

# The Canterbury Primary School



## Knowledge and Skills Progression Document

### Reading

Strands of the subject	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Reciprocal Reading Skills:</b>							
<b>Predict</b>							
<i>Use prior knowledge to support understanding</i>	<ul style="list-style-type: none"> <li>➤ Talk about what they know about events or topics prior to reading when prompted.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss what they know about events or topics prior to reading.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Link the events or topic from a text to their own experience and/ or information they know.</li> <li>➤ Recognise how books are similar to others they have read or heard.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Link the events or topic from a text to their own experience and/ or information gathered.</li> <li>➤ Begin to make links to similar books they have read.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use background knowledge or information about the topic or text type to establish expectations about a text.</li> <li>➤ Compare what is read to what was expected.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc.</li> <li>➤ Make comparisons between a text and others they have read.</li> </ul>

<p><i>Make predictions</i></p>	<ul style="list-style-type: none"> <li>➤ Anticipate – where appropriate – key events in stories</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make plausible predictions showing an understanding of the ideas, events or characters they are reading about.</li> <li>➤ Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Predict from what they have read or had read to them, how incidents, events, ideas or topics will develop or be concluded.</li> <li>➤ Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use information about characters to make plausible predictions about their actions.</li> <li>➤ Make predictions about a text based on prior knowledge of the topic, event or type of text.</li> <li>➤ Modify predictions as they read on.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts.</li> <li>➤ Discuss the plausibility of their predictions and the reason for them.</li> <li>➤ Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text.</li> <li>➤ Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark.</li> <li>➤ Make plausible predictions and explain what they are basing them on.</li> <li>➤ Discuss how and why they need to modify their predictions as they read on.</li> </ul>
<p><b>Clarify</b></p>							
<p><i>Use strategies to locate or infer the</i></p>	<p>x</p>	<ul style="list-style-type: none"> <li>➤ Speculate about the possible</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learn how to find the meaning of an</li> </ul>	<ul style="list-style-type: none"> <li>➤ Practise re-reading a sentence and</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify unfamiliar vocabulary in a</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify when they do not understand the</li> </ul>	<ul style="list-style-type: none"> <li>➤ Check the plausibility and accuracy of their</li> </ul>

<p><i>meaning of unfamiliar words</i></p>		<p>meanings of new or unfamiliar words met in reading.</p> <ul style="list-style-type: none"> <li>➤ Explain the meaning of the words they meet in a text.</li> </ul>	<p>unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary.</p> <ul style="list-style-type: none"> <li>➤ Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.</li> </ul>	<p>reading on in order to locate or infer the meaning of unfamiliar words.</p> <ul style="list-style-type: none"> <li>➤ Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.</li> </ul>	<p>text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference (E.g. by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries).</p>	<p>vocabulary used in a text and need to clarify the meaning.</p> <ul style="list-style-type: none"> <li>➤ Give increasingly precise explanations of word meanings that fit with the context of the text they are reading.</li> <li>➤ Check the plausibility and accuracy of their explanation or inference of the word meaning.</li> </ul>	<p>explanation of, or inference about, a word meaning.</p> <ul style="list-style-type: none"> <li>➤</li> </ul>
<p><i>Build a wide vocabulary</i></p>	<ul style="list-style-type: none"> <li>➤ Talk with an adult about the meaning of unfamiliar words.</li> <li>➤ Use and understand recently introduced vocabulary during discussions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make collections of interesting words and use them when talking about books and stories.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop understanding of words met in reading.</li> <li>➤ Speculate about the possible meaning of unfamiliar words they have read.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific text.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text.</li> <li>➤ Collect and define technical vocabulary met</li> </ul>

	about stories, non-fiction, rhymes and poems and during role-play.				<ul style="list-style-type: none"> <li>➤ Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed.</li> </ul>		in other subjects, e.g. developing subject or topic glossaries.
<i>Use a dictionary effectively</i>	X	<ul style="list-style-type: none"> <li>➤ Use simple dictionaries and begin to understand their alphabetical organisation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use dictionaries to locate words by the initial letter.</li> <li>➤ Use terms such as definition.</li> <li>➤ Discuss the definitions given in dictionaries and agree which is the most useful in the context.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locate words in a dictionary by the first two letters.</li> <li>➤ Know the quartiles of the dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Investigate the meaning of technical or subject specific words they meet in their reading.</li> <li>➤ Locate words in a dictionary by the third and fourth place letters.</li> <li>➤ Use the quartiles of the dictionary efficiently to locate words quickly.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context.</li> <li>➤ Use a dictionary to check a suggested meaning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading.</li> <li>➤ Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.</li> </ul>
<i>Identify how language contributes to meaning and how meaning</i>	x	<ul style="list-style-type: none"> <li>➤ Explore the effect of patterned language or repeated</li> </ul>	<ul style="list-style-type: none"> <li>➤ Speculate about why an author might have chosen a particular word</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss authors' choice of words and phrases that describe and</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand how writers use figurative and expressive language to</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify and discuss idiomatic phrases, expressions and comparisons</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify and discuss idiomatic phrases, expressions and comparisons</li> </ul>

<p><i>is conveyed through the writer's language choice</i></p>		<p>words and phrases in familiar stories.</p> <ul style="list-style-type: none"> <li>➤ Identify and discuss some key elements of story language.</li> </ul>	<p>and the effect they were wanting to achieve, e.g. by considering alternative synonyms that might have been used.</p> <ul style="list-style-type: none"> <li>➤ Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event.</li> </ul>	<p>create impact, e.g. adjectives and expressive verbs.</p> <ul style="list-style-type: none"> <li>➤ 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.</li> </ul>	<p>create images and atmosphere and to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions.</p> <ul style="list-style-type: none"> <li>➤ Discuss the meaning of similes and other comparisons they have read.</li> </ul>	<p>(metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them. Consider the language used in a text and pick up the implications and associations being made by the writer.</p> <ul style="list-style-type: none"> <li>➤ Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.</li> </ul>	<p>(metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary.</p> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them.</li> <li>➤ Comment critically on how a writer uses language to imply ideas,</li> </ul>
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							attitudes and points of view.
<b>Question</b>							
<i>Ask retrieval questions about a text</i>	➤ Ask questions to understand what has happened in stories read to them.	➤ Ask questions to understand what has happened in stories read to them and those they have read.	➤ Ask what, where, and when questions about a text to support and develop their understanding.	➤ Clarify their understanding of events, ideas and topics by asking questions about them.	➤ Identify elements of a text which they do not understand and ask questions about it.	➤ Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.	➤ Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.
<i>Ask inferential questions</i>	➤ Ask questions to explore what characters say and do in stories read to them.	➤ Ask questions to explore what characters say and do in stories read to them and those they have read.	➤ Ask questions to understand more about characters and events in narrative.	➤ Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic.	➤ Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.	➤ Recognise where they don't understand why something happens in a text and ask questions to clarify their understanding.	➤ Ask questions to clarify and explore their understanding of what is implied in the text.
<i>Retrieve information from texts</i>	➤ Answer who, what, where and when questions about what they hear when listening to stories.	➤ Discuss characters' appearance, behaviour and the events that happen to them, using details from the text. ➤ Find specific information in simple texts read to them and those they've read.	➤ Identify what is known for certain from the text about characters, places and events in narrative. ➤ Give reasons why things happen where this is directly explained in the text.	➤ Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics).	➤ 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	➤ 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.	➤ Use evidence from across a text to explain events or ideas. ➤ Identify similarities and differences between characters, places, events, objects and ideas in texts. ➤ Retrieve information from texts and

					convey important information.		evaluate its reliability and usefulness.
<i>Infer from what characters say and do</i>	<ul style="list-style-type: none"> <li>➤ Answer how and why questions about a characters actions and feelings when listening to stories.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud.</li> <li>➤ Discuss what is suggested about a character from the way they act or how he/she speaks.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make inferences about characters from what they say and do, focusing on important moments in a text.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand how what a character says or does impacts on other characters, or on the events described in the narrative.</li> <li>➤ Infer characters' feelings in fiction.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Deduce the reasons for the way that characters behave from scenes across a short story.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> </ul>
<b>Summarise</b>							
<i>Summarise understanding</i>	<ul style="list-style-type: none"> <li>➤ Retell narratives and stories in their own words.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Mark significant incidents in a story or information in a non-fiction text.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Retell a story giving the main events.</li> <li>➤ Retell some important information they've found out from a text.</li> <li>➤ Draw together information</li> </ul>	<ul style="list-style-type: none"> <li>➤ Retell main points of a story in sequence.</li> <li>➤ Identify a few key points from across a non-fiction passage.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Summarise a sentence or paragraphs by identifying the most important elements.</li> <li>➤ Make brief summaries at regular</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make regular, brief summaries of what they've read, identifying the key points.</li> <li>➤ Summarise a complete short text or substantial section of a text.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text.</li> <li>➤ Update their ideas about the</li> </ul>

			from across a number of sentences to sum up what is known about a character, event or idea.		intervals when reading, picking up clues and hints as well as what is directly stated.	<ul style="list-style-type: none"> <li>➤ Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.</li> </ul>	<p>text in the light of what they've just read.</p> <ul style="list-style-type: none"> <li>➤ Summarise 'evidence' from across a text to explain events or ideas.</li> <li>➤ Summarise their current understanding about a text at regular intervals.</li> </ul>
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**Additional Skills:**

<i>Develop positive attitudes to reading</i>	<ul style="list-style-type: none"> <li>➤ Enjoy listening to books read to them.</li> <li>➤ Handle books with care, turning the pages from front to back, one page at time, following the words from top to bottom and left to right.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Enjoy listening to books read to them.</li> <li>➤ Select books for personal reading (to read and listen to) and give reasons for choices</li> <li>➤ Discuss books they like and give reasons for choices.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Enjoy reading and listening to whole books.</li> <li>➤ Make choices for their personal reading (to read and listen to) from a selection of texts.</li> <li>➤ Justify their choice of books and their preferences from the books they have read or have had read to them.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Enjoy reading and listening to whole books.</li> <li>➤ Sustain their reading for enjoyment and to find out.</li> <li>➤ Extend the range of books read by browsing and selecting texts, including poetry, to read independently.</li> <li>➤ Discuss why they like particular books or authors with others, giving reasons.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Enjoy reading and listening to whole books.</li> <li>➤ Read independently complete short texts and sections from information books.</li> <li>➤ Develop their reading stamina as they read longer texts.</li> <li>➤ Describe and review their reading habits.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Enjoy listening to texts read to them.</li> <li>➤ Read favourite authors and choose books to read on the recommendation of others.</li> <li>➤ Plan personal reading goals which reflect their interests and extend their range.</li> <li>➤ Talk about books referring to details and example in the text.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Enjoy listening to texts read to them.</li> <li>➤ Sustain their reading of longer and more challenging texts to develop their reading stamina.</li> <li>➤ Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader.</li> </ul>
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<p><i>Annotate the text to support their understanding</i></p>	<p>x</p>	<p>x</p>	<ul style="list-style-type: none"> <li>➤ Make simple notes on a text, e.g. underlining key words or phrases, adding headings etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Mark texts to identify vocabulary and ideas which they need to clarify.</li> <li>➤ Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Annotate a text to identify to identify key information or identify elements they don't understand or want to revisit or explore further.</li> <li>➤ Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system.</li> <li>➤ Use these as the basis of follow up and discussion if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading.</li> <li>➤ 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.</li> </ul>
<p><i>Develop and express their understanding</i></p>	<ul style="list-style-type: none"> <li>➤ Orally express their understanding of a text.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss reasons why things happen in the texts they read or are read to them.</li> <li>➤ Express their understanding orally, and use words, illustrations and given</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss themes, plots, events and characters, comparing stories by the same and different authors.</li> <li>➤ Express and record their understanding of information</li> </ul>	<ul style="list-style-type: none"> <li>➤ Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas.</li> <li>➤ Express and record their understanding</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so.</li> <li>➤ Compare and contrast stories,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Contribute to a discussion where a group explore their understanding of a topic raised through reading.</li> <li>➤ Discuss and comment on texts, and present their ideas in appropriate and</li> </ul>	<ul style="list-style-type: none"> <li>➤ Contribute constructively to a discussion about reading, responding to and building on the views of others.</li> <li>➤ Comment critically, orally, in writing and using graphics where necessary</li> </ul>

		formats to record their understanding.	orally, using simple graphics, or in writing.	of information orally, using simple graphics, or in writing.	justifying their preferences and opinions.	helpful formats, including graphically.	to support them, on the impact of books they have read.
<i>Skim, scan and read closely</i>	x	<ul style="list-style-type: none"> <li>➤ Skim read to gain an overview of a page/ text by focusing on significant parts –names, captions, titles.</li> <li>➤ Scan the text to locate specific information – using titles, labels.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Read sections of text more carefully, e.g. to answer a specific question.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Skim opening sentences of each paragraph to get an overview of a page or section of text.</li> <li>➤ Scan contents, indexes and pages to locate specific information accurately.</li> <li>➤ Identify sections of a text that they need to read carefully in order to find specific information or answer a question.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Skim read a text to get an overview of it, scan for key words, phrases and headings.</li> <li>➤ Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locate information accurately through skimming to gain an overall sense of the text.</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning.</li> <li>➤ Read carefully sections of texts to research information and to answer questions.</li> </ul>
<i>Answer questions about a text and record their understanding</i>	x	<ul style="list-style-type: none"> <li>➤ Match events to characters in narrative and detail and information to objects or topics in non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Retrieve information from a text and re-present it in a variety of forms including by matching and linking</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use different formats to retrieve, record and explain information about what they have read in both fiction</li> </ul>	<ul style="list-style-type: none"> <li>➤ Retrieve and collect information from different sources and re-present it in different forms, e.g.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for</li> </ul>	<ul style="list-style-type: none"> <li>➤ Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or</li> </ul>

			<p>information, ordering, tabulating and copying.</p> <ul style="list-style-type: none"> <li>➤ Use different formats (matching, ordering etc.) to answer questions on a text.</li> </ul>	<p>and non-fiction texts, e.g. flow charts, for and against columns, matrices and charts of significant information.</p>	<p>chart, poster, diagram.</p> <ul style="list-style-type: none"> <li>➤ Answer questions on a text using different formats (matching, ordering, tabulating, etc.).</li> </ul>	<p>and against columns, matrices and charts of significant information.</p> <ul style="list-style-type: none"> <li>➤ Recognise different types of comprehension questions (retrieval/inferential) and know whether the information required to answer will be explicitly stated or implied in the text.</li> <li>➤ Vary the reading strategies they use to answer questions, depending on the different types asked.</li> <li>➤ Answer questions by explaining their ideas orally and in writing, including questions requiring open-ended responses.</li> </ul>	<p>false grid etc. 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> <ul style="list-style-type: none"> <li>➤ Vary the reading strategies they use and mode of answering according to what is expected of them by the question.</li> <li>➤ Use confidently the different formats (matching, ordering etc.) to answer questions on a text.</li> <li>➤ Answer questions by explaining their ideas orally and in writing.</li> </ul>
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<i>Justify their ideas about a text</i>	x	➤ Answer simple questions where they recall information from a text.	➤ Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.	➤ Re-read sections of texts carefully to find 'evidence' to support their ideas about a text. ➤ Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.	➤ Support their ideas about a text by quoting or by paraphrasing from it. ➤ Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.	➤ Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. ➤ Identify and summarise evidence from a text to support a hypothesis.	➤ Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. ➤ Identify and summarise evidence from a text to support a hypothesis.
<i>Visualise their understanding of what they have read</i>	➤ Demonstrate an understanding of stories through role play.	➤ Visualise what they have been reading, e.g. through drawing or acting out.	➤ Use illustrations and simple formats such as flow charts or diagrams to represent and explain a process or a series of events.	➤ Represent information gathered from a text as a picture or graphic, labelling it with material from the text.	➤ 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.	➤ Represent information from a text graphically. Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.	➤ Represent information from a text graphically. Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.
<i>Evaluate the text</i>	➤ Comment on their likes and dislikes.	➤ 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 aspects or features that make a text entertaining,	➤ Analyse the features of engaging or useful texts e.g.	➤ Identify the features that make some texts

				identify why one non-fiction text is more useful than another, according to their purpose.	informative or useful.	effective openings or endings, the presentation and resolution of problems (in narratives), clarity and enthusiasm for a topic in non-fiction.	more effective than others.
<i>Identify main ideas and themes in a wide range of books and understand how these are developed over a text</i>	<ul style="list-style-type: none"> <li>➤ Link familiar story themes to their own experiences.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pick out significant events, incidents or information that occur through a text.</li> <li>➤ Link familiar story themes to their own experiences, e.g. illness, getting lost, going away.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss familiar story themes that they have read or heard.</li> <li>➤ Give reasons why things happen or change over the course of a narrative.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish.</li> <li>➤ Discuss how characters' feelings, behaviour and relationships change over a text.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Link cause and effect in narratives and recounts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Begin to distinguish between plot events/ details and the main themes in the texts they read.</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand how a writer develops themes, ideas or points of view over a text.</li> <li>➤ Identify how the narrative or author's voice influences the reader's point of view and frames their understanding.</li> <li>➤ Discuss how this can change over the course of a text.</li> </ul>
<i>Make comparisons within and across texts</i>	<ul style="list-style-type: none"> <li>➤ Compare events or topics in stories they have listened to.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss and compare events or topics they have listened to and those</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify, collect and compare common themes in stories and poems.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make comparisons between events in narrative or information texts on the</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collect information to compare and contrast events, characters or ideas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make comparisons between the ways that different characters or</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make comparisons and draw contrasts between different elements of a</li> </ul>

		they have read.	<ul style="list-style-type: none"> <li>➤ Make comparisons of characters and events in narratives.</li> </ul>	<p>same topic or theme.</p> <ul style="list-style-type: none"> <li>➤ Compare and contrast writing by the same author.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compare and contrast books and poems on similar themes.</li> </ul>	<p>events are presented.</p> <ul style="list-style-type: none"> <li>➤ 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.</li> </ul>	<p>text and across texts.</p> <ul style="list-style-type: none"> <li>➤ Compare and contrast the work of a single author.</li> <li>➤ Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.</li> </ul>
<p><i>Identify how structure and presentation contribute to meaning</i></p>	<ul style="list-style-type: none"> <li>➤ Identify the front cover, title and author.</li> <li>➤ Show an understanding of rhyme.</li> <li>➤ Recognise and use repeated phrases.</li> <li>➤ Identify characters, settings and key events in order.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify and compare basic story elements, e.g. beginnings and endings in different stories.</li> <li>➤ Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved.</li> <li>➤ Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.</li> <li>➤ Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue.</li> <li>➤ Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</li> <li>➤ Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together.</li> <li>➤ Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.</li> </ul>

					alternate line rhymes and read these aloud effectively.		
<i>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</i>	<ul style="list-style-type: none"> <li>➤ Use pictures, actions and words to learn and recite a simple version of a text.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learn and recite simple poems and rhymes, with actions, and re-read them from the text.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read, prepare and present poems and play scripts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.</li> <li>➤ Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters.</li> <li>➤ Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language.</li> <li>➤ Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience.</li> </ul>
<b>Non-Fiction Skills:</b>							
<i>Retrieve and record information from non-fiction texts</i>	<ul style="list-style-type: none"> <li>➤ Orally recall information they have listened to about an event, character or topic.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Find information in a text about an event, character or topic.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locate information using title, contents, index, page numbers, illustrations,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Take information from diagrams, flow charts and forms where it is presented graphically.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pick out key sentences and phrases that convey important information.</li> <li>➤ Take information</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locate information confidently and efficiently, using the full range of the information being read, including</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evaluate texts for their reliability and usefulness when researching a topic.</li> <li>➤ Record important details</li> </ul>

			<p>headings, sub headings etc.</p> <ul style="list-style-type: none"> <li>➤ Express and record their understanding of information orally, using simple graphics, or in writing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Express and record their understanding of information orally, using simple graphics, or in writing.</li> </ul>	<p>from diagrams, flow charts and forms where it is presented graphically.</p> <ul style="list-style-type: none"> <li>➤ Collect information from different sources and present it in a simple format e.g. chart, poster, diagram.</li> </ul>	<p>information presented graphically.</p> <ul style="list-style-type: none"> <li>➤ 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.</li> </ul>	<p>retrieved from a text using an appropriate format e.g. by making a comparisons table.</p>
<i>Ask questions to find out</i>	<ul style="list-style-type: none"> <li>➤ Pose questions and work with an adult to use texts to find answers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pose questions and use texts to find answers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pose and record questions prior to reading to find something out.</li> <li>➤ Ask follow up questions about the topics they've read about.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepare and list questions as the basis for enquiry and decide which are the most important to follow up.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepare for research by identifying what they already know and what they need to find out.</li> <li>➤ Plan their inquiry or research in the light of these questions.</li> <li>➤ Adapt their questions as they read.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Refine research questions in the light of initial findings.</li> </ul>
<i>Identify how the structure</i>	<ul style="list-style-type: none"> <li>➤ To understand</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss different ways</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify and explain the use</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify how different non-</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the main features</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the features of</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand and explain how</li> </ul>



<p><i>and presentation of non-fiction texts contributes to meaning</i></p>	<p>non-fiction books tell us real facts and fiction books are make-believe.</p>	<p>pages from an information book can be laid out and how this is different from story books.</p> <ul style="list-style-type: none"> <li>➤ Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.</li> </ul>	<p>of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions, hyperlinks and bullet points.</p> <ul style="list-style-type: none"> <li>➤ Compare the information given about topics in non-fiction texts.</li> </ul>	<p>fiction texts are organised.</p> <ul style="list-style-type: none"> <li>➤ Use the organisational features of non-fiction texts in their own reading and research.</li> <li>➤ Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.</li> </ul>	<p>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>different non-fiction texts, e.g. recounts, instructions, explanations, persuasive writing and argument, including content, structure, vocabulary, style, layout and purpose.</p> <ul style="list-style-type: none"> <li>➤ Discuss the way that writers of non-fiction match text structure to their intentions.</li> </ul>	<p>different conventions and presentational features are used across a range of information or non-narrative texts.</p> <ul style="list-style-type: none"> <li>➤ Compare different types of information texts, including texts which are a mix of text types or were written for a number of purposes simultaneously, and identify differences in the way that they are structured.</li> </ul>
<p><i>Identify how language contributes to meaning</i></p>	<p>x</p>	<ul style="list-style-type: none"> <li>➤ Discuss the language used in labels and captions.</li> <li>➤ Notice how language is used in instructional writing and recounts.</li> <li>➤ Discuss the meaning of significant words met in</li> </ul>	<ul style="list-style-type: none"> <li>➤ Notice some of the language features of non-fiction texts, e.g. direct language, the language of explanation, time connectives etc.</li> <li>➤ Speculate about the</li> </ul>	<ul style="list-style-type: none"> <li>➤ Begin to identify some of the language differences between fiction and non-fiction texts.</li> <li>➤ Develop their understanding of key words met in reading non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Investigate the language features of different sorts of non-fiction texts.</li> <li>➤ Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Compare the explanations or</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc.</li> <li>➤ Explain and use accurately the subject specific vocabulary used</li> </ul>

		reading linked to particular topics.	meaning of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding.		using a glossary or dictionary.	definitions given for technical or subject specific words and phrases in non-fiction texts.	in different non-fiction texts.
<i>Identify main ideas and themes in a wide range of books and understand how these are developed over a text</i>	x	x	x	x	➤ Explain how ideas are developed in non-fiction texts.	➤ Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.	➤ 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.
<i>Distinguish between fact and opinion – Yr 5 and 6 only</i>	x	x	x	x	x	➤ In persuasive writing and other texts investigate how language is used to present opinion. Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.	➤ In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction ➤ In non-fiction texts distinguish

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between explicit  
and implicit  
points of view.