



Athersley North Primary School

'Reading is the gateway skill that makes all other learning possible' Barack Obama

At Athersley North Primary School, we value reading as a key life skill and are dedicated to ensuring our pupils become lifelong readers. We aim to strike a balance between teaching reading skills and fostering a love of reading. Our aim is to provide pupils with many opportunities to read throughout the school day through: whole class reading sessions, novel study, independent reading and class story time to build reading fluency but to also enjoy a text.

Additionally, we work together to teach explicit reading skills which includes: summarising, retrieval, inference and predicting alongside a focus on vocabulary throughout. This allows pupils to understand the text as well as enjoy what they are reading. Our school's curriculum plan ensures pupils are exposed to a wide range of books throughout the year as well as throughout their school journey.

By the time pupils leave Athersley North Primary School, we hope they have built a love of reading and continue to build this as they continue their education

Develop positive attitudes to reading

	EYFS	KS1		KS2			
	Age 4-5 Age 3-4	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>Listen to stories and enjoy repeated reads of texts, choosing what they like and don't like.</p> <p>To enjoy and begin to join in with a range of familiar stories and rhymes.</p>	<p>Select books for personal reading and give reasons for choices</p>	<p>Read and listen to whole books, make choices for their personal reading</p>	<p>Sustain their reading for enjoyment and to find out</p>	<p>Read independently complete short texts and sections from information book</p>	<p>Listen to texts read to them. Read favourite authors and choose books to read on the recommendation of others</p>	<p>Listen to texts read to them and sustain their reading of longer and more challenging texts</p>
Read independently and in groups. Enjoy listening to books read to them	<p>Enjoy books being read to them. Retell familiar stories. Enjoy sharing books with peers and adults.</p> <p>To enjoy looking at books and begin to talk about and remember what happens in familiar stories.</p>	<p>Read independently and in groups. Enjoy listening to books read to them</p>					
Discuss books: Participate in discussion about what is read to	<p>Listens to familiar stories and able to recall some facts. To begin to make choices about what they like and</p>	<p>Discuss books they like and give reasons for choices</p>	<p>Justify their choices of books and their preferences from the books they have read or have</p>	<p>Discuss why they like particular books or authors with others, giving reasons</p>	<p>Describe and review their own reading habits</p>	<p>Talk about books referring to details and examples in the text</p>	<p>Discuss their personal reading with others and articulate their</p>

	<p>don't like to read.</p> <p>To begin to talk about what happens in familiar stories.</p>		<p>had read to them</p>				<p>personal response to their reading, identifying how and why a text affects the reader</p>
<p>Extend their range of reading</p>	<p>Enjoy a range of texts, non-fiction, fiction and poetry.</p> <p>To enjoy a range of stories and rhymes.</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>

Reading – Word Reading

	EYFS	KS1		KS2			
	<p>Age 4-5</p> <p>Age 3-4</p>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>To blend sounds into words they can read independently.</p> <p>To say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the</p>	<p>To continue using strategies to read unfamiliar words.</p> <p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-,</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently and with confidence (See Appendix 1.)</p>	<p>To read increasingly unfamiliar words with speed and accuracy.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -</p>	<p>By the end of Year 6, children are able to read the vast majority of words on sight with phonic and decoding knowledge thoroughly embedded.</p>

	<p>that are consistent with their phonic knowledge, including some common exception words.</p> <p>Listening to and hearing sounds in CVC and CVCC words. To spot and suggest rhymes. To count or clap syllables in a word.</p> <p>Recognise words with the same initial sound, such as big, bear etc.</p> <p>To know most of the picture cards for single letter sounds and begin to read some single letter sounds.</p>	<p>containing taught GPCs.</p> <p>To read words of more than one syllable that contain taught GPCs</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes (See Appendix 1.)</p>	<p>anti-and auto-to begin to read aloud (See Appendix 1.)</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud (See Appendix 1.)</p>		<p>ible/ibly, to read aloud fluently (See Appendix 1.)</p>	
<p>Common Exception Words</p>	<p>To begin to read some red words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words (See Appendix 1.)</p>	<p>To read all Y3/Y4 exception words*, with confidence noting why they are unusual (See Appendix 1.)</p>	<p>To begin to read Y5/6 exception words with increasing accuracy.</p>	<p>To read all y5/6 exception words with confidence noting why they are unusual.</p>

Fluency

<p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>To build accuracy of reading words.</p> <p>Begin to develop fluency.</p> <p>To be able to sing along with rhymes of varying speed</p> <p>To use longer sentences of 5 or 6 words.</p> <p>To begin to tell longer stories.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p> <p>Most children will be reading between 60-70 words per minute</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without over sounding and blending, e.g. at over 90 -100 words per minute, in age-appropriate texts.</p>	<p>To read aloud books closely matched to their reading ability.</p> <p>To continue using strategies to read unfamiliar word with accuracy.</p> <p>To re-read these books fluently and consider their audience (in terms of speed and volume.)</p> <p>To maintain the pace of reading 100wpm+.</p>	<p>To select their own books closely matched to their ability.</p> <p>To internally use strategies to read unfamiliar words accurately.</p> <p>To re-read these books with pace, volume and expression.</p>	<p>To select reading material which is suitably challenging.</p> <p>To read with a good pace and accuracy of unfamiliar words on sight.</p> <p>To read books with dramatic effect and the appropriate expression using an adults modelling.</p>	<p>To select reading material which is suitably challenging.</p> <p>To read books with dramatic effect and the appropriate expression with independence.</p>
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Correcting Inaccuracies and Understanding	To read words accurately consistent with their phonic knowledge.	To re-read a sentence for understanding when reading for fluency.	To re-read a sentence for understanding when reading for fluency.	To check that a text makes sense to them as they read and to self-correct independently.	At this stage, children should be able to identify when the text does not make sense and self-correct with increasing speed and accuracy, mostly internally.
	To begin to self-correct when reading words. Develop their pronunciation of sounds	To check that a text makes sense to them as they read and to self-correct, sometimes with adult support.	To check that a text makes sense to them as they read and to self-correct independently.		

Reading to find out

	EYFS	Key Stage 1		Key Stage 2			
	Age 4-5 Age 3-4	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Annotate the text to support their understanding	To find key events in a story or information in a non-fiction text e.g. can you find the part where the fox scared the rabbit? Can you find the part where the penguin was sad? To find a picture of a character or an object in a non-fiction text e.g. show me the penguin.	Underline key vocabulary and events in a story or in a non-fiction text.	Make simple notes on a text, e.g. underlining key words or phrases, adding headings etc.	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.	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. Identify, mark or annotate sections which highlight author's point of view focusing on language choices.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Skim, scan and read closely</p>	<p>To look at a book and begin to say why it looks different e.g. this one has a drawing inside, this one has a photograph inside.</p> <p>To use the front and back cover to begin to locate information and find out more about the text.</p>	<p>Skim read to gain an overview of a page/ text by focusing on significant parts – names, captions, titles.</p> <p>Scan the text to locate specific information – using titles, labels.</p>	<p>With support, speculate about the content of the section or page by skim reading title, contents page, illustrations, headings and sub headings.</p> <p>Scan pages to find specific information, using key words or phrases and headings.</p> <p>Re-read sections of text to answer questions carefully.</p>	<p>Speculate about the content of the section or page by skim reading title, contents page, illustrations, headings and sub headings.</p> <p>Scan pages to find specific information, using key words or phrases and headings.</p> <p>Re-read sections of text more carefully, e.g. to answer a specific question.</p> <p>Skim and scan a text quickly to locate information using key words and headings to draw together ideas and information from across a text.</p>	<p>Skim read a text to get an overview of it, scan for key words, phrases and headings.</p> <p>Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text.</p> <p>Pay particular attention to introductions and opening/ closing sentences in paragraphs to identify key information.</p> <p>Re-read sections of text more carefully to answer a variety of question types.</p>	<p>To begin to locate information accurately through skimming to gain an overall sense of the text.</p> <p>Scan a text to gain specific information.</p> <p>To begin to 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>Re-read sections of text more carefully to answer a variety of question types and pick out suitable evidence.</p>	<p>Locate information accurately through skimming to gain an overall sense of the text.</p> <p>Scan a text to gain specific information based on identified key words from a questions.</p> <p>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>Re-read sections of text more carefully to answer a variety of question types and pick out suitable evidence.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Evaluate the text</p>	<p>To choose a story to read and begin to say why they like it.</p>	<p>Talk about aspects of the text that they like and explain why.</p>	<p>Explain why they like a particular text referring to the features or events within the text.</p>	<p>Identify aspects or features that make a text entertaining, informative or useful with support.</p>	<p>Identify aspects or features that make a text entertaining, informative or useful.</p>	<p>To begin evaluate the effectiveness of the text looking closely at the features that enhance its quality.</p> <p>To begin to propose improvements to structure and language choices that would enhance the text.</p>	<p><i>Evaluate the effectiveness of a text identifying the features that enhance its quality.</i></p> <p><i>To propose improvements to structure and language choices that would enhance the text.</i></p>

Reading- Comprehension

	EYFS	KS1		KS2			
	Age 4-5 Age 3-4	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieval	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Identify main characters in a story and talk about their feelings, actions and motives.</p> <p>Select non-fiction books to gather information around a theme that interests them.</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>Re-reading and retelling familiar stories , using some of the features of story language.</p> <p>Retell stories giving the Retell stories individually and through role play in groups, using dialogue and narrative from the text.</p> <p>Learn and recite simple poems and rhymes, with actions, and re-read them from the text.</p> <p>To refer to a text and discuss characters' appearance, behaviour and characteristics.</p> <p>To find information in simple texts by returning to the appropriate page to locate information.</p>	<p>To re-tell a wider range of familiar stories using main points or events in sequence and highlighting significant moments or incidents.</p> <p>Retell stories giving the Retell stories individually and through role play in groups, using dialogue and narrative from the text.</p> <p>Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation. 3</p> <p>To use titles, subtitles, contents page, page numbers to identify where information is in a non-fiction text.</p>	<p>Present stories, showing an awareness of the different voices by dramatizing readings, showing differences between the narrator and characters.</p> <p>Read, prepare and present poems and play scripts.</p> <p>To take information from what they have read.</p> <p>To be able to identify key words and phrases within a text.</p> <p>To use titles, subtitles, contents page, page numbers and index (noting alphabetical order) to identify where information is in a non-fiction text.</p> <p>To be able to retrieve information</p>	<p>Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.</p> <p>Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.</p> <p>To take information from what they have read and be able to identify the key words and phrases that has informed their understanding.</p> <p>To use features of a non-fiction text to be able to retrieve information.</p> <p>To be able to</p>	<p>Distinguish in reading aloud a story, poem or play script, focusing on expression, tone and use of voice when representing characters.</p> <p>Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion.</p> <p>To justify their thinking by identifying key words and phrases that have informed their understanding.</p> <p>To use features of a non-fiction text to be able to retrieve information with increasing accuracy.</p> <p>To confidently use the full range of features in a non-fiction text to retrieve information.</p>	<p>Read aloud different texts, including poetry and prose interpreting meaning through use of voice.</p> <p>To interpret poems or stories drawing out similarities and relationships of theme, format and language where meanings are conveyed directly or implied.</p> <p>To justify their thinking using numerous key words and phrases which demonstrates their understanding.</p> <p>Retrieve information from texts and evaluate its reliability and usefulness.</p> <p>To use features of a non-fiction text efficiently to retrieve information accurately.</p> <p>Record important</p>

<p>Begin to retrieve information using pictures and some word reading from information texts.</p> <p>To begin to understand the difference between non-fiction and fiction texts, including the purpose they can serve.</p> <p><i>To retell a familiar story.</i></p> <p><i>To talk about what happens in the story.</i></p> <p><i>To develop a story telling voice.</i></p> <p><i>To begin to make copies of simple pictures from texts e.g. drawing a tractor.</i></p>	<p>To use non-fiction texts with adult support to locate information about a topic theme.</p> <p>To locate information from a text that has been read to them. By the end of year one, some children will be able to read and locate information independently.</p> <p><i>Ask questions to understand what has happened in stories they have read or being read to them and find answers in the text.</i></p>	<p>Express and record their understanding of information orally, using simple graphics, or in writing.</p> <p><i>Pose and record questions prior to reading to find something out. Ask follow up questions about the topics they've read about.</i></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>To return to a text to show their understanding of different topics, characters and settings when answering questions.</p> <p>To begin using key words and phrases from the texts in their answers to retrieval questions.</p> <p>Ask what, where and when questions, about</p>	<p>that has been recorded graphically e.g. graphs, diagrams, flow charts etc.</p> <p>Express and record their understanding of information orally, using simple graphics, or in writing.</p> <p>Prepare and list questions as the basis for enquiry and decide which are the most important to follow up.</p> <p>Ask what, who, where and when questions about a text to support and develop their understanding.</p> <p>To be able to construct their answers verbally and written to demonstrate their understanding.</p> <p>To clarify their understanding of events, ideas and topics by asking questions about them.</p>	<p>retrieve information that has been recorded graphically e.g. graphs, diagrams, flow charts etc.</p> <p>Collect relevant information from different sources and present it in a simple format, e.g. chart, poster, diagram.</p> <p>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</p> <p>To construct a written response using key words and phrases from the text to demonstrate understanding.</p> <p>Identify elements of a text which they do not understand and ask questions about it.</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>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</p> <p>To confidently construct a written response using key words and phrases from a wider range of texts to demonstrate understanding.</p> <p>To ask questions about what they have read which deepen understanding and challenge thinking.</p>	<p>details retrieved from a text using an appropriate format, e.g. by making a comparisons table.</p> <p>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> <p>To retrieve information that shows similarities and differences between characters, places and events.</p> <p>Ask questions to clarify their understanding of words phrases, events and ideas in different texts</p> <p>To ask questions about what they have read which deepen understanding and challenge thinking.</p>
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			a text to support and develop their understanding.				Record details retrieved from the text about characters, events and ideas.
Retrieval question stems			<p>Which...? What...? How...? Where...? When...? Why...? Who...?</p> <p>Identify how...</p> <p>Give two reasons why...</p> <p>True/false</p> <p>Fact/ opinion</p> <p>Circle the option to complete the sentence.</p> <p>When did... take place?</p> <p>From whose point of view is the story told?</p> <p>Which part of the story best describes...?</p> <p>Explain why...</p> <p>Which words an / or phrases...?</p> <p>What evidence do you have to justify your opinion?</p> <p>Find the paragraph where....</p>				

Explanation: Comparing, Contrasting and Commenting

To ask how and why questions about the text.

To begin to find information in a non-fiction text e.g. using pictures and decodable headings.
To know that non-fiction texts can extend knowledge around a theme.

To begin to match an event to a character and begin to say why e.g. why was the penguin sad.

To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.

To link what they have read ~~about~~ to them to their own experiences.

To join in with discussions about a text, taking turns and listening to what others say.

To match events to characters in fiction texts.

To match information to topics in non-fiction texts.

To discuss the significance of titles and events and answer simple questions using the text.

Discuss reasons why things happen in the texts they read or are read to them. Express their understanding orally, and use words,

To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.

To explain why some books look different to others (Contents pages, chapters etc.)

To recognise simple recurring literary language in stories and poetry.

To explain how character would feel linked to an event and link this to their own experiences.

To explain how they would find information in a non-fiction text.

Identify and explain

To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

To explain why books are structured in different ways.

Identify and explain how different non-fiction texts are organised. Use the organisational features of non-fiction texts in their own reading and research.

To begin to identify themes and conventions in a wide range of books e.g. trials and forfeits, good and evil, weak over strong, wise and foolish.

To use appropriate terminology when discussing texts (plot, character, setting).

To compare characters, settings and themes within a text and across more

To discuss and compare texts from a wide variety of genres and writers.

To explain why book choices have been made when reading for a range of purposes e.g. when finding out facts about a country using an atlas or a non-fiction text about a place.

Identify and explain the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and explain how to use to find information efficiently.

To identify themes and conventions in a wide range of books e.g. the dilemmas faced

To read a wide range of genres, and explain the general characteristics of text types e.g. the use of the first person in writing diaries and autobiographies

To identify themes and conventions in a wide range of books e.g. how a story opening can link to its ending or how characters change over a narrative.

Identify and explain 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.

In persuasive writing and other texts explain how language is used to present opinion. Distinguish between fact, opinion and fiction in different text and explain how you know

To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

To recognise more complex themes in what they read and explain their significance, suggesting books with similar themes. (such as loss or heroism).

Understand and explain how different conventions and presentational features are used across a range of

		<p>illustrations and given formats to record their understanding.</p>	<p>the use of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions, hyperlinks and bullet points.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p> <p>Discuss themes, plots, events and characters mainly orally, comparing stories by the same and different authors. Compare the information given about topics in non-fiction texts.</p>	<p>than one text using evidence from what they have read.</p> <p>Explain their understanding of a text by recording using a range of formats such as flow charts, for and against columns, matrices and charts of significant information.</p> <p>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.</p>	<p>and dealt with by characters or the moral of the story.</p> <p>To begin explaining why an author has chosen to use specific grammatical or structural features e.g. triumph of good over evil, greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings.</p> <p>To explain how language, structure and presentation contribute to meaning.</p> <p><i>Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so.</i></p> <p>To compare characters,</p>	<p>e.g. biography, autobiography, argument.</p> <p>To explain why an author has chosen to use specific grammatical or structural features e.g. triumph of good over evil, greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves. Explaining why they prefer certain genres or authors to others and challenging opposing views courteously.</p> <p>Identify and summarise evidence from a text to support their thinking within these discussions.</p> <p>To begin to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using</p>	<p>information or non-narrative texts.</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 giving reasons for their choices.</p> <p>In non-fiction texts distinguish between explicit and implicit points of view, explaining how they know.</p> <p>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</p>
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					<p>settings and themes within a text and across more than one text using evidence from the text e.g. direct quoting or paraphrasing.</p> <p>Compare and contrast stories, justifying their preferences and opinions. To be able to do this using chart, poster, diagram and extended writing.</p> <p>To begin to explain why they would recommend texts to peers based on personal choice.</p>	<p>notes where necessary.</p> <p>To explain why they would recommend texts to peers based on personal choice.</p> <p>To be able to explain what a question is asking, how they will answer it and how they will use the text to answer it e.g. infer, retrieve, explain.</p> <p>To be able to answer questions by explaining their ideas orally and in writing, including questions requiring open-ended responses.</p> <p>To be able to 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>differences in the way that they are structured.</p> <p>Identify how the narrative or author's voice influences the reader's point of view and frames their understanding.</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary, taking advice from peers and teachers.</p> <p>Identify and summarise evidence from a text to support their thinking within these discussions.</p> <p>To provide reasoned</p>
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							<p>justifications for their views when giving feedback about an author or book.</p> <p>To use details retrieved from the text to be able to compare characters, events and ideas, e.g. by making a comparisons table, true or false grid etc.</p> <p>To identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt.</p> <p>To confidently explain what a question is asking, how they will answer it and how they will use the text to</p>
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							<p>answer it e.g. infer, retrieve, explain.</p> <p>To confidently answer questions by explaining their ideas orally and in writing, including questions requiring open-ended responses.</p>
Explanation question stems				<p>Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use of effective? The mood of the character changes throughout the text. Find and copy the phrases which show this. What is the author's point of view? What affect does have on the audience? How does the author engage the reader here? Which words and phrases did effectively? Which section was the most interesting/exciting part? How are these sections linked?</p>			
VOCABULARY: Familiar and unfamiliar Words	<p>To develop story telling language e.g. Once upon a time...</p> <p>Hold conversations back and forth with peers.</p>	<p>To discuss word meaning and link new meanings to those already known.</p> <p>Learn to read on and re-read sentences to</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of</p>	<p>To select strategies (re-reading, reading on, visualising, word knowledge, syntax) to ensure the text makes sense to them including identifying unfamiliar</p>	<p>To select strategies (re-reading, reading on, visualising, word knowledge, syntax) to</p>

<p>Use tier two words accurately in play.</p> <p>To know and use some adventurous vocabulary based around a topic or theme.</p> <p>To begin to use new vocabulary from familiar stories.</p> <p>To begin to use tier 1 and some tier 2 words mostly accurately in play.</p> <p>To begin to begin to develop a story telling voice.</p>	<p>find the meaning of unfamiliar words which are explained in the text.</p> <p>To Identify unfamiliar words and their possible meaning with support.</p> <p>Make collections of interesting words and use them when talking about books and stories.</p> <p>Use simple dictionaries and begin to understand their alphabetical organisation.</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>favourite words and phrases and explain why.</p> <p>Make collections of interesting words and use them when talking about books and stories.</p> <p>Practise re-reading a sentence and reading on in order to locate the meaning of unfamiliar words.</p> <p>Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.</p> <p>To begin to independently check that the text makes sense to them.</p> <p>To begin to use alphabetical knowledge to locate words in a dictionary e.g. using the initial letter.</p>	<p>To begin to discuss authors' choice of words and phrases and the effect it has including using synonyms for common or overused words.</p> <p>To re-read a sentence to locate the meaning of unfamiliar words or use word knowledge to predict a meaning.</p> <p>To use a dictionary to find the meaning of unfamiliar words e.g. using the initial or first two letters.</p> <p>Make a collection of unfamiliar words and begin using them in discussions.</p> <p>Begin to identify some of the language differences between fiction and non-fiction texts. Develop their understanding of subject specific vocabulary met in reading non-fiction texts.</p>	<p>words in context.</p> <p>To discuss authors' choice of words and phrases and the effect it has and state how it captures the reader's interest and imagination.</p> <p>Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed.</p> <p>Investigate the meaning of technical or subject specific words they meet in their reading.</p> <p>Make a wider collection of unfamiliar words and use them when discussing a text.</p>	<p>words and their meaning.</p> <p>Check the plausibility and accuracy of their suggestions.</p> <p>To discuss vocabulary used by the author to create effect and capture the reader's interest, including the use of figurative language and say why it is effective.</p> <p>To begin to collect unfamiliar vocabulary from a range of texts they have read, define meanings and use the vocabulary when recording ideas about the text. Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries.</p> <p>Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts.</p> <p>Investigate the use of language in different</p>	<p>ensure the text makes sense to them including identifying unfamiliar words and their meaning.</p> <p>Check the plausibility and accuracy of their suggestions.</p> <p>To discuss vocabulary used by the author to create effect and capture the reader's interest, including the use of figurative language including figurative (metaphor, simile, analogy, imagery, style and effect) and say why it is effective.</p> <p>To evaluate authorial language choices using subject specific vocabulary and state the impact it has on a reader.</p>
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			<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>To discuss meanings of unfamiliar words using context of the text, word knowledge or a dictionary e.g. using initial and up to fourth place letter.</p> <p>Investigate the language features of different sorts of non-fiction texts.</p> <p>Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary</p>	<p>types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority.</p> <p>Compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts</p>	<p>Collect unfamiliar vocabulary from a range of texts they have read, define meanings and use the vocabulary when recording ideas about the text. Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries.</p> <p>Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc.</p> <p>Explain and use accurately the subject specific vocabulary used in different non-fiction texts.</p>
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Vocabulary question stems				<p>Explain two things that the words ____, ____ suggest.</p> <p>Find and copy a word/two words/a phrase/a sentence that shows _____</p> <p>In this sentence _____ is closest in meaning to _____?</p> <p>The author uses _____. _____ has two different definitions, use each definition to write a sentence.</p> <p>The author uses _____. Why do you think they chose this word?</p> <p>The author uses _____. Which of these words could be used to give a similar meaning in the sentence?</p> <p>Which word best describe _____?</p> <p>Find and copy one word that suggests that _____</p> <p>What does this word/phrase/sentence tell you about _____?</p> <p>Highlight a key phrase or line. By writing a line in this way what effect has the author created?</p> <p>Why does the author use _____ repeatedly?</p> <p>The writer uses words like _____ to describe _____. What does this tell you _____?</p> <p>What other words/phrases could the author have used?</p> <p>The writer uses _____ to describe _____ How does this make you feel?</p> <p>Can you find an example of a word that means _____?</p>			
Inference: conclusions, evidence and reasoning	<p>To begin to understand character's emotions and characteristics based on events in a story e.g. why is the fox sneaky?</p> <p>With support, begin to recognise links between their life experiences and the events in the story e.g. this owl has a baby and is happy, you were happy when mummy had a baby.</p>	<p>Ask questions to explore what characters say and do.</p> <p>To use life experiences to identify character emotions based on things they say and do.</p> <p>To interpret character emotions and events in a story verbally or orally e.g. through actions, freeze frames, hot seating.</p> <p>To state their</p>	<p>Ask questions to understand more about characters and events in narrative.</p> <p>Answer simple inference questions orally by making a point and supporting it with 'evidence' from a text and their own experiences.</p> <p>To interpret character emotions and events in a story verbally or orally e.g. through actions, freeze frames, hot seating.</p> <p>Re-read sections of</p>	<p>Ask questions to develop understanding of characters' feelings and what motivates their actions.</p> <p>To use oral strategies to rehearse answering inference questions, supporting it with evidence from a text and their own experiences before writing it down.</p> <p>To state their thoughts on a topic using evidence from more than one section of a</p>	<p>Ask questions to clarify their understanding of characters feelings and what motivates their actions.</p> <p>To respond to questions about what is implied about characters and main events.</p> <p>To answer inference questions, supporting it with evidence from a text and their own experiences.</p> <p>To state their</p>	<p>To ask questions to clarify their understanding of events that haven't been purposely referenced by the author (read between the lines.)</p> <p>To respond to questions about what is implied about characters and main events referring to the text.</p> <p>To answer inference questions, supporting it with evidence from a text and their own experiences.</p> <p>To state their thoughts on a topic using evidence from more than one non-fiction source.</p>	<p>To ask questions to clarify their understanding of events that haven't been purposely referenced by the author (read between the lines.)</p> <p>To confidently respond to questions about what is implied about characters and main events referring to the text.</p>

		<p>thoughts on a topic using evidence from a non-fiction text.</p>	<p>texts carefully to find answers to questions about characters and events.</p> <p>To state their thoughts on a topic using evidence from a specific section of a non-fiction text.</p> <p>To begin to record their conclusions using evidence from the text.</p>	<p>non-fiction text.</p> <p>Re-read sections of texts carefully to check their ideas about the text.</p> <p>With support make notes from the text which helps form their conclusions, this could include quick summaries, hints or clues.</p> <p>To record their conclusions using evidence from the text including language choices.</p>	<p>thoughts on a topic using evidence from more than one section of a non-fiction text.</p> <p>To make notes from the text which helps form their conclusions, this could include quick summaries, hints or clues.</p> <p>To record their conclusions using direct quote evidence from the text which might include references to language choices and structural choices.</p>	<p>To make notes in and across the text which build a clear picture of character events, emotions and motivations.</p> <p>To record their conclusions using direct quote or paraphrased evidence from the text. Which might include references to language and structural choices.</p>	<p>To confidently answer inference questions, supporting it with evidence from a text and their own experiences.</p> <p>To state their thoughts on a topic using evidence from more than one non-fiction source.</p> <p>To make notes in and across the text which build a clear picture of common themes which allows them to draw conclusions linked to prior knowledge.</p> <p>To record their conclusions using direct quote or paraphrased evidence from the text. Which might include</p>
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							references to language and structural choices.
Inference question stems				<p>Explain how _____?</p> <p>Explain why _____? □</p> <p>Why did _____?</p> <p>Why is _____?</p> <p>How does _____?</p> <p>Why do you think _____? Explain using the text.</p> <p>How do you know _____? Explain using the text.</p> <p>When do you think _____? Explain using the text.</p> <p>How can you tell that _____? Explain using the text.</p> <p>True/False</p> <p>What makes you think that?</p> <p>Which words give you the impression that _____?</p> <p>How do you feel about _____? Why?</p> <p>Can you explain why _____?</p> <p>Which word tells you that _____?</p>			
Prediction: making links, consider what will happen.	<p>To begin to predict what a story or non-fiction text is about using the front cover.</p> <p>To begin to make predictions about what might happen next.</p>	<p>Think about what they know about events or topics prior to reading.</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>To predict what might happen on the basis of what has been read so far.</p>	<p>Think about what they know about events or topics prior to reading.</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>Discuss what they know about events or topics prior to reading.</p> <p>Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts with confidence.</p> <p>Make plausible predictions showing an understanding of the ideas, events or characters they are reading about and justifying using evidence from the</p>	<p>Discuss what they know about events or topics prior to reading stating where this information has come from.</p> <p>Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts with justifications and reasoning.</p> <p>Learn to anticipate events based on their own experience, what has been read so far and knowledge of other</p>	<p>Discuss what they know about events or topics prior to reading stating where this information has come from.</p> <p>Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts with justifications and reasoning.</p>	<p>Discuss what they know about events or topics prior to reading stating where this information has come from.</p> <p>Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts with justifications and reasoning.</p>

		<p>To begin to link events or topics to familiar stories e.g. Do you think the fox will be the same in ...and ...</p>	<p>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.</p>	<p>text.</p> <p><i>To begin to predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded.</i></p> <p>Begin to make links to similar books they have read when justifying their predictions (I think this fox is going to be sneaky because I've already read.....)</p>	<p>To predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded.</p> <p>To justify predictions from details stated and implied. <i>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.</i></p>	<p>similar texts. Discuss the plausibility of their predictions and the reason for them.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text. Use background knowledge or information about the topic or text type to establish expectations about a text.</p> <p>To begin to compare what is read to what was expected.</p>	<p>To make predictions based on prior reading knowledge, knowledge of authors, own life experience and use evidence to justify thinking.</p> <p>Comment on what they have read and compare this to what they expected to read and state why the author might have made these choices e.g. in relation to events, ideas etc.</p> <p>Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark.</p>
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Prediction question stems							
Summarising: Sequencing, main ideas, key events	<p>To say what happens first, then and finally in a story.</p> <p>To identify characters in a story.</p> <p>By the end of FS to be able to say where a familiar story is set.</p>	<p>To begin to sequence the main events in a story.</p> <p>Identify and discuss the setting and names of the characters in a story.</p> <p>Pick out significant events, incidents or information that occur through a text. Link familiar story themes to their own experiences, e.g. illness, getting lost, going away.</p>	<p>To sequence the main events in a story in a wide range of stories, fairy stories and traditional tales.</p> <p>Identify and discuss the setting and names of the characters in a story.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>Pick out significant events, incidents or information that occur through a text. Link familiar story themes to their own experiences, e.g. illness, getting lost, going away.</p>	<p>To sequence the main events within a chapter.</p> <p>To identify and discuss settings, characters and events and begin to decide how to record this.</p> <p>Summarise orally and in writing the main points from a paragraph using a wider range of prompts.</p> <p>Discuss how characters' feelings, behaviour and relationships change over a text.</p>	<p>To sequence the main events within a chapter and across a book.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Summarise in writing the main points from a paragraph using a wider range of prompts.</p> <p>Discuss how characters' feelings, behaviour and relationships change over a text.</p>	<p>To sequence the main events within a chapter and across a book.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these with increasing independence.</p> <p>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 text, e.g. how a story opening can link to its ending or how characters change over a narrative.</p>	<p>To sequence the main events within a chapter and across a book.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Distinguish between plot events/ details and the main themes in the texts they read. Identify how ideas and themes are explored and developed</p>

What do you think will happen next?
 What do you think would happen if _____?
 Based on what you have read, what does the last paragraph suggest might happen next?
 Can you think of another story, which has a similar theme, e.g. good vs evil? Do you think this story will end in a similar way? Why?
 Why did the author choose this setting? Will that influence how the story develops?
 How is _____ like someone you know? Do you think they will react in the same way?
 What might happen next? Why?
 Choose one character from the book and predict how you think they will behave/react?
 Can you predict several possible outcomes and explain your answer?
 What if...?
 If there was a sequel, what might happen? Why do you think this?

							over a text, e.g. how a story opening can link to its ending or how characters change over a narrative.
Summarising question stems				What is the main message of the text? Number the sentences below to show the order they happened Which of these events happened first? Which of these events happened last? What happened after? What happened before? What's the main point in this paragraph? Can you sum up what happens in _____? Sort the information in these paragraphs. Which is the most important point in these paragraphs? How do you know? What part of the story do you think is the most important? Explain why you think this.			
Poetry and Performance	To listen to and join in with stories and poems, one-to-one and also in small groups. To join in with repeated phrases in rhymes and stories. To use intonation, rhythm and phrasing when retelling or reciting poems and rhymes. To play cooperatively	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

<p>as part of a group to develop and act out a narrative.</p> <p>To begin to make up their own rhymes and poems.</p> <p>To listen to and join in with rhymes and songs.</p> <p>To join in with actions to rhymes and songs.</p>				<p>awareness of the audience when reading aloud.</p>		
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