

| Yr | Prediction | Summarising | Vocabulary | Retrieval | Justify / Evaluate | Inference | Questioning | Comparisons |
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| 1 | Make predictions based on clues such as pictures, illustrations, titles | | <p>Make collections of interesting words and use them when talking about books and stories.</p> <p>Explore the effect of patterned language or repeated words and phrases in familiar stories.</p> | Match events to characters in narrative and detail and information to objects or topics in non-fiction texts. | <p>Answer simple questions where they recall information from a text.</p> <p>Talk about aspects of the text that they like.</p> | <p>Speculate about characters from what they say and do. Discuss what is suggested about a character from the way or how they speak.</p> <p>Link what they are reading to their own experience.</p> | Pose questions and use a text to find answers | Discuss and compare events or topics they have read about or have listened to. |
| 2 | Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out. | <p>Retell a story giving the main events</p> <p>Retell some important information they've found out from the text.</p> <p>Draw together information from across a non-fiction passage.</p> | <p>Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read.</p> <p>Investigate traditional story language</p> | <p>Retrieve information from a text and represent it in a variety of forms including matching and linking information, ordering, tabulating and copying.</p> <p>Use different formats to answer questions on a text.</p> | <p>Answer simple retrieval and inference questions by making a point and supporting it with evidence from the text</p> <p>Explain why they like a particular text.</p> | <p>Make inferences about characters from what they say and do, focusing on important moments in the text.</p> <p>Re-read sections of text carefully to check their ideas about the text.</p> | <p>Pose and record questions prior to reading to find something out.</p> <p>Ask follow up questions about the topics they've read about.</p> | <p>Identify, collect and compare common themes in stories and poems.</p> <p>Make comparisons of characters and events in narratives.</p> <p>Compare information about different topics in non-fiction texts.</p> |
| 3 | Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading. | <p>Retell the main points of a story in sequence.</p> <p>Identify a few key points from across a non-fiction passage.</p> | <p>Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.</p> <p>Discuss the language used to create significant aspects of a text. E.g. opening, build up, atmosphere</p> | <p>Use different formats to information e.g. flowcharts, for and against columns.</p> <p>Record their understanding of a text in different ways, using a range of formats.</p> | <p>Re-read sections of the text carefully to find evidence to support their ideas about a text.</p> <p>Answer simple retrieval and inference questions both orally and in writing by making a point and explaining it.</p> <p>Say why they prefer one text to another.</p> | <p>Understand how what a character says or does impacts on other characters' behaviour from scenes across a short story.</p> <p>Re-read sections of texts carefully to check their ideas about their text.</p> | <p>Prepare and list questions as the basis for enquiry and decide which are the most important to follow up.</p> | <p>Make comparisons between events in narratives or information texts on the same topic or theme.</p> <p>Compare and contrast books written by the same author.</p> |
| 4 | Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on. | <p>Summarise a sentence or paragraphs by identifying the most important elements. Make brief summaries at regular intervals when reading, picking up clues and hints as what is directly stated.</p> | <p>Consider a writers' use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed.</p> <p>Investigate the meaning of technical words they meet in their writing.</p> <p>Discuss the meaning of similes and other comparisons that they read.</p> | <p>Retrieve and collect information from different sources and represent it in different forms e.g. charts, posters, diagrams.</p> <p>Answer questions on a text using different formats e.g. matching, ordering.</p> | <p>Support their ideas about a text by quoting or by paraphrasing from it.</p> <p>Answer retrieval and inferential questions both orally and in writing.</p> <p>Identify aspects or features that make a text entertaining or useful.</p> | <p>Deduce the reason for the way that characters behave from scenes across the story.</p> <p>Think about what they have read, re-read sections of text to find evidence to support speculations.</p> | <p>Prepare 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>Collect information to compare and contrast events, characters and ideas.</p> <p>Compare and contrast books and poems on similar themes.</p> |

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| 5 | Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text. | Make regular, brief summaries of what they have read, identifying key points. Summarise a complete short text or substantial section of text. Summarise what is known about a character, event or topic. Explain any inferences and opinions. | Distinguish between everyday word meanings and their subject specific use e.g. force. Consider the language used in a text and pick up the implications and associations being made by the writer. | Recognise different types of comprehension questions. Vary the reading strategies they use to answer questions, depending on the different types of questions. Answer questions by explaining their ideas orally and in writing, including questions requiring open ended responses | Evaluate a book or a section of it, referring to detail and examples in the text to back up their judgement and support reasoning. Identify and summarise evidence. | Understand what is implied about characters and make judgements about their motives and attitudes from the dialogue and descriptions. Summarise their current understanding at regular intervals when reading an extended text. | 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 as they read. | Make comparisons between the ways that different characters or events are presented. Compare the way that ideas or themes are presented in different texts or in different versions of the same text. |
| 6 | Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on. | Make regular, brief summaries of what they have read, linking their summary to previous predictions. Update in light of what they have read. Summarise evidence from across the text to explain events. Summarise their current understanding about the text at regular intervals. | Collect unfamiliar vocabulary from texts they have read, define meaning and use the vocabulary when recording ideas about the text. Collect and define technical vocabulary met in other subjects. Identify the hints that writers make through their choices of words and phrases and the associations these evoke. | Record details retrieved from the text about characters, events and ideas. Recognise different types of comprehension questions and know whether the information required for the answer will be explicitly stated. Use confidently the different formats to answer questions. Answer questions by explaining their ideas orally and in writing. | Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. Identify the features that make some texts more effective than others. | 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. | Locate resources for a specific research task, identifying key questions to be investigated. Refine research questions in the light of their initial findings. | Compare and contrast the work of a single author. Investigate different versions of the same story or different books on the same topic, identify similarities and differences. |
| | Distinguish between fact and opinion Year 5: In persuasive writing and other texts investigate how language is used to present opinion. Distinguish between fact, opinion and fiction in different texts. Year 6: Distinguish between fact, opinion and fiction. In non-fiction texts distinguish between explicit and implicit points of view. | | | | | | | |