

Water Mill Primary School

Reading Skill Progression

Teaching sequence in Reading	Whole Class Read		Learning, working and talking like an author / writer	Being introduced to the key vocabulary that an author / writer would use; defining the key vocabulary that an author / writer would use; high expectations of pupils 'talking' like an author / writer.			
	Establish clear aims	Teaching objectives and learning intentions made explicit to the class.		Phonics	The method of teaching children to read (early reading) by learning sounds of letters and sounds that groups of letters make when spoken. A diligent, concentrated and systematic phonics programme is in place in EYFS and KS1 which is consistently applied to enable sufficient and appropriate progress by all pupils.		
	Provide a relevant example/ model	Pupils read examples of similar kinds of text to the one which they will be writing; select age appropriate texts which will engage learners		Vocabulary	Find and explain the meaning of words in context.		
	Explore features of the text	In the context of shared reading, identify and annotate the typical features of this kind of text and the writer's techniques and vocabulary. Discuss, recognise and explain the writer's choices and the impact these have on the reader.		Inference	Make and justify inferences using evidence from the text		
	Define the conventions	List the main features that have been identified as typical of the type of writing being explored. Use these features as success criteria for the writing task to follow		Prediction	Predict what might happen from the details given and implied.		
	Questioning	Respond to 'VIPERS' related questions accurately		Explain	Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.		
	Group Reading (EYFS/KS1) and Interventions (KS2)			Retrieve	Retrieve and record information and identify key details from fiction and non-fiction.		
	Establish clear aims	Teaching objectives and learning intentions made explicit to the group.		Summarise	Summarise the main ideas from more than one paragraph.		
	Developing fluency	Read aloud accurately books that are consistent with their developing word reading skills.		Love of reading	Underpins the teaching of reading in the school. Staff model excellent opportunities. An excellent range of reading materials are available. Displays and space for reading are available and inviting. Parents are encouraged to participate.		
	Explore features of the text	Identify and sometimes annotate the typical features of this kind of text and the writer's techniques and vocabulary. Discuss, recognise and explain the writer's choices and the impact these have on the reader.					
Questioning	Respond to 'VIPERS' related questions accurately						

Word Reading

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. 	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> 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 Read words containing common suffixes 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 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. 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in 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 	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>		

Developing Positive Attitudes to Reading

Whole school approaches and common activities for developing positive attitudes to reading

- Ensure the texts used with children are as rich as possible – only the best texts will do!
- Read regularly to children from a range of texts of different sorts and lengths, in order to give all children access to high quality material
- Use complete texts with children as often as possible – with older children short stories are ideal ‘teaching texts’
- Use the school library to promote reading and support readers, ensure classroom book areas and displays encourage interest, reading success and good reading habits
- Have regular book themed assemblies, celebrate reading in all its different guises, enjoy world book day and other celebrations of reading
- Maintain interesting book areas and displays in classrooms and corridors to entice children to want to read
- Provide advice to parents on how to engage children with reading
- Monitor children’s independent reading
- Celebrate reading, involving the whole school community in events which raise the profile of reading and engage children in it
- Provide time for children to select and read books both independently and in groups
- Home reading – any reading is better than none!
- Ensure children of all ages are read to regularly
- Be ambitious with the texts that are read to the class to extend their knowledge of books and authors, beyond those that they might meet independently
- Share enthusiasms and new finds
- Provide time for discussion about books; let children talk about books and make recommendations to each other
- Make links between children’s own experiences and the events and information they encounter in texts
- Encourage children to link texts to others that they have read or heard
- Encourage children to express and articulate personal opinions about texts
- Make it clear that alternative interpretations and views about texts are acceptable, as long as disagreements don’t become personal or argumentative

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy listening to books Choose books to share with others	Select books for personal reading and give reasons for choices Discuss books they like and give reasons for choices Select books to read and listen to	Read and listen to whole books, make choices for their personal reading Justify their choices of books and their preferences from the books they have read or have had read to them Make choices from a selection of texts to hear and to read themselves	Sustain their reading for enjoyment and to find out Discuss why they like particular books or authors with others, giving reasons Extend the range of books read by browsing and selecting texts, including poetry, to read independently	Read independently complete short texts and sections from information books Describe and review their own reading habits Develop their reading stamina as they read longer texts	Listen to texts read to them. Read favourite authors and choose books to read on the recommendation of others Talk about books referring to details and examples in the text Plan personal reading goals which reflect their interests and extend their range	Listen to texts read to them and sustain their reading of longer and more challenging texts Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader Develop their reading stamina and complete the independent reading of some longer texts

Skills and Strategies to Read for Understanding

Whole school approaches and common activities for developing skills and strategies to read for understanding

- Use inference training techniques both as an intervention and as whole class shared reading, in order to demonstrate the approaches to visualising and summary
- Explicitly focus on the application of appropriate reading strategies when using texts in other subjects and in cross curricular work
- Use language consistently across the school to describe and explain the different strategies being used when reading
- In all lessons which involve the use of texts, model thinking aloud about what is being read, ensuring comprehension by reading only a section of text at a time
- Demonstrate to children how to answer different types of comprehension questions, emphasising the technique and approach – for example skimming, scanning and close reading – as much as the answer
- Teach children to use useful strategies for inferring the meaning of unfamiliar vocabulary, such as: re- reading the text, reading on the next sentence, making use of glossaries, visualising the scene/ event/ information, deciding on what fits with the context, analysing parts of words for clues, using the syntax of a sentence
- Encourage children to retrieve information in active and practical ways. This will often involve re-presenting information from a text in another format, e.g. by completing and labelling pictures and diagrams, making maps and timelines, or using table recording formats. These approaches could be reinforced by generic Reading journal work which might include a range of formats to support the retrieval of information and noting of inferences
- Ask different sorts of questions - ensure that you don’t just ask questions which prompt retrieval from the text. Demonstrate the sorts of inferential questions which help groups to explore the meaning of a text
- Use Bloom’s taxonomy of questions to develop understanding of different types of questions which elicit or require different kinds of thinking and answering

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use prior knowledge to support understanding						
They develop their own narratives and explanations by connecting ideas and events.	Think about what they know about events or topics prior to reading.	Link the events or topic from a text to their own experience and/ or information they know. Recognise how books are similar to others they have read or heard	Link the events or topic from a text to their own experience and/ or information gathered. Begin to make links to similar books they have read	Link what they’ve read in a text to what they know, their experience and that of others, and their experience of reading similar texts	Use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is read to what was expected	Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc. Make comparisons between a text and others they have read
Check that books make sense to them						
They demonstrate understanding when talking with others about what they have read.	Listen to their own reading, and that of others, and make a sense check at regular intervals	Check that a text makes sense to them as they read, pausing when reading to check their understanding and, where necessary, re-reading to regain	Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make	Monitor their understanding of a text and take steps to retrieve the meaning if comprehension has been lost	Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described	Link parts of a text together in order to understand how details or specific sections support a main idea or point.

		understanding	sense of what they have read. Put into their own words their understanding of what they have read.			Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning
Ask questions to improve their understanding						
They answer how and why questions in response to stories or events.	Ask questions about aspects of a text they don't understand	Ask questions about a text to ensure they understand events or ideas in a text	Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand	Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text	Identify aspects of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more	Identify where they do not fully understand a text. Ask effective questions that will help them clarify their understanding of the text or the topic they are researching
Skim, scan and read closely						
They use picture clues to help to understand the text.	Skim read to gain an overview of a page/ text by focusing on significant parts –names, captions, titles. Scan the text to locate specific information – using titles, labels	Speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings and sub headings. Scan pages to find specific information, using key words or phrases and headings Read sections of text more carefully, e.g. to answer a specific question	Skim opening sentences of each paragraph to get an overview of a page or section of text. Scan contents, indexes and pages to locate specific information accurately Identify sections of a text that they need to read carefully in order to find specific information or answer a question	Skim read a text to get an overview of it, scan for key words, phrases and headings. Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text	Locate information accurately through skimming to gain an overall sense of the text. Scan a text to gain specific information Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/ read on as appropriate	Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning Read carefully sections of texts to research information and to answer questions
Use strategies to locate or infer the meaning of unfamiliar words						
Use context and picture clues to speculate about the possible meaning of words.	Speculate about the possible meanings of unfamiliar words met in reading. Check whether the suggested meanings make sense in the context of the text	Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage	Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage	Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning. (E.g.re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them	Identify when they do not understand the vocabulary used in a text and need to clarify the meaning Give increasingly precise explanations of word meanings that fit with the context of the text they are reading Check the plausibility and accuracy of their explanation or inference of the word meaning	Check the plausibility and accuracy of their explanation of or inference about a word meaning Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning
Annotate Text						
	Mark significant incidents in a story or information in a non-fiction text	Make simple notes on a text, e.g. underlining key words or phrases, adding headings etc	Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information	Mark texts to identify vocabulary and ideas which they need to clarify Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful	Annotate a text to identify key information or identify elements they don't understand or want to revisit or explore further Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system. Use these as the basis of follow up and discussion if appropriate	Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful
Visualise their understanding of what they read						
Respond to what they hear with relevant actions.	Visualise what they have been reading, e.g. through drawing or	Use illustrations and simple formats such as flow charts or	Re-present information gathered from a text as a	Visualise the information they have read about, e.g. by mapping,	Re-present information from a text graphically	Re-present information from a text graphically

	acting out	diagrams to re-present and explain a process or a series of events	picture or graphic, labelling it with material from the text	illustrating, representing information graphically, and acting out. Use information from the text to justify their visual representations	Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself	Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself
Make Predictions						
Listen to stories accurately anticipating key events.	Make predictions based on clues such as pictures, illustrations, titles	Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out	Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading	Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on	Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text	Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on
Summarise Understanding						
		Retell a story giving the main events Retell some important information they've found out from a text Draw together information from across a number of sentences to sum up what is known about a character, event or idea	Retell main points of a story in sequence Identify a few key points from across a non-fiction passage	Summarise a sentence or paragraphs by identifying the most important elements Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated	Make regular, brief summaries of what they've read, identifying the key points Summarise a complete short text or substantial section of a text Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text	Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read Summarise 'evidence' from across a text to explain events or ideas Summarise their current understanding about a text at regular intervals
Adapt reading strategies for different purposes or according to the text type						
	Listen to their own reading, and that of others, and make a sense check at regular intervals, re-reading where necessary to regain understanding	Stop and think about what they have read Put what they've read or heard into their own words	Identify where they don't understand what they've read, stop reading and take steps to fix the problem	Adapt reading strategies to the different sorts of text read, including IT texts, and different purposes for reading. Take steps to re-establish understanding when comprehension is lost	Apply the range of reading strategies to different reading tasks or circumstances, e.g. skimming a text to gain an overview, slow careful reading and re-reading to grapple with the meaning of a poem, presentation skills in order to perform it	Make sensible decisions in order to read most effectively for a specific purpose, e.g. knowing when it is useful to gain an overview of a text and how best to do it, or identify which part of the text needs to be read more carefully to find particular information
Understand the Vocabulary used in Texts						
Whole school approaches and common activities for developing skills and strategies to understand the vocabulary used in texts						
<ul style="list-style-type: none"> • Ensure all classes have a words display to highlight new or interesting vocabulary • Take a consistent approach to introducing new vocabulary in all subjects, including developing topic dictionaries • Use dictionaries in most lessons to check word meanings • Use activities such as cloze procedure and word association 'maps' to highlight new vocabulary • Use new words frequently in class discussion for a week (or more) to embed them in children's understanding • Ensure new words met in the course of reading are used subsequently as part of class work • Make dictionary use a routine part of shared and guided reading sessions. Look up a maximum of say 3 words a session, in order to emphasise using other strategies to find or infer the meanings of words • Ensure all classes have age appropriate dictionaries but also a more detailed dictionary for challenging vocabulary • Use and explain language such as 'clarify', 'meaning', 'context', 'definition', as well as technical terminology such as 'quartiles' • Teach alphabetical order and the use of dictionary quartiles for ease of locating information • Use the dictionary to check meanings of words with which the children are familiar, and consider alternative meanings • Where applicable, link dictionaries and glossaries • Compare alternative definitions given in different dictionaries 						
Build a Wide Vocabulary						
Ask questions about the meaning of unfamiliar words.	Make collections of interesting words and use them when talking about books and stories	Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read	Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied	Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed	Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of <i>force</i> in scientific texts	Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when

				Investigate the meaning of technical or subject specific words they meet in their reading		recording ideas about the text Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries
Use a dictionary effectively						
	Use simple dictionaries and begin to understand their alphabetical organisation	Use dictionaries to locate words by the initial letter. Use terms such as definition. Discuss the definitions given in dictionaries and agree which is the most useful in the context	Locate words in a dictionary by the first two letters Know the quartiles of the dictionary	Locate words in a dictionary by the third and fourth place letters. Use the quartiles of the dictionary efficiently to locate words quickly	Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context Use a dictionary to check a suggested meaning	Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary
Express, Record and Present their Understanding						
Whole School approaches and common activities for developing skills and strategies to express, record and present their understanding						
<ul style="list-style-type: none"> Encourage tentative ideas about text when engaged in active exploration or research, but ensure that children also can sum up their ideas and have opportunities to express a viewpoint which has been refined through discussion or by the challenge from the teacher Adopt a whole school common approach to answering the different sorts of comprehension questions (VIPERS) Support the answering of questions by the use of working walls, for example which highlight the sorts of language and phrases which can be used to talk about a text Demonstrate a consistent approach to answering open ended, written comprehension questions Ensure guided reading sessions, where the focus is on comprehension rather than the application of phonic knowledge, allow children to explore the text and articulate their ideas about it, rather than simply read aloud Work on similar comprehension questions in pairs and threes – so that children can see, through teacher demonstration, a question type answered and then have opportunities to practise the same type question themselves Give children opportunities to read aloud to different audiences. First attempts and practice runs can be recorded so that they get used to reviewing their interpretations and modifying their version for presentation. Reading aloud should encourage children to use the text as if it were an actor's script which they annotate to indicate emphases or particular effects they want to achieve. A Reading journal approach can be used to encourage recording, allowing brief annotation and collection of notes as part of the exploration of texts. These can be used later as the evidence for more considered and articulated answers. Book journal activities can include many of the formats which we recognise from formal comprehension tests, here used to promote engagement and discussion. Drama structures and activities such as freeze frames, conscience alley, thought tapping and forum theatre techniques provide a good starting point for considering why things happen, why something is important and why characters respond as they do. More formal activities like debates, and acting out court room scenes and significant situations will tend to arise from the exploratory work planned. Focusing a discussion or exploration on key points in a text is likely to prompt more discussion, so look for moments of crisis, disagreements, unanswered questions etc. as starting points for consideration Many texts explore moral questions and issues. These too provide good discussion starters 						
Develop and Express their Understanding						
Respond to what they hear with relevant comments, questions or actions.	Discuss reasons why things happen in the texts they read or are read to them Express their understanding orally, and use words, illustrations and given formats to record their understanding	Discuss themes, plots, events and characters, comparing stories by the same and different authors. Compare the information given about topics in non-fiction texts	Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas. Use simple graphics or illustrations to record and explain their understanding of information	Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so. Compare and contrast stories, justifying their preferences and opinions	Contribute to a discussion where a group explore their understanding of a topic raised through reading Discuss and comment on texts, and present their ideas in appropriate and helpful formats, including graphically	Contribute constructively to a discussion about reading, responding to and building on the views of others Comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read
Answer questions about a text and record their understanding						
Answer how and why questions in response to stories or events.	Match events to characters in narrative and detail and information to objects or topics in non-fiction texts	Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering, tabulating and copying Use different formats (matching, ordering etc.) to answer questions on a text	Use different formats to retrieve, record and explain information about what they have read in both fiction and non-fiction texts, e.g. flow charts, for and against columns, matrices and charts of significant information Record their understanding of a text in different ways, using a range of formats	Retrieve and collect information from different sources and re-present it in different forms, e.g. chart, poster, diagram Answer questions on a text using different formats (matching, ordering, tabulating, etc.).	Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text	Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer

					Vary the reading strategies they use to answer questions, depending on the different types asked Answer questions by explaining their ideas orally and in writing, including questions requiring open-ended responses	will be explicitly stated or implied in the text Vary the reading strategies they use and mode of answering according to what is expected of them by the question Use confidently the different formats (matching, ordering etc.) to answer questions on a text Answer questions by explaining their ideas orally and in writing
--	--	--	--	--	--	---

Justify their ideas about a text

Connect ideas and events.	Answer simple questions where they recall information from a text	Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text	Re-read sections of texts carefully to find 'evidence' to support their ideas about a text Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text	Support their ideas about a text by quoting or by paraphrasing from it Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it	Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Identify and summarise evidence from a text to support a hypothesis	Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt Identify and summarise evidence from a text to support a hypothesis
---------------------------	---	---	---	---	--	---

Demonstrate understanding of stories, poetry and plays through retelling and reciting orally

Retell parts of stories. Learn and recite simple poems, rhymes and actions.	Retell stories and parts of stories, using some of the features of story language Learn and recite simple poems and rhymes, with actions, and re-read them from the text	Retell stories giving the main points or events in sequence and highlighting significant moments or incidents Retell stories individually and through role play in groups, using dialogue and narrative from the text Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation	Present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and characters Read, prepare and present poems and play scripts	Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding	Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion	Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience
---	---	---	---	---	---	--

Understand the Whole Text

Whole school approaches and common activities for developing children's understanding of whole texts

- Use well written picture books, short stories and complete sections from non-fiction books as teaching texts
- Emphasise, in reading to the class and in teaching, key moments in a text, such as moments of change or crisis, revealing conversations, decision points, or significant information
- Encourage children to move from retelling in every detail to summarising key information
- Help children to engage with themes as well as events in texts, e.g. by encouraging empathy and understanding of points of view
- Highlight significant patterns in the way that texts are written or organised – e.g. repeated events, sayings, language use
- Promote activities which need to be updated and added to as reading progresses – for example reading journal activities such as charts for collecting information about characters, ideas or objects, emotion graphs for tracking a character's feelings at different critical stages of the text, noting and updating predictions
- Make comparisons between texts and writers, linking texts currently being enjoyed with others they have read before
- Encourage children to speculate about a text. Ask *what do we know for certain? What do you think might be happening here?* Get children to pay attention to hints and suggestions as well as explicitly stated 'facts'.
- Encourage readers to identify the features that make a text a traditional story, an adventure story, an autobiography etc. so that they can apply this knowledge to later reading
- Narrative organisation formats – for example, the story mountain, 5 key scenes – provide a useful starting point for identifying differences and changes. Getting an overview of a text helps readers identify where changes occur. Concepts of beginning, middle and end can also be helpful.
- Use of comparison charts and tables can help focus attention on similarities and differences

Identify main ideas and themes in a wide range of books and understand how these are developed over a text

Connect familiar ideas and events.	Pick out significant events, incidents or information that occur through a text Link familiar story themes to their own experiences, e.g. illness,	Discuss familiar story themes that they have read or heard Give reasons why things happen or change over the course of a narrative	Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish Discuss how characters'	Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story.	Begin to distinguish between plot events/ details and the main themes in the texts they read Identify how ideas and themes are explored and developed over a	Understand how a writer develops themes, ideas or points of view over a text Identify how the narrative or author's voice
------------------------------------	---	---	---	---	---	--

	getting lost, going away		feelings, behaviour and relationships change over a text	Link cause and effect in narratives and recounts Explain how ideas are developed in non-fiction texts	text, e.g. how a story opening can link to its ending or how characters change over a narrative Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic	influences the reader's point of view and frames their understanding. Discuss how this can change over the course of a text In non-fiction texts distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies
Identify how structure and presentation contribute to meaning						
Talk with others about what they have read.	Identify and compare basic story elements, e.g. beginnings and endings in different stories Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme	Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved. Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points. Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem	Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic. Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout	Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively	Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument Read poems by significant poets and identify what is distinctive about the style or presentation of their poems	Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together. Understand how writers use the features and structure of information texts to help convey their ideas or information. Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes
Make comparisons within and across texts						
Talk with others about what they have read.	Discuss and compare events or topics they have read about or have listened to	Identify, collect and compare common themes in stories and poems. Make comparisons of characters and events in narratives Compare the information about different topics in non-fiction texts	Make comparisons between events in narrative or information texts on the same topic or theme. Compare and contrast writing by the same author	Collect information to compare and contrast events, characters or ideas. Compare and contrast books and poems on similar themes	Make comparisons between the ways that different characters or events are presented Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text	Make comparisons and draw contrasts between different elements of a text and across texts. Compare and contrast the work of a single author Investigate different versions of the same story or different books on the same topic, identifying similarities and differences
Identify how language contributes to meaning						
Explore repeated patterns in rhymes and poems.	Explore the effect of patterns of language and repeated words and phrases. Identify and discuss some key elements of story language	Speculate about why an author might have chosen a particular word and the effect they were wanting to achieve, e.g. by considering alternative synonyms that might have been used	Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs	Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions Discuss the meaning of similes and other comparisons they have read	Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue	Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them Comment critically on

						how a writer uses language to imply ideas, attitudes and points of view
Evaluate the text						
Talk about what they like about a book or rhyme.	Talk about aspects of the text that they like	Explain why they like a particular text	Say why they prefer one text to another Begin to identify why one non-fiction text is more useful than another, according to their purpose	Identify aspects or features that make a text entertaining, informative or useful	Analyse the features of engaging or useful texts e.g. effective openings or endings, the presentation and resolution of problems (in narratives), clarity and enthusiasm for a topic in non-fiction	Identify the features that make some texts more effective than others
Retrieve information from texts						
Whole school approaches and common activities for developing children's retrieval skills						
<ul style="list-style-type: none"> • Ask basic retrieval questions of most texts we read with children – e.g. <i>What do we know for certain? What do we know to be true in this text?</i> Follow this up by a check the text question: <i>How do we know it?</i> • Encourage children to retrieve information in active and practical ways. This will often involve re-presenting information from a text in another format, e.g. by completing and labelling pictures and diagrams, making maps and timelines, or using table recording formats. These approaches could be reinforced by generic book journal work which might include a range of formats to support the retrieval of information. • Support children to summarise sections of text – moving from a detailed recap/ retelling to a summary of key information. • Identify retrieval questions as 'right there' questions and teach children throughout the school to colour code them consistently • Teach a consistent approach to annotating text in order to answer literal retrieval questions, for example underlining key words in red and supporting text (usually the sentence before and after) underlined in a wavy red line. • Demonstrate through shared reading, how to retrieve specific information from a text and answer retrieval questions by using this sequence: <ul style="list-style-type: none"> ○ Discuss the question and key vocabulary – ensure understanding of what the question asking ○ Demonstrate how to scan the text for the right place and scan for the key words ○ Model reading around the key words ○ Revisit the question and link text to it – rehearse and articulate the answer ○ Answer in the format required ○ Check the question has been answered 						
Retrieve information from texts						
Answer how and why questions about stories or events.	Discuss characters' appearance, behaviour and the events that happen to them, using details from the text Find specific information in simple texts they've read or that has been read to them Find information in a text about an event, character or topic	Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non-fiction Give reasons why things happen where this is directly explained in the text Locate information using contents, index, sub headings, page numbers etc Express and record their understanding of information orally, using simple graphics or in writing	Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). Take information from diagrams, flow charts and forms where it is presented graphically Express and record their understanding of information orally, using simple graphics or in writing	Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas Pick out key sentences and phrases that convey important information Take information from diagrams, flow charts and forms where it is presented graphically	Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically	Use evidence from across a text to explain events or ideas Identify similarities and differences between characters, places, events, objects and ideas in texts Retrieve information from texts and evaluate its reliability and usefulness.
Retrieve the meaning of unfamiliar vocabulary where this is explained in the text						
Use phonic knowledge to decode unfamiliar words.	Identify new or unfamiliar words that they meet in reading. Explain the meaning of the words they meet in a text	Learn to read on and re-read sentences to find the meaning of unfamiliar words which are explained in the text	Practise re-reading a sentence and reading on in order to locate the meaning of unfamiliar words Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage	Decide where unfamiliar words are explained in the text or where they need to use a dictionary or glossary to find a word meaning Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation	Use a range of strategies, including the context and where necessary a dictionary, to make sense of the words used in a text Explain the meaning of words used in a text	Apply appropriate strategies (re-reading, reading on, visualising, word knowledge, syntax) in order to find the meaning of unfamiliar vocabulary met in independent reading. Check the plausibility and accuracy of their suggestions
Identify how language, structure and presentation contribute to meaning						
		Notice how information is presented	Notice how information is presented across a range of texts	Use knowledge of different organisational features of texts to find information effectively	Use knowledge of different organisational features of texts to find information effectively. Comment on how information is	Use knowledge of different organisational features of texts to find information effectively

					presented on the page	Identify and explain how complicated information is presented on the page to make reading easier
Ask retrieval questions about a text						
Answer how and why questions in response to stories or events.	Ask questions to understand what has happened in stories they have read or been read to them	Ask what, where, and when questions about a text to support and develop their understanding	Clarify their understanding of events, ideas and topics by asking questions about them	Identify elements of a text which they do not understand and ask questions about it	Ask questions to clarify their understanding of words, phrases, events and ideas in different texts	Ask questions to clarify their understanding of words, phrases, events and ideas in different texts
Distinguish between fact and opinion (Yrs 5 & 6 only)						
					In persuasive writing and other texts investigate how language is used to present opinion Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument	In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction In non-fiction texts distinguish between explicit and implicit points of view
Inferential Understanding						
Whole school approaches and common activities for developing inferential understanding						
<ul style="list-style-type: none"> Encourage children to speculate about a text – ask <i>what do you think is happening? What might be going on?</i> Demonstrate inferential skills explicitly in shared reading – thinking aloud and speculating about a text, asking <i>Why? What if? What might this mean?</i> questions, demonstrating checking strategies (re-reading, revisiting sections of text), demonstrating how to collect evidence in particular formats (e.g. tables etc.) Use the language of text detectives (e.g. highlight clues, <i>what might this mean, what do we deduce from this?</i>) to talk about solving the mysteries of text and collect evidence to answer questions. Encourage children to look for hints and clues. Encourage children to discuss the topic / content before reading – activating prior knowledge, recapping previous reading, summarising key information, using the vocabulary of the text and topic Read text in manageable (and often short) sections in order to allow children to fix any misunderstandings and ask their own questions. Encourage frequent predictions, based on clues in the text. Encourage speculation, but always insist that readers base their inferential ideas on what is in the text. Take active approaches to making inferences by using a number of key activities, e.g. <ul style="list-style-type: none"> giving headings or titles to paragraphs and sections of text, which sum up some important information or event visualising scenes and events through drawing and using drama techniques like thought tracking, making inferences from pictures and objects associated with a text, focusing on mysteries in the text making emotions graphs about how characters think or feel at key points in a text drama explorations – strategies like <i>role on the wall</i> to track the difference between appearance and reality, dialogue and thought etc, <i>thought tracking, conscience alley</i> playing games, e.g. <i>paint me a picture of</i> , which encourage children to speculate (Use generic book journals to support a number of these activities.) Encourage children to remember what was said and implied on previous pages and link these to their immediate reading Act out scenes from stories, fixing key moments through the use of drama conventions like thought tracking, conscience alley, freeze frames. Explore character’s thinking and motivation that lies behind what they say and do. Use reciprocal reading techniques (predict, clarify, question, summarise) in guided reading and as a means of introducing texts in topic/ cross curricular work Teach a consistent method of annotating text – underlining significant information about characters and events or key information in green, writing brief summaries of important aspects of text Use the REED approach to supporting children when answering more demanding comprehension question. Use inferential questions in linked pairs or threes to first demonstrate the approach to answering and then give opportunities for independent application 						
Infer from what characters say and do						
Talk about the feelings of others.	Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud. Discuss what is suggested about a character from the way or how he/ she speaks	Make inferences about characters from what they say and do, focusing on important moments in a text	Understand how what a character says or does impacts on other characters, or on the events described in the narrative Infer characters’ feelings in fiction	Deduce the reasons for the way that characters behave from scenes across a short story	Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions	Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers’ view of characters
Predict what might happen						
Talk about pictures in books anticipating key events.	Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts	Make plausible predictions showing an understanding of the ideas, events or characters they are reading about	Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded	Use information about characters to make plausible predictions about their actions	Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts Discuss the plausibility of their	Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other

					predictions and the reason for them	similar texts and what they read earlier in the text Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark
Identify how language ... contribute(s) to meaning: How meaning is conveyed through the writer's language choices						
Explore repeated patterns and phrases in books and rhymes.	Explore the effect of patterned language or repeated words and phrases in familiar stories	Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event	Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells	Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions Discuss the meaning of similes and other comparisons that they read	Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them Consider the language used in a text and pick up the implications and associations being made by the writer	Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas
Ask inferential questions						
Respond to what they hear with relevant comments, questions or actions.	Ask questions to explore what characters say and do	Ask questions to understand more about characters and events in narrative or the topic in non-fiction	Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic	Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read	Recognise where they don't understand why something happens in a text and ask questions to clarify their understanding	Ask questions to clarify and explore their understanding of what is implied in the text
Adapt reading strategies in order to make inferences						
Talk with others about what they have read.	Link what they are reading to their own experience	Talk around a topic prior to reading Re-read sections of texts carefully to find answers to questions about characters and events	Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts Make regular predictions and brief summaries as they read, thinking about the clues and hints they've picked up, as well as what is directly stated Re-read sections of texts carefully to check their ideas about the text	Link what they are reading to prior knowledge and experience and to their knowledge of similar texts Make predictions and brief summaries at regular intervals when reading Think about what they've read, re-read sections of texts carefully to find 'evidence' to support their speculations and interpretation of characters and events	Link what they read to what they know (prior knowledge and experience), their knowledge of texts, and to what they have read in previous sections, to make inferences and deductions. Know how to gain a rapid overview of a text, e.g. by skimming and scanning, and how and when to read slowly and carefully. Build 'thinking time' into their reading, identifying questions that they want answered. Summarise their current understanding at regular intervals when reading an extended text.	Link what they have just read to what they know (prior knowledge and experience), their knowledge of texts, and what they have read in previous sections, to make inferences and deductions. Know how to gain a rapid overview of a text, e.g. by skimming and scanning and how and when to read slowly and carefully. Build 'thinking time' into their reading, identifying questions that they want answered. Summarise their current understanding at regular intervals when reading an extended text.
Reading to find out						
Whole school approaches and common activities for developing reading to find out						
<ul style="list-style-type: none"> • Discuss children's existing knowledge of topics or ideas as an introduction to working on information texts, using focusing activities to raise their interest and formats such as KWL grids. • Encourage children to ask their own questions to find out more or to promote independent research • Annotate non-fiction texts in a common, agreed way across the school • Ensure that children's non-fiction reading strategies are applied specifically in topic work/ work in different curriculum areas. • Demonstrate the process of applying reading skills to find an answer and recording answers using different formats through shared reading • Remind readers of the range of strategies they might use to locate information as a prelude to research and independent reading 						
Retrieve and record information from non-fiction texts						
Answer how and why questions in response to events.	Find information in a text about an event, character or topic	Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc Express and record their understanding of information orally, using simple graphics, or in writing	Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of information orally, using simple graphics, or in writing	Pick out key sentences and phrases that convey important information Take information from diagrams, flow charts and forms where it is presented graphically Collect information from different sources and present it in a simple format, e.g. chart, poster, diagram	Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically Use different formats to capture, record and explain information	Evaluate texts for their reliability and usefulness when researching a topic Record important details retrieved from a text using an appropriate format, e.g. by making a comparisons table

					about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information	
Ask Questions to find out						
Respond to what they hear with relevant questions.	Pose questions and use a text to find answers	Pose and record questions prior to reading to find something out Ask follow up questions about the topics they've read about	Prepare and list questions as the basis for enquiry and decide which are the most important to follow up	Prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search	Prepare for research by identifying what they already know and what they need to find out. Plan their inquiry or research in the light of these questions. Adapt their questions as they read	Locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information Refine research questions in the light of initial findings
Identify how the structure and presentation of non-fiction texts contributes to meaning						
Talk about the content of information books.	Discuss different ways pages from an information book can be laid out and how this is different from story books. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagram	Identify and explain the use of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions, hyperlinks and bullet points.	Identify how different non-fiction texts are organised. Use the organisational features of non-fiction texts in their own reading and research.	Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how to use to find information efficiently.	Identify the features of different non-fiction texts, e.g. recounts, instructions, explanations, persuasive writing and argument, including content, structure, vocabulary, style, layout and purpose. Discuss the way that writers of non-fiction match text structure to their intentions.	Understand and explain how different conventions and presentational features are used across a range of information or non-narrative texts. Compare different types of information texts, including texts which are a mix of text types or were written for a number of purposes simultaneously, and identify differences in the way that they are structured.
Identify how language ...contributes to meaning						
	Discuss the language used in labels and captions Notice how language is used in instructional writing and recounts Discuss the meaning of significant words met in reading linked to particular topics	Notice some of the language features of non-fiction texts, e.g. direct language, the language of explanation, time connectives etc. Speculate about the meaning of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding	Begin to identify some of the language differences between fiction and non-fiction texts. Develop their understanding of key words met in reading non-fiction texts	Investigate the language features of different sorts of non-fiction texts Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary	Investigate the use of language in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority Compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts	Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc. Explain and use accurately the subject specific vocabulary used in different non-fiction texts
Strategies for reading non-fiction text						
Talk about the content of information books.	Locate parts of the text which give particular information, including labelled diagrams and charts	Scan a text to find specific sections using key words or phrases, sub headings. Decide on whether a text is useful by skim reading its title, contents page, illustrations, headings and sub headings.	Skim and scan a text to locate information quickly and accurately. Draw together ideas and information from across a text, using simple signposts (contents, index, sub headings, page numbers etc.) in the text.	Clarify unfamiliar vocabulary met in information texts. Skim a text for an overview, Scan texts for key words, phrases and sentences as well as useful headings to locate information. Pay particular attention to introductions and opening/ closing sentences in paragraphs to identify key information. Adapt reading strategies to the different sorts of text read, including IT texts, and to different purposes for reading.	Clarify unfamiliar vocabulary met in information texts. Apply the range of reading strategies to reading information texts i) thinking about what they already know; ii) skimming to gain an overall sense of the text; iii) scanning to locate specific information; iv) close reading to develop understanding; v) text marking. Plan research in other subjects, considering how best to read different sources, and find and record the information they need.	Clarify unfamiliar vocabulary met in information texts. Read effectively for different research purposes, e.g. skim and scan a text to gain an overview of a text, identify which part of the text needs to be read more carefully to find particular information, read slowly and carefully a section, annotating the text as appropriate. Plan research in other subjects, considering how best to read different sources, and find and record the information they need.