

# Reading Progression at Neville's Cross Primary and Nursery School



|                                 | EYFS  |  | KS1   |   | KS2   |   |  |  |
|---------------------------------|---|--|---|---|---|---|--|--|
|                                 | Nursery and Reception   | Year 1   | Year 2  | Year 3  | Year 4  | Year 5  | Year 6   |  |
| Word Reading - Phonics/Decoding | <p><b>Nursery:</b><br/>Phase 1 develop phonological awareness through:</p> <ul style="list-style-type: none"> <li>•Environmental sounds</li> <li>•Instrumental sounds</li> <li>•Body percussion</li> <li>•Rhythm and rhyme</li> <li>•Alliteration</li> <li>•Voice sounds</li> <li>•Oral blending</li> </ul> <p>So that they can:</p> <ul style="list-style-type: none"> <li>•spot and suggest rhymes</li> <li>•count or clap syllables in words</li> <li>•recognise words with the same initial sound, such as money and mother</li> </ul> <p><b>Reception:</b><br/>Follow the Essential Letters and Sounds SSP Phases 2 - 5 (please see Long Term overviews for further detail and content) in order to develop:</p> <ul style="list-style-type: none"> <li>•GPC recognition for all 44 phonemes</li> <li>•Apply GPC recognition to blend and read CVC, CCVC and CVCC words</li> <li>•Sight recognition of <i>Harder to Read</i> words (CEW)</li> <li>•Apply these word reading skills to simple captions and sentences in line with their developing phonics knowledge</li> </ul> | <p>Follow the Essential Letters and Sounds SSP Phase 5 (please refer to Long Term overviews for further detail and content) in order to develop:</p> <ul style="list-style-type: none"> <li>•Oral blending</li> <li>•Speedy recognition of graphemes and their correspondence to all 44 phonemes of the English language</li> <li>•reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>•reads Harder to Read Words and Y1 CEW</li> <li>•Reads words with the suffixes -s, -es, -ing, -ed, -er, -est</li> <li>•Begins to read words with contractions, e.g. I'm, I'll, we'll</li> <li>•Reads polysyllabic words with growing confidence</li> </ul> | <ul style="list-style-type: none"> <li>•applies phonic knowledge and skills consistently to decode age-appropriate texts accurately and without undue hesitation or overt sounding out, using phonic knowledge to decode unfamiliar words</li> <li>•recognises and effortlessly decodes alternative sounds for graphemes</li> <li>•reads accurately words of two or more syllables, containing known graphemes</li> <li>•recognises and effortlessly decodes most CEW</li> <li>•reads words containing common suffixes</li> </ul> | <ul style="list-style-type: none"> <li>•reads age-appropriate texts at a speed which allows focus on understanding as opposed to decoding individual words</li> <li>•experiments with different pronunciations when reading unfamiliar, longer words</li> <li>•makes good approximations of a word's pronunciation</li> <li>•begins to read ahead looking for clues to determine meaning</li> <li>•talks about different strategies that can be used to help make sense of reading</li> <li>•begins to select the most effective strategy when reading unfamiliar words to maintain understanding</li> <li>•Apply their growing knowledge of root words, prefixes and suffixes in reading, e.g. re, sub, auto, -ly, -tion, -ssion etc.</li> </ul> | <ul style="list-style-type: none"> <li>•Reads most words fluently and automatically; and attempt to decode any unfamiliar words with increasing speed and skill</li> <li>•To apply their knowledge of root words, prefixes and suffixes to read aloud fluently.</li> <li>•reads further CEW noting unusual correspondences between spelling and sound and where these occur in words</li> </ul> | <ul style="list-style-type: none"> <li>•To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> <li>•To apply their growing knowledge of root words, prefixes and suffixes to read aloud fluently.</li> </ul> | <ul style="list-style-type: none"> <li>•To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues</li> <li>•reads confidently, fluently and effortlessly a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and text books</li> </ul> |  |

Fluency

- learn to recognise and read their name automatically
- recite some familiar rhymes and songs by heart; recite rhymes to a given rhythm
- sing the alphabet with support
- begin to read words and simple sentences, showing understanding by the way they say it
- sight-read familiar labels and words in the environment
- recognise and independently read some common exception words with automaticity
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

- recite some familiar complete rhymes and songs by heart
- recognise and join in with predictable phrases
- read on sight the CEW for Y1
- say or sing the alphabet in sequence sound
- blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills
- read aloud, checking that it 'sounds right' and that the text makes sense to them
- notice sentence punctuation
- re-read favourite books to themselves, to gain confidence with word reading and fluency

- continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent (e.g. purple-gold book band)
- recite familiar poems by heart
- read Y2 CE words automatically by sight
- read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending
- check that the text makes sense to them as they read, and correct inaccurate reading
- begins to read words with speech-like tones and some variation in pitch
- some meaningful phrase reading with some use of stress for emphasis, e.g. capitalisation, italics, bold text.
- Growing awareness of punctuation and sentence boundaries
- use expression appropriately to support the meaning of sentences, including those which use subordination

- recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency
- read age-appropriate books (e.g. lime book band) accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words
- read new words outside their spoken vocabulary, making a good guess at pronunciation
- when reading aloud, speak audibly and with growing fluency
- Developing more appropriate pitch and intonation
- read on sight all Y2 CE words and some further exception words for Y3-4
- gradually internalise the reading process to read silently

- read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words
- sight-read a wide range of exception words (Y3-4 list and similar)
- with support, notice where commas create phrases within sentences
- read with expression, using the punctuation to support meaning, including multi-clause sentences
- Mostly appropriate pitch and intonation with the volume largely appropriate for the audience and purpose
- recite whole poems with growing awareness of the listener
- as decoding becomes more secure, become independent, fluent and enthusiastic readers.

- read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace
- read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity
- prepare readings using appropriate intonation to show their understanding
- notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly
- read silently and then discuss what they have read; sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity

- read age-appropriate texts fluently and with confidence
- learn and recite a wider range of poetry, sometimes by heart
- read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience
- notice and respond to punctuation and phrasing when reading aloud
- gain, maintain and monitor the interest of the listener
- Appropriate expression used throughout.
- Intonation and pitch demonstrate understanding voice of text. Consistently speech-like.
- Mostly smooth reading – points of difficulty are attended to rapidly and smooth reading resumed.
- automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.

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| <p><i>Range of texts/genres</i></p>      | <ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Shows interest in illustrations and print in books and print in the environment</li> </ul>   | <ul style="list-style-type: none"> <li>•Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently •being encouraged to link what they read or hear read to their own experiences</li> </ul>   | <ul style="list-style-type: none"> <li>•listening to, discussing and expressing 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</li> </ul>                         |  | <ul style="list-style-type: none"> <li>•listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>•reading books that are structured in different ways and reading for a range of purposes</li> </ul>  | <ul style="list-style-type: none"> <li>•listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>•reading books that are structured in different ways and reading for a range of purposes</li> </ul>   | <ul style="list-style-type: none"> <li>•continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>•reading books that are structured in different ways and reading for a range of purposes</li> <li>•making comparisons within and across books</li> </ul>   | <ul style="list-style-type: none"> <li>•continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>•reading books that are structured in different ways and reading for a range of purposes</li> <li>•making comparisons within and across books</li> </ul>  |  |
| <p><i>Comprehension - Vocabulary</i></p> | <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems during role play and throughout the day.</li> </ul> | <ul style="list-style-type: none"> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• draw upon knowledge of vocabulary in order to understand the text</li> <li>• join in with predictable phrases</li> <li>• use vocabulary given by the teacher</li> <li>• discuss his/her favourite words and phrases</li> </ul> | <ul style="list-style-type: none"> <li>•discussing and clarifying the meanings of words; link new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> <li>• recognise some recurring language in stories and poems</li> </ul> | <p><b>Example questions</b></p> <ul style="list-style-type: none"> <li>• <b>What does the word ..... mean in this sentence?</b></li> <li>• <b>Find and copy a word which means .....</b></li> <li>• <b>What does this word or phrase tell you about .....</b></li> <li>• <b>Which word in this section do you think is the most important? Why?</b></li> <li>• <b>Which of the words best describes the character/setting/mood etc?</b></li> <li>• <b>Can you think of any other words the author could have used to describe this?</b></li> <li>• <b>Why do you think ..... is repeated in this section?</b></li> </ul> | <ul style="list-style-type: none"> <li>• use dictionaries to check the meaning of words that they have read</li> <li>• discuss words that capture the readers interest or imagination</li> <li>• identify how language choices help build meaning</li> <li>• find the meaning of new words using substitution within a sentence</li> </ul> | <ul style="list-style-type: none"> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• use a thesaurus to find synonyms</li> <li>• discuss why words have been chosen and the effect these have on the reader</li> <li>• explain how words can capture the interest of the reader</li> <li>• discuss new and unusual vocabulary and clarify the meaning of these</li> <li>• find the meaning of new words using the context of the sentence.</li> </ul> | <ul style="list-style-type: none"> <li>• explore the meaning of words in context, confidently using a dictionary</li> <li>• discuss how the author's choice of language impacts the reader</li> <li>• evaluate the authors use of language</li> <li>• investigate alternative word choices that could be made</li> <li>• begin to look at the use of figurative language</li> <li>• use a thesaurus to find synonyms for a larger variety of words</li> <li>• re-write passages using alternative word choices</li> <li>• read around the word' and *explore its meaning in the broader context of a section or paragraph.</li> </ul> | <ul style="list-style-type: none"> <li>• evaluate how the authors' use of language impacts upon the reader</li> <li>• find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</li> <li>• discuss how presentation and structure contribute to meaning.</li> <li>• explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.</li> </ul> | <p><b>Example questions</b></p> <ul style="list-style-type: none"> <li>• <b>What do the words ..... and ..... suggest about the character, setting and mood?</b></li> <li>• <b>Which word tells you that.....?</b></li> <li>• <b>Which keyword tells you about the character/setting/mood? • Find one word in the text which means.....</b></li> <li>• <b>Find and highlight the word that is closest in meaning to.....</b></li> <li>• <b>Find a word or phrase which shows/suggests that.....</b></li> </ul> |

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| Comprehension - Inference  | <ul style="list-style-type: none"> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> </ul> | <ul style="list-style-type: none"> <li>• children make basic inferences about characters' feelings by using what they say as evidence.</li> <li>• infer basic points with direct reference to the pictures and words in the text</li> <li>• discuss the significance of the title and events</li> <li>• demonstrate simple inference from the text based on what is said and done</li> </ul> | <ul style="list-style-type: none"> <li>• make inferences about characters' feelings using what they say and do.</li> <li>• infer basic points and begin, with support, to pick up on subtler references.</li> <li>• answering and asking questions and modifying answers as the story progresses</li> <li>• use pictures or words to make inferences</li> </ul> | <p><b>Example questions</b></p> <ul style="list-style-type: none"> <li>• Why was..... feeling.....?</li> <li>• Why did ..... happen?</li> <li>• Why did ..... say .....</li> <li>• Can you explain why.....?</li> <li>• What do you think the author intended when they said.....?</li> <li>• How does ..... make you feel?</li> </ul>  | <ul style="list-style-type: none"> <li>• children can infer characters' feelings, thoughts and motives from their stated actions.</li> <li>• justify inferences by referencing a specific point in the text.</li> <li>• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> <li>• make inferences about actions or events</li> </ul> | <ul style="list-style-type: none"> <li>• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</li> <li>• infer characters' feelings, thoughts and motives from their stated actions.</li> <li>• consolidate the skill of justifying them using a specific reference point in the text</li> <li>• use more than one piece of evidence to justify their answer</li> </ul> | <ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• make inferences about actions, feelings, events or states</li> <li>• use figurative language to infer meaning</li> <li>• give one or two pieces of evidence to support the point they are making.</li> <li>• begin to draw evidence from more than one place across a text.</li> </ul> | <ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>• make inferences about events, feelings, states backing these up with evidence.</li> <li>• infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text</li> </ul> | <p><b>Example questions</b></p> <ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are .....</li> <li>• How can you tell that.....</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when.....</li> <li>• Who is telling the story?</li> </ul> |
| Comprehension - Prediction | <ul style="list-style-type: none"> <li>• anticipate (where appropriate) key events in stories</li> </ul>  | <ul style="list-style-type: none"> <li>• predicting what might happen on the basis of what has been read so far in terms of story, character and plot</li> <li>• make simple predictions based on the story and on their own life experience.</li> <li>• begin to explain these ideas verbally or through pictures</li> </ul>  | <ul style="list-style-type: none"> <li>• predicting what might happen on the basis of what has been read in terms of plot, character and language so far</li> <li>• make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</li> </ul>   | <p><b>Example questions</b></p> <ul style="list-style-type: none"> <li>• Look at the book cover/blurb – what do you think this book will be about?</li> <li>• What do you think will happen next? What makes you think this?</li> <li>• How does the choice of character or setting affect what will happen next?</li> <li>• What is happening? What do you think happened before? What do you think will happen after?</li> <li>• What do you think the last paragraph suggests will happen next?</li> </ul> | <ul style="list-style-type: none"> <li>• justify predictions using evidence from the text.</li> <li>• use relevant prior knowledge to make predictions and justify them.</li> <li>• use details from the text to form further predictions.</li> </ul>  | <ul style="list-style-type: none"> <li>• justify predictions using evidence from the text.</li> <li>• use relevant prior knowledge as well as details from the text to form predictions and to justify them.</li> <li>• monitor these predictions and compare them with the text as they read on</li> </ul>  | <ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> <li>• support predictions with relevant evidence from the text.</li> <li>• confirm and modify predictions as they read on.</li> </ul>  | <ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> <li>• support predictions by using relevant evidence from the text</li> <li>• confirm and modify predictions in light of new information.</li> </ul>   | <p><b>Example questions</b></p> <ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>                  |

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| <b>Comprehension - Explain</b>   | <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we can read English text from left to right and from top to bottom</li> <li>• the names of different parts of a book</li> <li>• page sequencing</li> <li>• Begin to express their opinion about a text (e.g. favourite part or what they liked)</li> <li>• Begin to make links between what they read and their own experiences</li> </ul> | <ul style="list-style-type: none"> <li>• give my opinion including likes and dislikes (not nc objective).</li> <li>• link what they read or hear to their own experiences</li> <li>• explain clearly their understanding of what has been read to them</li> <li>• express views about events or characters</li> </ul>  | <ul style="list-style-type: none"> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> <li>• express my own views about a book or poem</li> <li>• discuss some similarities between books</li> <li>• listen to the opinion of others</li> </ul>  | <p><b>Example questions</b></p> <ul style="list-style-type: none"> <li>• Who is your favourite character? Why?</li> <li>• Why do you think all the main characters are girls in this book?</li> <li>• Would you like to live in this setting? Why/why not?</li> <li>• Is there anything you would change about this story?</li> <li>• Do you like this text? What do you like about it?</li> </ul> | <ul style="list-style-type: none"> <li>• discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</li> <li>• identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts</li> <li>• recognise authorial choices and the purpose of these</li> </ul>      | <ul style="list-style-type: none"> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• recognise authorial choices and the purpose of these</li> </ul> | <ul style="list-style-type: none"> <li>• provide increasingly reasoned justification for my views</li> <li>• recommend books for peers in detail</li> <li>• give reasons for authorial choices</li> <li>• begin to challenge points of view</li> <li>• begin to distinguish between fact and opinion</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> </ul> | <ul style="list-style-type: none"> <li>• provide increasingly reasoned justification for my views</li> <li>• recommend books for peers in detail</li> <li>• give reasons for authorial choices</li> <li>• begin to challenge points of view</li> <li>• begin to distinguish between fact and opinion</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>• distinguish between fact, opinion and bias explaining how they know this</li> </ul> | <p><b>Example questions</b></p> <ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of ..... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What affect does ..... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did ..... effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul> |
| <b>Comprehension - Retrieval</b> | <ul style="list-style-type: none"> <li>• Listen to and talk about selected stories, poems and non-fiction texts to develop a deep familiarity with new knowledge and vocabulary</li> <li>• Be able to answer simple Who? What? When? Where retrieval questions about familiar texts with some prompts and support</li> </ul>   | <ul style="list-style-type: none"> <li>• answer a question about what has just happened in a story.</li> <li>• develop their knowledge of retrieval through images.</li> <li>• recognise characters, events, titles and information.</li> <li>• recognise differences between fiction and non-fiction texts.</li> <li>• retrieve information by finding a few key words.</li> <li>• Contribute ideas and thoughts in discussion</li> </ul> | <ul style="list-style-type: none"> <li>• independently read and answer simple questions about what they have just read.</li> <li>• asking and answering retrieval questions</li> <li>• draw on previously taught knowledge</li> <li>• remember significant event and key information about the text that they have read</li> <li>• Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read</li> </ul> | <p><b>Example questions</b></p> <ul style="list-style-type: none"> <li>• What kind of text is this?</li> <li>• Who did.....?</li> <li>• Where did.....?</li> <li>• When did.....?</li> <li>• What happened when.....?</li> <li>• Why did ..... happen?</li> <li>• How did .....?</li> <li>• How many.....?</li> <li>• What happened to.....?</li> </ul>  | <ul style="list-style-type: none"> <li>• use contents page and subheadings to locate information</li> <li>• learn the skill of 'skim and scan' to retrieve details.</li> <li>• begin to use quotations from the text.</li> <li>• retrieve and record information from a fiction text.</li> <li>• retrieve information from a non-fiction text</li> </ul> | <ul style="list-style-type: none"> <li>• confidently skim and scan texts to record details</li> <li>• using relevant quotes to support their answers to questions.</li> <li>• retrieve and record information from a fiction or non-fiction text.</li> </ul>                               | <ul style="list-style-type: none"> <li>• confidently skim and scan, and also use the skill of reading before and after to retrieve information.</li> <li>• use evidence from across larger sections of text</li> <li>• read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</li> <li>• retrieve, record and present information from non-fiction texts.</li> <li>• ask my own questions and follow a line of enquiry.</li> </ul>   | <ul style="list-style-type: none"> <li>• Children confidently skim and scan, and also use the skill of reading before and after to retrieve information.</li> <li>• They use evidence from across whole chapters or texts</li> <li>• Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</li> <li>• Retrieve, record and present information from a wide variety of non-fiction texts.</li> <li>• Ask my own questions and follow a line of enquiry.</li> </ul>  | <p><b>Example questions</b></p> <ul style="list-style-type: none"> <li>• How would you describe this story/text? What genre is it? How do you know?</li> <li>• How did...?</li> <li>• How often...?</li> <li>• Who had...? Who is...? Who did.....?</li> <li>• What happened to...?</li> <li>• What does..... do?</li> <li>• How ..... is .....?</li> <li>• What can you learn from ..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>   |

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| <ul style="list-style-type: none"> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</li> </ul> | <ul style="list-style-type: none"> <li>retell familiar stories orally e.g fairy stories and traditional tales</li> <li>sequence the events of a story they are familiar with</li> <li>begin to discuss how events are linked</li> </ul> | <ul style="list-style-type: none"> <li>discuss the sequence of events in books and how items of information are related.</li> <li>retell using a wider variety of story language.</li> <li>order events from the text.</li> <li>begin to discuss how events are linked focusing on the main content of the story.</li> </ul> | <p><b>Example questions</b></p> <ul style="list-style-type: none"> <li>What kind of text is this?</li> <li>Who did.....?</li> <li>Where did.....?</li> <li>When did.....?</li> <li>What happened when.....?</li> <li>Why did ..... happen?</li> <li>How did .....?</li> <li>How many.....?</li> <li>What happened to.....?</li> </ul> | <ul style="list-style-type: none"> <li>identifying main ideas drawn from a key paragraph or page and summarising these</li> <li>begin to distinguish between the important and less important information in a text.</li> <li>give a brief verbal summary of a story.</li> <li>teachers begin to model how to record summary writing.</li> <li>identify themes from a wide range of books</li> <li>make simple notes from one source of writing</li> </ul> | <ul style="list-style-type: none"> <li>use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</li> <li>identifying main ideas drawn from more than one paragraph.</li> <li>identify themes from a wide range of books</li> <li>summarise whole paragraphs, chapters or texts</li> <li>highlight key information and record it in bullet points, diagrams, maps etc</li> </ul> | <ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</li> <li>make connections between information across the text and include this in an answer.</li> <li>discuss the themes or conventions from a chapter or text</li> <li>identify themes across a wide range of writing</li> </ul> | <ul style="list-style-type: none"> <li>summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> <li>make comparisons across different books.</li> <li>summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</li> </ul> | <p><b>Example questions</b></p> <ul style="list-style-type: none"> <li>Can you number these events 1-5 in the order that they happened?</li> <li>What happened after .....?</li> <li>What was the first thing that happened in the story?</li> <li>Can you summarise in a sentence the opening/middle/end of the story?</li> <li>In what order do these chapter headings come in the story?</li> </ul> |
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