

St Mary's Primary School

Progression in skills and
knowledge

READING

‘Every child a reader by 7. All children will read fluently with confidence and enjoyment.’

Intent:

At St. Mary’s Catholic Primary School, reading is at the centre of our curriculum. Our vision is to foster a lifelong love of reading amongst all of our pupils therefore providing them with the reading skills which will successfully allow them to access the breadth and richness of our curriculum and improve their communication and language skills. We believe reading is an entitlement that should enable children to connect with some of the finest words ever written. It should open up a world of possibility and intrigue and is a fundamental life skill which, enables children to communicate effectively in all areas and equips them for the challenges they will face in the wider world.

Speaking and listening is prioritised in order to build vocabulary for all learners in order to understand more complex texts. We provide a reading rich environment where pupils can access text linked to the 5 plagues of reading, curriculum areas and their own areas of interest.

We intend that our pupils will be both independent and reflective readers who can read fluently and for meaning.

We provide rich, meaningful discussions around texts, where all children feel confident and able to contribute by using their reading skills to access all areas of learning. We use approaches that encourages children to spot clues and apply strategies to understand texts at a deep level

The overarching intent for English at St Mary’s is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Our aim is to ensure that all pupils:

- Will be taught by staff who are passionate, avid readers themselves.
- will be both independent and reflective readers who can read fluently and for meaning.
- develop a love of reading that becomes a life-long habit, for both pleasure and information
- Engage with whole class guided reading lessons.
- feel confident and able to contribute by using their reading skills to access all areas of learning, where they can elaborate and clearly explain their understanding and ideas
- Individual reading experiences for less fluent readers.
- Opportunities to read at home and be rewarded.
- Reading for pleasure and trips to the library are encouraged
- Exposure to recommended reads for every year group.

- Bookfest activities throughout each term, with a set of well-chosen titles that all children in each year group will read and discuss and take part in book related competition
- Participation in the Shrewsbury Bookfest festival for big books in KS1 and KS2 long and shortlisting
- World Book Day celebrated annually with a focus on reading
- Author visits
- Exposure to the Classics, both to read themselves and be read to the children.
- Visits to and from theatre companies
- appreciate a rich and varied language developed through exposure to diverse text with global perspectives
- bring reading to life and give it a purpose through speaking and listening, use of music, drama and performance and are confident to share and challenge ideas through debate.

Implementation

The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. At St Mary's we have developed a synthetic phonics programme 'Read, Write, Inc developed by Ruth Miskin. Our staff teach learners the relationship between sounds and written spelling patterns, or graphemes, which represent them.

All children in Reception and KS1 have daily phonics sessions in a whole class setting with those who are struggling to grasp key elements taught, receiving additional phonics sessions and language interventions . This is to ensure all pupils receive equal exposure to teaching material for their age group and are given the same opportunity to learn.

Additional phonics sessions are taught in small groups where pupils participate in speaking, listening, spelling and reading activities that are matched to their targeted needs.

Early Reading and Phonics:

We carry out a baseline assessment as children enter EYFS and KS1. We continue to assess children's phonics skills each half-term using phonics assessments in Reception and Year 1 that follow a similar pattern to daily lessons: phoneme / grapheme awareness, segmenting and blending, reading and writing.

As well as this, teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may require additional support. Timely intervention is planned for those children who are working below expected standard as soon as their needs are identified.

We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are required for children to achieve the goal of being a well-rounder reader. When pupils have completed the phonics programme and are secure word level readers, reading is developed during whole class and guided sessions of

reading , using high quality text and focused on teaching the skills needed for reading. Strong links are made between reading and writing so that skills and strategies can develop between the two. Children read and enjoy high quality fiction, non-fiction and poetry, which are linked to topics across the curriculum where relevant.

Each week, all children are heard read three times during reading sessions. In addition, those children who require additional reading practice and support are heard read during interventions throughout the week.; the focus being on the lowest 20% and those who are not heard read at home.

Children who are unable to achieve the phonics expected standard will proceed to phonics intervention and reading support. Phonics is continued in KS2 for those who need it including application practice with decodable reading books. Progress is monitored through reading age tests and reading paper assessments.

Teaching Reading:

In reading lessons, children develop their key reading strategies and skills for decoding and comprehending together for a class text. This same text is read everyday to allow children to become familiar with it. This ensures pupils have the opportunity to read out loud, practice intonation, fluency and speed. Children are taught each day the skills and strategies for reading the text and developing comprehension skills. Three main phases are taught in these lessons 1, gathering and building background knowledge and introduction to the text to gain a basic understanding. Phase 2, digging deep and investigating the text to deepen knowledge and understanding. Phase 3, applying knowledge and understanding within and across texts. Throughout the week, will focus on answering questions specifically linked to whole class read and focus on retrieving and inferring information from the text, discussing characters and plots, making predictions and summarising events, comparing within and across a books, looking at themes and making justification for their preferences.

Vocabulary Focus:

Through phonics, spelling, reading lessons, vocabulary linked to the text is focused upon. Pupils look at root words to gather understanding of meaning, synonyms to build and wider their vocabulary bank and the type of vocabulary it is to gain an understanding of appropriate times to use it across the curriculum. Key vocabulary within text is reinforced daily across appropriate curriculum areas to ensure it becomes embed and children gain the ability to use within the spoken / written language as appropriate.

Class Reads:

All classes experience a class read, this is for pleasure, to excite and engage children and to expose them to a range of genres. Class read time is a time for pupils to read or hear a book read without interruption.

Application of Skills:

Application of reading skills are planned for across the curriculum with skills and strategies taught being applied in other subjects such as Science, Topic and RE. Here you will see pupils reading and thinking as readers, using reciprocal and close reading techniques to support this.

Text Choice:

Text chosen in each year group are carefully selected by the class teachers in conjunction with the English subject lead. Here books are selected to ensure children are exposed to a wide range of genre and authors. Books chosen in each year group ensure both challenge and appropriateness. In Reception-KS1 decodable books are used mainly based on the Oxford Reading Tree books, these continue through a colour coded book band scheme into free reading books as the children progress through school. Throughout each term, children will work their way through a selection of books provided by the class teacher allowing conversations to be developed around books that all the children have read. A selection of other books are available to the children in their class library for their free choice.

Home Reading:

Reading at home is strongly promoted. Children take the Bookfest reading challenge books home and are able to take another book from the book banded/free read section, this is to ensure they are able to practice fluency and understanding, whilst reading for enjoyment. All children have access to 'Purple Mash' and can access a vast library of books at home, and the activities and games that accompany them. Parent workshops and support is provided. Children can choose and are invited to join the Head Teacher for a reading club at lunchtimes.

Impact

The organisation of the Reading curriculum, is realising a community of enthusiastic reader, who enjoy sharing their books and reading skills. Children who enjoy showcasing their developing knowledge comprehension skills. Children are becoming more confident to take risks in their reading, and love to discuss and share their ideas.

Children achieve in line nationally in the phonics screening check, and at the end of the EYFS. Attainment at the end of KS2 is in line with national figures

National Curriculum Objectives

	EYFS ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Knowledge							
Knowledge							
Decoding	<p>*Say a sound for each letter in the alphabet and at least 10 digraphs</p>	<p>*apply phonic knowledge to decode words.</p> <p>*speedily read all 40+ letters/groups for 40+ phonemes.</p> <p>*read accurately by blending taught GPC.</p> <p>*read common exception words.</p> <p>*read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>*read multisyllable words containing taught GPCs.</p> <p>*read contractions and understanding use of apostrophe.</p> <p>*read aloud phonetically-decodable texts.</p>	<p>*secure phonic decoding until reading is fluent.</p> <p>*read accurately by blending, including alternative sounds for graphemes.</p> <p>*read multisyllable words containing these graphemes.</p> <p>*read common suffixes.</p> <p>*read exception words, noting unusual correspondences.</p> <p>*read most words quickly & accurately without overt sounding and blending.</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes, to read aloud</p> <p>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>

<p>Knowledge</p> <p>Familiarity with texts</p>	<p>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<p>*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. *recognising and joining in with predictable phrases.</p>	<p>*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. *recognising simple recurring literary language in stories and poetry.</p>	<p>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books.</p>	<p>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. *identifying themes and conventions in a wide range of books.</p>	<p>*increasing their 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. *identifying and discussing themes and conventions in and across a wide range of writing.</p>	<p>*increasing their 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. *identifying and discussing themes and conventions in and across a wide range of writing.</p>
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<p>Knowledge</p> <p>Poetry and Performance</p>		<p>*learning to appreciate rhymes and poems, and to recite some by heart.</p>	<p>*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. *recognising some different forms of poetry.</p>	<p>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and action. *recognising some different forms of poetry.</p>	<p>*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>
<p>Knowledge</p> <p>Word meanings</p>	<p>Read words consistent with their phonic knowledge by sound--blending</p>	<p>*discussing word meanings, linking new meanings to those already known.</p>	<p>*discussing and clarifying the meanings of words, linking new meanings to known vocabulary. *discussing their favourite words and phrases.</p>	<p>*using dictionaries to check the meaning of words that they have read.</p>	<p>*using dictionaries to check the meaning of words that they have read.</p>		
<p>Knowledge</p> <p>Understanding</p>	<p>*Make comments about what they have heard and ask questions to clarify</p>	<p>*drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>*discussing the sequence of events in books and how items of information are related.</p>	<p>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of</p>	<p>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words</p>	<p>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words</p>

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	<p>their understanding</p> <p>*hold conversation when exchanged in back-and-forth exchanges with their teacher and peers</p>	<p>*checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>*drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>*checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>*asking questions to improve their understanding of a text</p> <p>*identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p>*asking questions to improve their understanding of a text.</p> <p>*identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p>*asking questions to improve their understanding.</p> <p>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>	<p>*asking questions to improve their understanding.</p> <p>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>
Authorial Intent				<p>*discussing words and phrases that capture the reader's interest and imagination.</p> <p>*begin to identifying how language, structure, and presentation contribute to meaning.</p>	<p>*discussing in greater detail words and phrases that capture the reader's interest and imagination.</p> <p>*confidently identifying how language, structure, and presentation contribute to meaning.</p>	<p>*begin identifying how language, structure and presentation contribute to meaning.</p> <p>*begin to discuss how authors use language, including figurative language, considering the impact on the reader.</p>	<p>*confidently identifying and explain how language, structure and presentation contribute to meaning.</p> <p>*discuss and evaluate with increasing confidence how authors use language, including figurative language, considering the impact on the reader.</p>

Reading Skills							
	EYFS ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills Range of reading	<p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>*Listen attentively and respond to what they hear with relevant questions, comments, actions when being read to and during whole class discussions and small group interactions</p>	<p>* begin listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>*being encouraged to link what they read or hear read to their own experiences.</p>	<p>*listening to a wider range of text , being able to confidently 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.</p>	<p>*listening to and discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>*be introduce to reading books that are structured in different ways and reading for a range of purposes.</p>	<p>*with confidence independently discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>*know that reading books are structured in different ways and reading for a range of purposes.</p>	<p>*read, discuss and make links between an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>*understand that reading books are structured in different ways for specific reasons. Begin to make choices about these reading for a range of purposes.</p> <p>*begin making comparisons within and across books.</p>	<p>*continuing, with greater confidence, to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Making links within and across texts</p> <p>*continue reading books that are structured in different ways and reading for a range of purposes.</p> <p>*making more complex comparisons within and across books.</p>
Skills Inference		<p>*discussing the significance of the title and events.</p> <p>Begin to make simple inferences on the basis of what is being said and done.</p>	<p>*continue to develop simple inferences on the basis of what is</p>	<p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions,</p>	<p>*begin to justify inferences with evidence. such as inferring characters' feelings,</p>	<p>*develop inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>*confidently draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>

Skills Prediction	*Anticipate (where appropriate) key events in stories	*predicting what might happen on the basis of what has	*predicting what might happen on the basis of what has been read so far.	*predicting what might happen from details stated and implied.	*predicting what might happen from details stated and implied.	*predicting what might happen from details stated and implied.	*predicting what might happen from details stated and implied.
Skills Non-fiction			*being introduced to non-fiction books that are structured in different ways.	*retrieve and record information from non-fiction.	*retrieve and record information from non-fiction.	*distinguish between statements of fact and opinion. *retrieve, record and present information from non-fiction.	*distinguish between statements of fact and opinion. *retrieve, record and present information from non-fiction.

<p>Skills</p> <p>Discussing reading</p>	<p>*Use and understand, recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role play</p>	<p>*begin to participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>*explain their understanding of what is read to them.</p>	<p>*participate with some support, in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say.</p> <p>*clearly explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>*independently participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>*confidently participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>*begin recommending books that they have read to their peers, giving reasons for their choices.</p> <p>*begin to participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>*begin to explain and discuss their understanding of what they have read, including through formal presentations and</p>	<p>*confidently recommending books that they have read to their peers, giving reasons for their choices.</p> <p>*confidently participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>*with independence and confidence explain and discuss their understanding of what they have read, including</p>
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Knowledge Understanding the vocabulary used in texts

	EYFS ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use prior knowledge to support understanding		*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. *Recognizes 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.	I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
Check that books make sense to them	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	*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 understanding.	*Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read. Put into their own words their understanding of what they have read.	*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. Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning.

<p>Ask questions to improve their understanding</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding</p>	<p>*Ask questions about aspects of a text they don't understand.</p>	<p>*Ask questions about a text to ensure they understand events or ideas in a text.</p>	<p>*Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand.</p>	<p>*Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text.</p>	<p>*Identify aspects of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more.</p>	<p>*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.</p>
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<p>Skim, scan and read closely</p>		<p>*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.</p>	<p>*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.</p>	<p>*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.</p>	<p>*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.</p>	<p>*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.</p>	<p>*Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning. *carefully Read sections of texts to research information and to answer questions.</p>
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<p>Use strategies to locate or infer the meaning of unfamiliar words</p>		<p>*Speculate about the possible meanings of unfamiliar words met in reading. *Check whether the suggested meanings make sense in the context of the text.</p>	<p>*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.</p>	<p>*Practice 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.</p>	<p>*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.</p>	<p>*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.</p>	<p>*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.</p>
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<p>Annotate text</p>		<p>*Mark significant incidents in a story or information in a non-fiction text.</p>	<p>*Make simple notes on a text, e.g. underlining key words or phrases, adding headings etc.</p>	<p>*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.</p>	<p>*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.</p>	<p>*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.</p>	<p>*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.</p>
<p>Visualize their understanding of what they read</p>		<p>*Visualise what they have been reading, e.g. through drawing or acting out.</p>	<p>*Use illustrations and simple formats such as flow charts or diagrams to re-present and explain a process or a series of events.</p>	<p>*Re-present information gathered from a text as a picture or graphic, labelling it with material from the text.</p>	<p>*Visualise the information they have read about, e.g. by mapping, illustrating, representing information graphically, and acting out. *Use information from the text to justify their visual representations.</p>	<p>*Re-present information from a text graphically. *Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.</p>	<p>*Re-present information from a text graphically. Comment on the illustrations and graphic representations</p>

<p>Make predictions</p>	<p>Anticipate key events in a story</p>	<p>*Make predictions based on titles.</p>	<p>*Use immediate clues and what predictions about what is going to happen or what they will find out.</p>	<p>*Update and modify predictions about ideas in a text on a regular basis throughout their reading.</p>	<p>*Make predictions about a text based on topic, event or type of text. Modify predictions as they read on.</p>	<p>*Make regular and increasingly modifying their ideas as they read the next part of the text.</p>	<p>*Make plausible predictions and on. Discuss how and why they need to modify their predictions as they read on.</p>
<p>Summarise understanding</p>		<p>* Retell a story giving the main events.</p>	<p>*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.</p>	<p>*Retell main points of a story in sequence. *Identify a few key points from across a non-fiction passage.</p>	<p>*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.</p>	<p>*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.</p>	<p>*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.</p>

<p>Adapt reading strategies for different purposes or according to the text type</p>		<p>*Listen to their own reading, and that of others, and make a sense check at regular intervals, re-reading where necessary to regain understanding.</p>	<p>*Stop and think about what they have read. *Put what they've read or heard into their own words.</p>	<p>*Identify where they don't understand what they've read, stop reading and take steps to fix the problem.</p>	<p>*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.</p>	<p>*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.</p>	<p>*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. *Summarise their current understanding about a text at regular intervals</p>
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Skills and strategies to read for understanding

	EYFS ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Take pleasure in reading: Develop positive attitudes to reading and enjoy listening to books read to them	<p>*Read words consistent with their phonic knowledge by sound—blending</p> <p>*Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding</p>	*Select books for personal reading and give reasons for choices.	*Read and listen to whole books, make choices for their personal reading.	*Sustain their reading for enjoyment and to find out.	*Read independently complete short texts and sections from information books.	<p>*Listen to texts read to them.</p> <p>*Read favourite authors and choose books to read on the recommendation of others.</p>	*Listen to texts read to them and sustain their reading of longer and with more challenging texts.
Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say	<p>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>	*Discuss books they like and give reasons for choices.	*Justify their choices of books and their preferences from the books they have read or have had read to them.	*Discuss why they like particular books or authors with others, giving reasons.	*Describe and review their own reading habits.	*Talk about books referring to details and examples in the text.	*Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader.

<p>Extend their range of reading</p>		<p>*Select books to read and listen to.</p>	<p>*Make choices from a selection of texts to hear and to read themselves.</p>	<p>*Extend the range of books read by browsing and selecting texts, including poetry, to read independently.</p>	<p>*Develop their reading stamina as they read longer texts.</p>	<p>*Plan personal reading goals which reflect their interests and extend their range.</p>	<p>*Develop their reading stamina and complete the independent reading of some longer texts.</p>
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Skills: Express, record and present understanding

	EYFS ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Develop and express their understanding</p>	<p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate</p>	<p>*Discuss reasons why things happen in the texts they read or are read to them.</p> <p>*Express their understanding orally, and use words, illustrations and given formats to record their understanding.</p>	<p>*Discuss themes, plots, events and characters, comparing stories by the same and different authors.</p> <p>*Compare the information given about topics in non-fiction texts.</p>	<p>*Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas.</p> <p>*Use simple graphics or illustrations to record and explain their understanding of information.</p>	<p>*Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so.</p> <p>*Compare and contrast stories, justifying their preferences and opinions.</p>	<p>*Contribute to a discussion where a group explore their understanding of a topic raised through reading.</p> <p>*Discuss and comment on texts, and present their ideas in appropriate and helpful formats, including graphically.</p>	<p>*Contribute constructively to a discussion about reading, responding to and building on the views of others.</p> <p>*Comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read.</p>
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<p>Answer questions about a text and record their understanding</p>		<p>*Match events to characters in narrative and detail and information to objects or topics in non-fiction texts.</p>	<p>*Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering, tabulating, and copying.</p> <p>*Use different formats (matching, ordering etc.) to answer questions on a text.</p>	<p>*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.</p> <p>*Record their understanding of a text in different ways, using a range of formats.</p>	<p>*Retrieve and collect information from different sources and re-present it in different forms, e.g. chart, poster, diagram.</p> <p>*Answer questions on a text using different formats (matching, ordering, tabulating, etc.).</p>	<p>*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.</p> <p>*Recognise different types of comprehension questions (retrieval/inferential) and know whether the information required to answer will be</p>	<p>*Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc.</p> <p>*Recognise different types of comprehension questions (retrieval/inferential) and know whether the information required for the answer will be explicitly stated or implied in the text .</p>
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						<p>explicitly stated or implied in the text.</p> <p>*Vary the reading strategies they use to answer questions, depending on the different types asked.</p> <p>*Answer questions by explaining their ideas orally and in writing, including questions requiring open-ended responses.</p>	<p>*Vary the reading strategies they use and mode of answering according to what is expected of them by the question.</p> <p>*Use confidently the different formats (matching, ordering etc.) to answer questions on a text.</p> <p>*Answer questions by explaining their ideas orally and in writing.</p>
Justify their ideas about a text		<p>*Answer simple questions where they recall information from a text.</p>	<p>*Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.</p>	<p>*Re-read sections of texts carefully to find 'evidence' to support their ideas about a text.</p> <p>*Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.</p>	<p>*Support their ideas about a text by quoting or by paraphrasing from it.</p> <p>*Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.</p>	<p>*Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning.</p> <p>*Identify and summarise evidence from a text to support a</p>	<p>*Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt.</p> <p>*Identify and summarise evidence from a text to support a hypothesis.</p>

						hypothesis.	
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<p>Annotate the text to support their understanding</p>		<p>*Mark significant incidents in a story or information in a non-fiction text.</p>	<p>*Make simple notes on a text, e.g., underlining key words or phrases, adding headings etc.</p>	<p>*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 a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading.</p>	<p>*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.</p>	<p>*Annotate a text to identify 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.</p>	<p>*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.</p>
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<p>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</p>		<p>*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.</p>	<p>*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.</p>	<p>*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.</p>	<p>*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.</p>	<p>*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.</p>	<p>*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.</p>
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Skills Understanding the whole text

	EYFS ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Identify main ideas and themes in a wide range of books and understand how these are developed over a text</p>	<p>*Listen attentively and respond to what they hear with relevant questions, comments, actions when being read to and during whole class discussions and small group interactions</p>	<p>*Pick out significant events, incidents or information that occur through a text.</p> <p>*Link familiar story themes to their own experiences, e.g. illness, getting lost, going away.</p>	<p>*Discuss familiar story themes that they have read or heard.</p> <p>*Give reasons why things happen or change over the course of a narrative.</p>	<p>*Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish.</p> <p>*Discuss how characters' feelings, behaviour and relationships change over a text.</p>	<p>*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.</p> <p>*Link cause and effect in narratives and recounts.</p> <p>*Explain how ideas are developed in non-fiction texts.</p>	<p>*Begin to distinguish between plot events/ details and the main themes in the texts they read.</p> <p>*Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative.</p> <p>*Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.</p>	<p>*Understand how a writer develops themes, ideas, or points of view over a text.</p> <p>*Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over the course of a text.</p> <p>*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.</p>

<p>Identify how structure and presentation contribute to meaning</p>		<p>*Identify and compare basic story elements, e.g. beginnings and endings in different stories.</p> <p>*Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations, and diagrams.</p> <p>*Recite poems with predictable and repeating patterns, extending, and inventing patterns and playing with rhyme.</p>	<p>*Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved.</p> <p>*Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks, and bullet points.</p> <p>*Identify and discuss patterns of rhythm, rhyme, and other features</p>	<p>*Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.</p> <p>*Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.</p> <p>*Distinguish between rhyming and non-rhyming poetry and comment</p>	<p>*Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action, and dialogue.</p> <p>*Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these</p>	<p>*Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication, and resolution.</p> <p>*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.</p>	<p>*Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together.</p> <p>*Understand how writers use the features and structure of information texts to help convey their ideas or information.</p> <p>*Analyse how the structure or organisation of a poem supports</p>
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			<p>which influence the sound of a poem.</p>	<p>on the impact of the poem's layout.</p>	<p>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.</p>	<p>*Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.</p>	<p>the expression of moods, feelings and attitudes.</p>
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<p>Make comparisons within and across texts</p>		<p>*Discuss and compare events or topics they have read about or have listened to.</p>	<p>*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.</p>	<p>*Make comparisons between events in narrative or information texts on the same topic or theme. *Compare and contrast writing by the same author.</p>	<p>*Collect information to compare and contrast events, characters or ideas. *Compare and contrast books and poems on similar themes.</p>	<p>*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.</p>	<p>*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.</p>
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<p>Identify how language contributes to meaning</p>		<p>*Explore the effect of patterns of language and repeated words and phrases. *Identify and discuss some key elements of story language.</p>	<p>*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.</p>	<p>*Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs.</p>	<p>*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.</p>	<p>*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.</p>	<p>*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.</p>
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Evaluate the text		*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.
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Skill Retrieve information from texts

	EYFS ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Retrieve information from texts</p>	<p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>*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.</p>	<p>*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.</p>	<p>*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.</p>	<p>*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.</p>	<p>*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</p>	<p>*Use evidence from across a text to explain events or ideas. *Identify similarities and differences between characters, places, events, objects and ideas in texts.</p>
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	-Use and understand recently ,introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role play	*Find information in a text about an event, character or topic.	*Locate information using contents, index, sub-headings, page numbers etc. *Express and record their understanding of information orally, using simple graphics or in writing.	*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.	of features of the information text being read, including information presented graphically.	*Retrieve information from texts and evaluate its reliability and usefulness.
Retrieve the meaning of unfamiliar vocabulary where this is explained in the text		*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	*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	*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	*Apply appropriate strategies (re-reading, reading on, visualising, word knowledge, syntax) in order to find the meaning of unfamiliar vocabulary met in

to clarify their understanding of a sentence or passage.

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.

meaning of words used in a text.

independent reading. Check the plausibility and accuracy of their suggestions.

<p>Identify how language, structure and presentation contribute to meaning</p>		<p>*Notice how information is presented.</p>	<p>*Notice how information is presented across a range of texts.</p>	<p>*Notice how information is presented and organised across a range of texts.</p>	<p>*Use knowledge of different organisational features of texts to find information effectively.</p>	<p>*Use knowledge of different organisational features of texts to find information effectively. Comment on how information is presented on the page.</p>	<p>*Use knowledge of different organisational features of texts to find information effectively. *Identify and explain how complicated information is presented on the page to make reading easier.</p>
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<p>Ask retrieval questions about a text</p>		<p>*Ask questions to understand what has happened in stories they have read or been read to them.</p>	<p>*Ask what, where, and when questions about a text to support and develop their understanding.</p>	<p>*Clarify their understanding of events, ideas and topics by asking questions about them.</p>	<p>*Identify elements of a text which they do not understand and ask questions about it.</p>	<p>*Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.</p>	<p>*Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.</p>
<p>Distinguish between fact and opinion (Years 5/ 6 only)</p>						<p>*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.</p>	<p>*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.</p>

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Skill Inferential understanding

	EYFS ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Infer from what characters say and do		<p>*Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud.</p> <p>*Discuss what is suggested about a character from the way or how he/ she speaks.</p>	<p>*Make inferences about characters from what they say and do, focusing on important moments in a text.</p>	<p>*Understand how what a character says or does impacts on other characters, or on the events described in the narrative.</p> <p>Infer characters' feelings in fiction.</p>	<p>*Deduce the reasons for the way that characters behave from scenes across a short story.</p>	<p>*Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.</p>	<p>*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.</p>

<p>Predict what might happen</p>		<p>*Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts.</p>	<p>*Make plausible predictions showing an understanding of the ideas, events or characters they are reading about.</p>	<p>*Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded.</p>	<p>*Use information about characters to make plausible predictions about their actions.</p>	<p>*Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts.</p>	<p>*Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts</p>
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						<p>*Discuss the plausibility of their predictions and the reason for them.</p>	<p>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.</p>
<p>Identify how language ... contribute(s) to meaning: How meaning is conveyed through the writer's language choices</p>		<p>*Explore the effect of patterned language or repeated words and phrases in familiar stories.</p>	<p>*Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event.</p>	<p>*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.</p>	<p>*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</p>	<p>*Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them.</p>	<p>*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.</p>

					<p>moods, arouse expectations, build tension, describe attitudes or emotions. *Discuss the meaning of similes and other comparisons that they read.</p>	<p>*Consider the language used in a text and pick up the implications and associations being made by the writer.</p>	
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<p>Ask inferential questions</p>		<p>*Ask questions to explore what characters say and do.</p>	<p>*Ask questions to understand more about characters and events in narrative or the topic in non-fiction.</p>	<p>*Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic.</p>	<p>*Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.</p>	<p>*Recognise where they don't understand why something happens in a text and ask questions to clarify their understanding.</p>	<p>*Ask questions to clarify and explore their understanding of what is implied in the text.</p>
<p>Adapt reading strategies in order to make inferences</p>		<p>*Link what they are reading to their own experience.</p>	<p>*Talk around a topic prior to reading. *Re-read sections of texts carefully to find answers to questions about characters and events.</p>	<p>*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</p>	<p>*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</p>	<p>*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.</p>	<p>*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.</p>

					speculations and interpretation of characters and events.	*Build 'thinking time' into their reading, identifying questions that they want answered. *Summarise their current understanding at	*Build 'thinking time' into their reading, identifying questions that they want answered. *Summarise their current understanding at
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Skill Reading to find out

	EYFS ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieve and record information from non-fiction texts		*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	*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.	*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.

			orally, using simple graphics, or in writing.		*Collect information from different sources and present it in a simple format, e.g. chart,	about what they have read, e.g. flow charts, for and against columns, matrices	
Ask questions to find out		*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	*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.	*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.

<p>Identify how the structure and presentation of non-fiction texts contributes to meaning</p>		<p>*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.</p>	<p>*Identify and explain the use of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions, hyperlinks and bullet points.</p>	<p>*Identify how different non-fiction texts are organised. *Use the organisational features of non-fiction texts in their own reading and research.</p>	<p>*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.</p>	<p>*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</p>	<p>*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</p>
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<p>Identify how language ...contributes to meaning</p>		<p>*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.</p>	<p>*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.</p>	<p>*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.</p>	<p>*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.</p>	<p>*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.</p>	<p>*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.</p>
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<p>Strategies for reading non-fiction text</p>		<p>*Locate parts of the text which give particular information, including labelled diagrams and charts.</p>	<p>*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.</p>	<p>*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.</p>	<p>*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</p>	<p>*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</p>	<p>*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</p>
<p>Distinguish between fact and opinion (Years 5/6 only)</p>						<p>*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.</p>	<p>*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</p>

Why is reading so important?

Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

In fact, there's evidence to suggest that reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.



10 top tips
for getting your
child to read
more

"Reading should be about having fun and adventure and magic, not just 'making progress'." Michaela Morgan



1. **Make books part of your family life** – Always have books around so that you and your children are ready to read whenever there's a chance.
2. **Join your local library** – Get your child a library card. You'll find the latest videogames, blu-rays and DVDs, plus tons and tons of fantastic books. Allow them to pick their own books, encouraging their own interests.
3. **Match their interests** – Help them find the right book - it doesn't matter if it's fiction, poetry, comic books or non-fiction.
4. **All reading is good** – Don't discount non-fiction, comics, graphic novels, magazines and leaflets. Reading is reading and it is all good.
5. **Get comfortable!** – Snuggle up somewhere warm and cosy with your child, either in bed, on a beanbag or on the sofa, or make sure they have somewhere comfy when reading alone.
6. **Ask questions** – To keep them interested in the story, ask your child questions as you read such as, 'What do you think will happen next?' or 'Where did we get to last night? Can you remember what had happened already?'
7. **Read whenever you get the chance** – Bring along a book or magazine for any time your child has to wait, such as at a doctor's surgery.
8. **Read again and again** – Encourage your child to re-read favourite books and poems. Re-reading helps to build up fluency and confidence.
9. **Bedtime stories** – Regularly read with your child or children at bedtime. It's a great way to end the day and to spend valuable time with your child.
10. **Rhyme and repetition** – Books and poems which include rhyme and repetition are great for encouraging your child or children to join in and remember the words.



Enjoy Reading



Enjoy Reading

Reading with your child

Sharing a book with your child allows you to share adventures and experiences in the safe world of the book. It allows you to ask questions, talk about what has happened and decide what you think together.

Sharing a book can be a bonding experience and for young children, cuddling up with a parent to read a book can be a special time.

Reading is important, but don't feel that you have to take the role of your child's teacher or put pressure on your child to start to read before they go to school. It's great to instil a love of books and language from an early age, but most of all, be led by your child and their interests and pace of development.

"Books transform children's lives - they can open windows onto new worlds, widen their horizons or even just make them laugh themselves silly! Reading for pleasure can give children the key they need to unlock their dreams." Christopher Edge

What difference could I make as a parent?

The short answer is: a lot! Parents are by far the most important educators in a child's life and it's never too young for a child to start, even if you're only reading with your child for a few minutes a day.

Before they're born, babies learn to recognise their parents' voices. Reading to your baby from the time they're born gives them the comfort of your voice and increases their exposure to language.



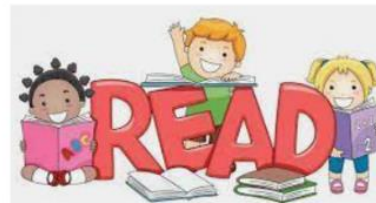
My child has just started school and is learning to read via phonics. What is phonics?

With phonics, children are taught to read by learning the phonemes (sounds) that represent letters or groups of graphemes (letters).

With this knowledge, children can begin to read words by learning how to blend the sounds together. Unlocking how this alphabetic code works means they can learn to decode any word. For example, when taught the sounds /t/, /p/, /a/, /i/ and /s/ early on, children can read words such as it, is, tap, tip, pat, sip and sat by blending the individual sounds together to make the whole word.

These words can also be broken down (segmented) into their phonemes for spelling. For example, the word 'sat' has three phonemes, /s/, /a/ and /t/ which the children learn to write with the three graphemes (letters) 's', 'a' and 't' that they have been taught.

They will also be taught to read words – such as 'once', 'was' or 'have' – which don't follow the phonic 'rules'. They'll build up a stock of these tricky words that they can recognize straight away.



Top tips on phonics

Say the sounds correctly

It's important that the sounds are pronounced correctly, as they would sound in speech. Try not to add 'uh' to consonant sounds, such as /t/ and /p/, as this makes it trickier to blend the sounds together into words.

Link sounds and letters to make words

Children are taught in school to quickly see a link between the phoneme (sounds) and a written representation of that sound (grapheme). At home, encourage your child to do the same when playing with fridge magnets in the kitchen, for example, or 'writing' when you are writing.

Don't be scared – make it fun!

Phonics can seem daunting for parents who were probably taught to read in a rather different way. However, simple games such as 'I spy' are great for helping reading, because the children have to listen to sounds. Say, "I spy, with my little eye, something that begins with (for example) the sound 'f-f-f'" Look at the 'football' or the 'fridge'. Make sure you refer to the first sound (not the first letter). Take it in turns, with your child saying, "I spy..." Make it lots of fun.

Practise!

Encourage your child to use their phonic knowledge when they are practising their reading. Make sure that they look at each letter in turn, all through each word. Encourage them to work out the sounds and then blend them together to make the whole word. Praise them for trying to use all the letters rather than guessing from just the first letter or the picture.

**EYFS
READING
TARGETS**

I know at least 10 digraphs

I know how to say a sound for each letter of the alphabet

I can demonstrate an understanding of what has been read to me by retelling the story/narrative, using my own words

And vocabulary that I have been introduced to.

**Knowledge
Word Reading**

I know how to read words consistent with my phonics knowledge by sounding and blending

**Knowledge
Word Meaning**

I can use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems during role play

**Skills Discussing
Reading**

I can read aloud simple sentences and book consistent with my phonics knowledge

Including some exception words

I can listen attentively and respond to what I have heard

I can ask relevant questions, comments, actions when being read out loud to and during class discussions

**Skills Range of Reading
Comprehension**

I can hold a conversation with back and forth exchanges with my teacher

I can make comments about what I have heard

I can ask questions to clarify my understanding of what I have heard

**Skills Understanding
Comprehension**

I can anticipate (where appropriate) key events in a story

**Predictions and
Explanation
Comprehension**

Year 1 READING TARGETS

I can read common exception words.

I can use my knowledge of phonics to blend sounds together to read words.

I can read accurately by blending sounds in unfamiliar words.

I am able to speedily match the correct sound to the grapheme, for all 40+ phonemes (even where there are different choices of sounds for graphemes).

I choose to use my knowledge of phonics to work out what words say, not just picture clues.

I can read words of more than one syllable using the phonemes and graphemes that I have been taught.

I can read words with phonemes and graphemes that I have been taught.

I can read familiar endings to words (-s, -es, -ing, -ed, -er, -est).

I can read common exception words, and I can point out the unusual way of spelling a sound in a word.

I can re-read my book to build my confidence and fluency in my word reading.

I can read books aloud that match my phonic ability.

I can read words with contractions (e.g. I'm, I'll, we'll) and I understand that the apostrophe represents the missing letters.

I can recognise and join in with predictable phrases.

I can retell these stories, using some of their features.

I am becoming very familiar with fairy stories, traditional tales and other well-known stories.

With encouragement, I am beginning to link what I hear or read to my own experiences.

I can listen to and discuss a wide range of poems, stories and non-fiction at a level higher than I can read.

I can discuss the meanings of new words, linking new meanings to what I already know.

I can say some rhymes and poems off by heart.

I am learning to appreciate rhymes and poems.

I can talk about what is being read to me, taking turns and listening to what others say.

I correct myself as I read if I make a mistake.

I check that the text makes sense to me as I read it.

I use what I already know or information I have been given to understand a text.

I can clearly explain my understanding of what is being read to me.

I can make a simple prediction about what might happen next in the story.

I can make simple predictions about the characters, through what they say or do.

I can talk about the meaning of the title and the events in the story.

Knowledge Word Reading

Knowledge Familiarity of Text Word Reading

Skills Range of Reading Comprehension

Skills Understanding Comprehension

Predictions and Explanation Comprehension

Year 2
READING
TARGETS

I can read accurately words of two or more syllables that have the graphemes I have already been taught.

I read accurately by blending sounds in words with graphemes I have already been taught, including alternative sounds for graphemes.

I can read more common exception words, and I can point out the unusual way of spelling a sound in a word.

I can read words with common suffixes.

I still use my phonic knowledge and skills to read words, but my reading is now becoming fluent.

KnowledgeWord
Reading

I re-read books to build up my fluency and confidence.

I can read aloud books closely matched to my phonic level, sounding out unfamiliar words accurately and automatically.

I can read most words for my phonic level quickly and accurately, without sounding them out and blending aloud.

Skills Reading

I am beginning to find information from non-fiction books that are structured in different ways.

I am becoming more familiar with a wider range of stories, fairy stories and traditional tales.

I can talk about the sequence of events in books and how items of information are linked.

I can listen to, talk about and express my opinion about a wide range of contemporary and classic poetry, stories and non-fiction at a level higher than I can read by myself.

Skills Range of Reading
Comprehension

I can recite some poems, with appropriate intonation in my voice so that I can make the meaning clear.

I can discuss my favourite words and phrases.

I can talk about meanings of words, linking new meanings

I can recognise familiar story/poetic language e.g. Once upon a time...

Skills Inference and
Checking
Comprehension

I can make predictions about what will happen next, based on what I have read.

I can make predictions about the characters, through what they say or do.

I use what I already know or background information and vocabulary I have been given to understand a text.

Skills Prediction
Comprehension

I know a greater range of poems by heart.

I check that the text makes sense to me as I read it, correcting myself when I make a mistake.

I can ask and answer questions about the text.

Skills Understanding
Comprehension

I take part in discussions about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say.

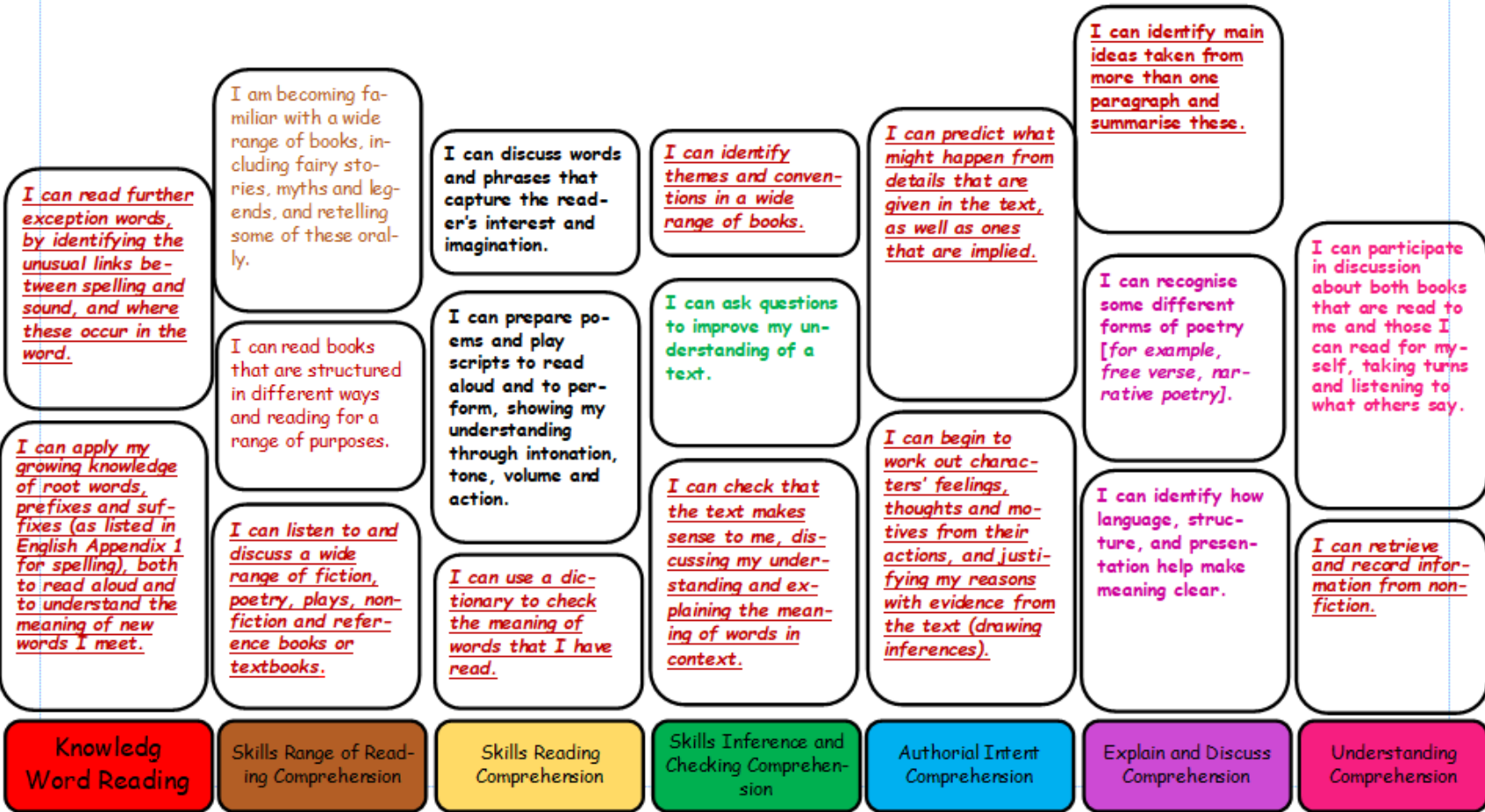
I can explain and discuss my understanding of books, poems and other texts that I have read or listened to.

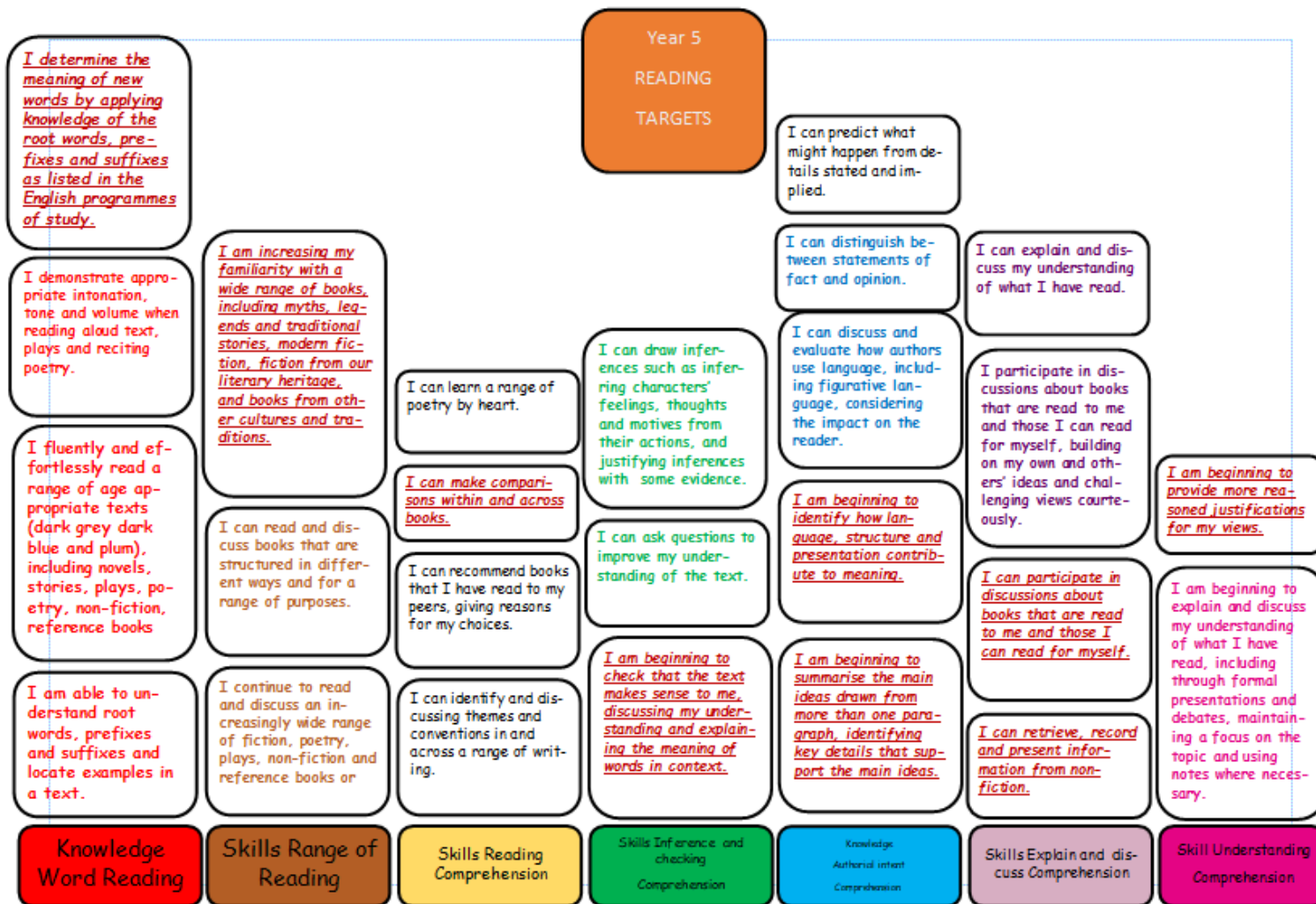
Skills Explain
and Discuss

**Year 3
READING
TARGETS**



Year 4
READING
TARGETS





Year 6 READING TARGETS



