making predictions section)* and evaluative comprehension questions [by making point + giving evidence] **identify how language, structure, and presentation contribute to meaning** **participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say** explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher use active reading strategies including: **checking that the book makes sense to them; discussing their understanding; exploring the meaning of words in context; asking questions to improve their understanding;** modifying questions to refine thinking answer literal, inferential *(see using inference and making predictions section)* and evaluative comprehension questions [by making point + giving evidence + elaboration] **identify how language, structure and presentation contribute to meaning** **distinguish between statements of fact and opinion** in non-fiction texts **participate in discussions about books that are read to them and those they can read for themselves, build on their own and others' ideas and challenge views courteously** **provide reasoned justifications for their views** [by making point + giving evidence + elaboration] **explain and discuss their understanding of what they have read, including through formal presentations** (individually or in groups) **and debates, maintaining a focus on the topic and using notes where necessary**	activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher use active reading strategies including: **checking that the book makes sense to them; discussing their understanding; exploring the meaning of words in context; asking questions to improve their understanding;** reading ahead to locate clues to support understanding answer literal, inferential *(see using inference and making predictions section)* and evaluative comprehension questions [by making point + giving evidence + elaboration] **identify how language, structure and presentation contribute to meaning** **distinguish between statements of fact and opinion** *(e.g. compare facts and opinions in a first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a English textbook)* **participate in discussions about books that are read to them and those they can read for themselves, build on their own and others' ideas and challenge views courteously** **provide reasoned justifications for their views** [by making point + giving evidence + elaboration] **explain and discuss their understanding of what they have read, including through formal presentations** (individually or in groups) **and debates, maintaining a focus on the topic and using notes where necessary**

Comprehension: Using inference and making predictions	**make inferences on the basis of what is being said and done** and through detail in pictures *(e.g. character putting on sun cream/t-shirt suggests it is sunny/hot)* **predict what might happen on the basis of what has been read so far** *(e.g. about the content/purpose of a text based on the title and the picture on the front cover)* make simple predictions about what might happen next in stories based on knowledge of other stories and their own experience	**make inferences on the basis of what is being said and done** *(e.g. use actions of characters to work out what time of day it is [e.g. getting the bus to school suggests it is early morning]; use actions of characters to work out where the story is set [e.g. 'Alex jumped off the swing and ran over to the slide' suggests he is in the park]; use inference to understand what has prompted a character's behaviour in a story)* **predict what might happen on the basis of what has been read so far** *(e.g. about how characters might behave from what they say or do)* make predictions based on knowledge of typical settings and what is likely to happen in them *(e.g. a character could get lost in a forest or meet a wolf/bad character)* and typical characters and how they are likely to behave make predictions using experience of reading books by the same author *(e.g. predict that a book by Julia Donaldson will rhyme)*	**draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence** *(e.g. use the verbs used for dialogue to work out how a character is feeling [e.g. shouted, sighed, joked])* **predict what might happen from details stated and implied** *(e.g. use descriptions of a character's appearance to make predictions about how they might behave or what they might say)* make predictions using experience of reading books by the same author *(e.g. predict what might happen in a Horrid Henry book based on knowledge of characters, their behaviour and events in other books [e.g. identify what Horrid Henry might do to Perfect Peter in a given setting])*	**draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence** *(e.g. use knowledge of what characters have done so far to infer what they might be thinking about an event and how this might differ between the characters)* **predict what might happen from details stated and implied** *(e.g. about how a character will act in a particular setting or in response to an event and whether it was unexpected)* make predictions using experience of reading books by the same author *(e.g. in Roald Dahl books, predict the complete turnaround in the situation of good/bad characters by the end of the story based on the introduction [e.g. Charlie Bucket will go from poor to rich because of the chocolate factory])*	**draw inferences such as inferring characters' feelings, thoughts and motives from their actions** and **justifying inferences with evidence** *(e.g. use knowledge of a character to infer how they have changed and suggest reasons for this)* **predict what might happen from details stated and implied** *(e.g. about the consequences of a character's actions or how a character will act using prior knowledge of how characters in other books have behaved in similar situations)* make predictions based on the mood/atmosphere changes that the author has created *(e.g. predict that something bad is about to happen because the mood changes when all goes quiet and the lights go out)* make predictions using experience of reading books by the same author or similar genres *(e.g. predict the plot structure of an adventure story and what might happen to the main characters based on reading of other adventure stories)*	**draw inferences such as inferring characters' feelings, thoughts and motives from their actions** and dialogue, **and justifying inferences with evidence** *(e.g. focus on interactions between characters and what this shows about their relationships, thoughts, motives etc. [e.g. a character nodding in agreement, sounding concerned/interested when they are planning on doing the exact opposite but do not want to be suspected])* **predict what might happen from details stated and implied** *(e.g. how a change of setting or situation within a story may affect how a character behaves; predict events in stories from other cultures using knowledge of customs and beliefs [e.g. predict that Anne Frank's fortunes will change for the worse based on knowledge of the treatment of Jews in WWII])* make predictions using experience of reading books by the same author or similar genres *(e.g. predict how characters will act in a 'classic' text based on understanding of the period in which the story is set)*
Comprehension: Summarising	identify the main idea of a text *(e.g. 'This book is all about pets.')*	identify the main ideas of a text *(e.g. 'This book is all about dogs, what they eat and how to look after them.')*	**identify and summarise the main idea of a paragraph** *(e.g. 'This paragraph is describing what Horrid Henry did with the water pistol.')*	**identify main ideas drawn from more than one paragraph and summarise these** *(e.g. 'The character is scared of spiders, the dark and lightning.' [Each example of what the character is scared of is taken from a different paragraph])*	paragraph, **identify key details that support the main ideas** *(e.g. 'The character is evil because…'; 'Clitheroe Castle is a worthwhile place to visit because…'[details come from across the text])* summarise and present a familiar story in their own words	**summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas** *(e.g. 'This section of the text is the build-up, leading up to the problem which is all based around mistaken identity.'; 'Camels are adaptable animals because…[giving 1/2/3 reasons from across a text])* summarise and present a familiar story in their own words summarise information from more than one text

Comprehension: Navigating texts	locate page showing specific information *(e.g.: flick through book to look for particular picture; begin to use contents page of a simple, non-fiction text)*	locate pages showing specific information in fiction and non-fiction *(e.g. flick through a book to look for particular* *pictures or headings or use contents page)* scan a short section of text for a key word	**retrieve and record information from non-fiction** *(from a single point of reference in the text [a paragraph or page] e.g. use contents page, headings or sub-headings* scan for key words to retrieve information *(from a single point of reference in the text, [e.g. a paragraph, verse, poem or page])*	**retrieve and record information from non-fiction** *(from a single point of reference in the text [a paragraph or page] e.g. use contents page, index, headings or sub-headings)* scan for key words or phrases to retrieve information *(from a single point of reference in the text [e.g. a paragraph, verse, poem or page])*	**retrieve, record and present information from non-fiction** *[from more than one point of reference in the text]* *(e.g. use contents page, index, headings and subheadings [note: there may be more than one page reference in the index or contents which would require children to identify the page/s that are relevant])* apply information retrieval skills in other subjects scan for key words or phrases to retrieve information *[from more than one point of reference in the text]* skim a text for gist in order to see if the text is relevant and/or locate the appropriate section for close reading	**retrieve, record and present information from non-fiction** *[from more than one point of reference in the text]* *(e.g. use contents page, index, headings and subheadings [note: there may be more than one page reference in the index or contents which would require children to identify the ones that are relevant])* apply information retrieval skills in other subjects and for own personal use/research use a combination of skimming for gist, scanning and close reading across a text to locate specific detail