St Marks CE Primary School

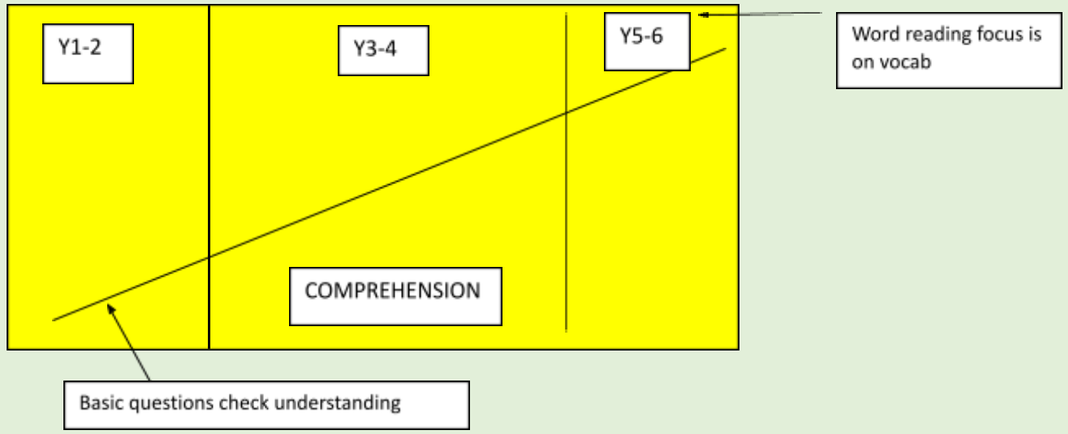
Reading Progression Map

This curriculum has been created to support teachers when planning reading.

These have been generated using the national curriculum and expanded upon to create specific examples.

Using the evidence section for each year group, teachers will be able to plan appropriately pitched questions for their year group and make sure pupils are exposed to a variety of different question types, appropriate to the expectations for their year group.

A teacher should always focus on developing fluency in **word reading** as the predominant skill, using retrieval questions to check for that they understand what they have read. Once a pupil is assessed as a fluent reader in word reading, the teacher can increase the teaching focus on to more complex comprehension elements and the development of an extended vocabulary.



Each of the statements have been grouped into reading skills, which are broken up into:

- Word reading and fluency
- Retrieval
- Inference
- Summarise and Sequence
- Prediction
- Structure / Authorial Intent (Y2+)
- Vocabulary
- Additional Skills (focus on exposure to different genres, speaking and listening and promoting a love of reading

Overview of Progressive Statements

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Word reading and fluency	Refer to phonics overview ***Use phonetic and non-phonetic knowledge as stated on the phonics progression document**** **-To read some common irregular words (throughout the year refer to phonics overview)** **-Use phonic knowledge to decode regular words and read them aloud accurately.** **-Segment and blend words of more than one syllable where these contain taught graphemes e.g. picnic, jumping**	Refer to phonics overview ***Use phonetic and non-phonetic knowledge as stated on the phonics progression document*** **-Read CEWs as stated in phonics progression document** -**Read words of more than one syllable containing taught digraphs** **-Read polysyllabic words (3+ syllables) by dividing them into syllables** **-Read compound words that require knowledge of CEWs e.g. football** -To recognise the purpose of punctuation **-Read pausing at full stops** **-To read words with contractions [for example, I'm, I'll, we'll],** and understand that the apostrophe represents the omitted letter(s). **-To read words containing –s, –es, –ing, –ed, –er and –est endings, and know this changes the meaning of the word.** -To re-read books to develop their confidence and fluency in word reading. -Recognise familiar story language **-To correct an inaccurate word when prompted**	Refer to phonics overview **-*Use phonetic and non-phonetic knowledge as stated on the phonics progression document*** Refer to phonics overview **-To identify when a text does not make sense and self-correct (KS1 EXP)** **-To develop additional strategies for decoding unfamiliar words (for example, prefixes and suffixes and contextual clues.)** **-Know phonemes may be represented by different graphemes** **-Break unfamiliar words up into syllables as a strategy to support decoding** **-To read words containing common suffixes (-ly, -ful -ment, -ness),** and know this changes the meaning of the word. -To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. **-To recognise the purpose of punctuation . ? !** **“”** using punctuation to support intonation in reading	**Read further exception words** (see appendix 1) **Self correct mistakes, recognising when the meaning has been lost**. *E.g. a pupil may substitute invitation for imitation then recognise their mistake* **Apply knowledge of root words, prefixes and suffixes to help them understand the meanings of new words** **Read, showing an awareness of punctuation**. **(Y1) ? ! (Y2)** **, “” (Y3)**	**A teacher should always focus on developing fluency in word reading as the predominant skill, using retrieval questions to check that they understand what they have read. Once a pupil is assessed as a fluent reader (Y4) in word reading, the teacher will continue to focus on word reading through exploration of new vocabulary.** **-Read age appropriate texts fluently** **-Reads further exception words noting the unusual correspondences between spelling and sound where they occur in a word** (see appendix 1 for Y3/4 word list) -Work out how to pronounce unfamiliar words with increasing automaticity -Where it is possible use contextual clues /prior knowledge of similar words to work out the meaning of new vocabulary. **-Read with intonation e.g showing an awareness of how characters would speak, linked to punctuation clues** and how they are feeling (link to inference). -Know skimming is reading materials rapidly in order to get a general overview. **-Use skimming to support summarising and retrieval**	**-Read age appropriate texts fluently** **-Read most words effortlessly, pronouncing unfamiliar words with increasing automaticity and with intonation that shows understanding** **-Uses their knowledge of root words, prefixes and suffixes to work out the meanings of unfamiliar words** -Attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar words.	**-Progression in word reading from Y5 comes in the increasing challenge within texts** **-Read age appropriate texts fluently** -Read most words effortlessly, pronouncing unfamiliar words with increasing automaticity and with intonation that shows understanding (Y5) -Uses their knowledge of root words, prefixes and suffixes to work out the meanings of unfamiliar words (Y5) **and how to pronounce them**
Retrieval	**-Answer basic retrieval questions e.g. who or where questions (Reading)** **-Show understanding of what is read by or to them by naming main characters and key events (Reading)** -Refer to the pictures when answering a question -Find the title of the book	**-Retrieve simple facts e.g.** names (who - EYFS) **places (where) events (what) where the answer is explicitly in the text** **-To know what a setting is and be able to identify where stories they read are set**	-Finding a word or phrase in the text that states the answer. E.g. Being able to answer 'how do you know'? **-Answer questions about a text to demonstrate their understanding** **-Retrieve** events, names, places, (Y1) **information and vocabulary (Y2)** -Use the text (rather than prior knowledge) to answer questions -Use a contents / index and glossary page to retrieve information -To know that stories can be set in different places or times (link to history)	**-Retrieve to support a given opinion** -To know that there is often more than one answer to a question and to identify multiple separate answers / pieces of evidence **-To retrieve information from non-fiction texts** **-Know scanning is looking for explicit key words in a text** **-Scan for key words in specific paragraphs / page titles and sub-headings** **-To know some of the key features of non-fiction tests e.g. headings, sub headings** and that these can support scanning -Know how to use a contents / index and glossary page (Y2) to locate information (Y3)	***Retrieval works to support inference*** **-Retrieving evidence to back up their own opinion** **-Finding multiple pieces of evidence and drawing them together to answer an inference question** **-Using skimming and scanning to look for related words or phrases in a text (e.g. from a given question)** **-To know some of the key features of non-fiction tests e.g. headings, sub headings (Y3)** and use these to locate information (Link to skim and scan) **-Identify facts within a text**	**-Finding evidence in the text that backs up an opinion (quoting text)** **-Proving and disproving given statements using the text as evidence** -See summarise: Paraphrase as well as quoting from a text when answering a question. **-Skim and scan effectively for key ideas, facts and vocabulary.** **-Identify facts within a text**	-Retrieve to support an opinion (Y5) **using multiple pieces of evidence to support either a for / against or a balanced view.** **-Use quotes, paraphrasing, and adapting the text to give evidence.** -Skim and scan effectively for key ideas, facts and vocabulary (Y5) **including related words (Y6)** -Know how to text mark to support retrieval
Inference	**-To recognise how someone is feeling from the way they behave (in real life).** **-To use this knowledge to link this to how characters behave in stories** -To link feelings of characters with their own experiences. -To represent their own ideas, thoughts and feelings through stories	**-Identify how a character in a story might be feeling (using own experiences and clues in the text)** -To be able to explain why a characters might have behaved a certain way	**-Answer questions and make some inferences (KS1 EXP)** -To know inferring is when we look for clues about something that the text does not tell us directly **-To use 'because' to justify inferences.** **-To answer 'why' questions.** **(Refer to retrieval statements)** **-**Notice how ! can be used as clues to how a character is feeling	**-To justify inferences with evidence from the text** (with a single source of evidence). **-Answer 'how do we know that?' questions.** **-Extract words in the text that tell you a character is feeling a certain way (link to scanning).**	**To justify inferences drawing on specific evidence from the text (does not have to be direct quotations)** **-Refer back to things that have happened in a text as evidence for an opinion** -To justify inferences with multiple sources of evidence -Identify how a character may be feeling when this involves more than one emotion -Draw inferences across longer sections of a text (for example, one or two chapters) -To ask questions to help improve their understanding of a text and understand how it can be answered in different ways.	**To justify answers and opinions using quotes from the text as evidence.** **-To infer meaning from a given quote from the text.** **-Identify actions / dialogue in a text that give clues to character traits and motives (not just feelings)** **-Use evidence from two places in a book to show how feelings / motives / characters change** **-Identify the difference between facts and opinions in a text – infer how we know that something stated is a fact e.g Facts include a source / data**	Comment on how characters and plot develop across a text. **-Find exact parts of the text and state what they tell them.** **-Draw inference across the entire text, rather than shorter sections** **-Infer an author's opinion (link to authorial intent)**
Summarise and sequence	**To identify the main events and characters in a book they have been read.** **-Retell a familiar story using predictable phrases (C&L)** **-To develop their own narratives and explanations by connecting ideas and events – see below for breakdown of this:**	**-Explain what a story is about** **-Describe what has happened in a story so far in order.** (sequencing 3-4 key events and adding some detail to either the start, middle or end) -Become very familiar with key stories, fairy stories and traditional tales, retelling them being able to talk about their characteristics	**-Explain what has happened so far in what they have read (KS1 EXP)** **-Order key events in a story.** -Pick out key changes, for example in a character's mood. -Justify summary using retrieval and inference skills. -To identify items of information which are related within a text (e.g. how a character develops through a story). -To sequence of events in books (fiction and non-fiction).	**-Know that a sequence of events in a narrative is called a plot** **-Summarise the plot of a piece of narrative** **-Summarise information from across a paragraph.** -Use more than one piece of evidence to summarise information– such as feelings and events. -Know that a theme is a key idea / message in a book. Identify a key theme in books they have read.	-To summarise ideas and information from across more than one paragraph **(Y4).** -Identify multiple factors which resulted in a character feeling / acting a certain way. **-Summarise ideas / actions in 1-2 sentences** -Identify the order of events which lead to / created a key event. -Know that a story can have more than one theme. Identify themes within books they have read.	**-Explore a larger section of text to identify evidence in order to justify opinions.** **-Paraphrase as well as quoting from a text when answering a question.**	**-Use a summary of evidence to make a comparison across a text.** **-Compare character's attitudes and behaviour, drawing on multiple evidence sources across whole texts or extracts).** -Identify the order of which summaries occurred within a text.

	-Responds to 'tell me what happened' using 'then' (C&L/Reading) – Autumn **-Use sequencing words (e.g. first, before) Spring**		**-Explain their understanding of what has been read**	-Know a convention is something that is similar across books e.g from the same genre -Identify conventions across some of the books they have read	-Identify conventions in a range of fiction and non-fiction books **-Identify key facts from a non-fiction text**		
Prediction	**-Join in with predictable phrases** when books are being read to them. -To know a prediction is a best guess at what will happen next -To compare what they thought might happen with what actually happened in a story **-To anticipate key events in stories being read to them (using pictures to support).** **-Answer 'what do you think will happen next' questions where the outcome is clear (Spring)**	**-Know predictions should be based on things that have already happened in the story** -Make a prediction that would make sense in the context of the story. **-Choose from a selection of options about what would be most likely to happen** and say why (linking back to story).	**-Explain why they have made a prediction using the word 'because'** -Predict future events drawing on their own experience and what has happened in the text. -Evaluate whether or not a prediction makes sense.	**-Use information or events detailed in the books, that they can remember, to base their prediction upon.** **-Justify predictions and explain why using evidence from the text (not direct quotations).** -Evaluate whether a prediction makes sense using evidence from the text. **-Use what they know about similar stories or plots within certain genres to help form predictions**	**-Make predictions referring back to specific parts of the text.** -Make a prediction based on multiple pieces of evidence. **-To predict what will happen from both implied and stated details in the book.** -Look back over a story and identify how the writer gave clues to help predict what may happen.	**-Make predictions from what has been retrieved and inferred and explain why their prediction is likely** **-To make predictions using direct quotations from the text.** -Use knowledge of themes (e.g. good triumphs over evil) to support predictions	**-Use a particular part of quoted text to give evidence to support or argue predictions.** **-Make predictions, based on evidence and quotations from the text, which involve plot development or character's behaviour.** -Use knowledge of themes (e.g. good triumphs over evil) to support predictions (Y5) -Debate predictions with others, using evidence from the text
Authorial intent and structure	**NA**	**-Know the difference between a fiction and a non-fiction book** (see additional skills)	**-Know some of the features of non-fiction books:** E.g. Headings, subheadings, captions (and contents/ glossaries link additional skills). -To recognise similar language features in stories e.g. common beginnings / endings	**Identify words and phrases that capture the reader's interest.** -Be able to identify phrases which make the reader feel a certain way. **-Identify whether a text is to persuade, inform, explain or entertain.** -Explain why an author has selected words in bold, italics or repeated. **-Understand that writers use** headings and subheadings (Y2) **paragraphs, numbering / bullet points to organise writing** (link with scanning).	**Identify figurative language techniques and give a simple explanation as to what it means.** -Know what a simile and a metaphor is -Explain what figurative language adds for the reader. -To find and clarify authors' word choice to engage the reader. **-Identify effective words and phrases that describe and create atmosphere** -To know that the organisation and layout of a book vary according to the book's purpose (Link to PIE – Y3) -Identify how structure and presentation contribute to meaning (e.g. bold, italics, repeated words, brackets)	-Know that narrative stories do not always follow a linear plot (e.g. flashbacks flash forwards) -To identify techniques that authors use and the effects these create (layout, punctuation, repeated words, rhetorical questions, short sentences, flashbacks – see example) -Know what personification is and why authors choose to use this technique -To identify how authors, create moods, enhance expectations and build tension. -Identify how the writer has made a setting or character generally appear a certain way. -To identify, discuss and *compare* conventions in and across a wide range of writing. -To distinguish between statements of fact and opinion and *how these are used differently within text types.* **-Know that there are a range of narrative genres, that some are structured differently and have their own features e.g. tense, person, formality**	-Identify the techniques writers use to create feelings, moods, build tension, create atmosphere and convey messages (Y5) **-Evaluate the way that the author has used specific language choices to portray a certain character or setting in a specific way and how effective these choices are.** **-Identify and explain the writer's viewpoint using evidence from the text** e.g. looking at how different characters are presented. Link this to knowledge of facts and opinions (Y5) when looking at non-fiction texts. -Know that narrative can be told from different points of view -Know that style, formality and vocabulary are linked to the purpose of the text
Vocab	**-Know words for human emotions: angry, happy, sad, scared, nervous, frustrated, excited (Reading)** **-Picks up and uses vocabulary related to topics taught and books they have read together e.g. astronaut, tyrannosaurus. (C&L)**	-Explain what words mean by linking to known words (teacher led) **-Know alternative words for emotions building on taught in EYFS e.g. shy, miserable, upset, frightened, furious, livid, gloomy,** Taught words (EYFS) angry, happy, sad, scared, nervous, frustrated, excited -Understand that some emotion words mean the same emotion but are on a more extreme scale e.g. annoyed – angry - furious **-Recognise rhyming language, repeated language or patterns of language.**	**Discuss and clarify the meaning of new words, linking new meanings to known vocabulary** This is broken down into: -To identify a word they don't understand then make a suggestion of what it might mean by linking it to another word they know. -To find the meaning of words linking new meanings to known vocabulary. -To draw on background information and vocabulary provided by the teacher. -To identify the word class/job of the new vocabulary in the sentence and how this contributes to meaning.	**Discuss understanding and meaning of words in context** *This is a must statement as being able to do this links to wider understanding of the text and inference retrieval skills* -Identify what words / non-literal phrases mean. -Use dictionaries -Know how prefixes and suffixes can change the meaning of a word and use this to work out word meanings. **-Identify specific words to back up retrieval responses.** **To develop a wide understanding of tier two words to support comprehension.**	**Unpick the meaning of phrases** (using taught skills e.g. metaphors and similies) **-Use dictionaries** **To develop a wide understanding of tier two words to support comprehension.**	-Unpick the meaning of more complex, abstract phrases and link these to inferential questions. -Use dictionaries **To develop a wide understanding of tier two words to support comprehension.**	*Y6 continues to build on Y5 content through unpicking the meaning of more complex phrases and relating these to inferences, including those relating to authorial intent.* **To develop a wide understanding of tier two words to support comprehension.** .
Additional skills & including S&L genres and 'love	-Say what they like about stories that they have read -Name stories that they have read and enjoyed -Learn songs and rhymes (see book spine)	-Participate in discussion, performances, role plays and improvisations (S&L) -Talk about stories that they have read and enjoyed (EYFS) -Say where a story reminds them of another story and why **-Know the difference between a fiction and a non-fiction book**	-Participate in discussion, performances, role plays and improvisations **-Know the difference between** fiction and non-fiction (Y1), **poetry and narrative (Y2).** -See retrieval: Use a contents / index and glossary page to retrieve information -Talk about books they have enjoyed (Y1) and say why	-Be able to identify different book genres (those that have been taught) e.g. fairy story, myth, adventure -Discuss what they like about stories they have read – sharing favourite parts and explaining why they liked it so much. -Make generalisations about of genre of books they enjoy and use this to help them choose other books -Accept and give recommendations to others	-Evaluate a story / part of a story in terms of its effectiveness. -To be able to hold a discussion with another who may have a differing view -Be able to identify different book genres (those that have been taught so should extend genres taught in Y3) – *link to book spine* -Accept and give recommendations to others (wider range of books than Y3)	-Accept and give recommendations to others from a range of different genres -Know that genres sometimes cross over e.g. mystery and adventure -Be willing to read stories that are beyond their immediate preferences -Give a personal viewpoint about a text and use evidence to justify this – having discussion with others who may have differing views. -Evaluate the effectiveness of different texts (including non-narrative)	-Know that re-reading a text multiple times can enhance understanding -Build on the opinions and ideas of others using evidence from a text -Be able to talk about preferred authors / styles of writing / favourite techniques authors use

to read’							

EYFS

In EYFS, the core purpose is segmenting and blending words where these contain taught phonics (word reading) and making sure pupils can retell* (main characters and key events), a range identified stories showing deep familiarity with them.

Retell through play

	Dvt. Matters Statement	Learning statements (Key Learning Points in bold)	Exemplification for Assessment		
Word reading and fluency	Read individual letters by saying the sounds for them. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	***Use phonetic and non-phonetic knowledge as stated on the phonics progression document*** *To know print is read left to right and top to bottom.(Autumn 1)* **To read some common irregular words (throughout the year refer to phonics overview)** **Use phonic knowledge to decode regular words and read them aloud accurately.** **Segment and blend words of more than one syllable where these contain taught graphemes e.g. picnic, jumping** Follow each read word with their finger	**Autumn** **Know taught graphemes,** (see phonics overview) **-Can read CEW as outlined in schools phonics progression doc** **-Has phoneme grapheme correspondence for alphabet (or is in line with expectations in school phonics progression doc)** **Segment and blend (to read) cvc words** Teach children to follow words with their finger **Reading at least** red ditties (RWI) **or X book band**	**Spring** **-Read words and captions consistent with phonic knowledge by sound blending** **Blend words that contain taught digraphs e.g. night, chin, feet, shop – check this fits with your phonics progression sequence** **Reading at least green books (RWI**) and X book band.	**Summer** **Blend words of more than one syllable using taught graphemes** **ELG: Word Reading** **-Say a sound for each letter in the alphabet and at least 10 digraphs** **-Read aloud simple sentences and books consistent with their phonics knowledge including some CEWS (see phonics overview)** **-Read words consistent with their phonic knowledge by sound blending (see phonics overview)** **Reading at least pink/ RWI or yellow book bands.**

Retrieval	Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences.	**Answer basic retrieval questions e.g. who or where questions (Reading)** **-Show understanding of what is read by or to them by naming main characters and key events (Reading)** Refer to the pictures when answering a question Find the title of the book	**Autumn** -Can articulate ideas into a sentence (C&L) Refer to the pictures when answering a question Find the title of the book Name main characters (who)	**Spring** See summarise and sequence section as main characters and events of a book are recalled	**Summer** **ELG: Comprehension:** -Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
Inference	Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen	**To recognise how someone is feeling from the way they behave (in real life).** E.g. know some of the clues for spotting is someone is angry (clenched fists, shouting, red face) or upset (crying, quiet) **To use this knowledge to link this to how characters behave in stories** To link feelings of characters with their own experiences. To represent their own ideas, thoughts and feelings through stories.	**Be able to identify an emotion a character might be feeling: happy sad scared angry (see vocab section)**	**Use known words words for emotions: (angry, happy, sad, scared, nervous, frustrated, excited vocab section) to describe how a character may be feeling** Be able to talk things from the story that have happened to them and how they felt. *E.g. My sister hit me and it made me sad, so I think Billy is feeling sad. .* *I think he is angry because he is shouting (text in capital letters or has been read out by an adult I a shouting voice as fitting with the story)*	

Summarise and sequence	Describe events in some detail. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	**To identify the main events and characters in a book they have been read.** **-Retell a familiar story using predictable phrases (C&L)** **To develop their own narratives and explanations by connecting ideas and events – see below for breakdown of this:** **-Responds to 'tell me what happened' using 'then' (C&L/Reading) – Autumn** **-Use sequencing words (e.g. first, before) Spring**	**-Retell a familiar story using predictable phrases (C&L)** In Little red riding hood she walks through the forest to visit her grandma, there's also a wolf wo tries to eat her! First the gingerbread man got out of the oven, then he ran saying 'run, run as fast as you can, you can't catch me.. etc' then the fox ate him! Pupils observed using role play areas to retell parts of the story. **-Responds to 'tell me what happened' using 'then' (Reading)** 'Then the wolf blew the house down!'	**-Use sequencing words (e.g. first, before)** First the wold visited the house who made his house of straw, then / next he visited the pig who made his house of sticks.	**ELG: Comprehension:** -Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
Prediction	Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen	**Join in with predictable phrases** when books are being read to them. To know a prediction is a best guess at what will happen next To compare what they thought might happen with what actually happened in a story **To anticipate key events in stories being read to them (using pictures to support).** **-Answer 'what do you think will happen next' questions where the outcome is clear (Spring)**	Predictable phrases: See above example from Gingerbread man. Children can read the same book twice and answer, what do you think will happen next questions and this will support recall.	**Answer question, what do you think might happen next? Where an events outcome is clear** e.g. a ball being kicked towards a window, or **the boat is rocking, character losing balance what will happen next (they will fall in).** For example in 'oh no George' George sees a cake, what will George do? (eat the cake). George sees some soil, what will George do? (dig the soil. Or where an event has already happened once already in the story and is being repeated.	**ELG: Comprehension:** -Anticipate, where appropriate, key events in stories

<table>
<tr><td rowspan="2">Vocab</td><td>Learn new vocabulary and use it throughout the day
Develop social phrases.
Use new vocabulary in different contexts.</td><td>Know words for human emotions: angry, happy, sad, scared, nervous, frustrated, excited (Reading)

-Picks up and uses vocabulary related to topics taught and books they have read together e.g. astronaut, tyrannosaurus. (C&L)</td><td>Know words for human emotions: angry, happy, sad, scared
Texts should be chosen where the characters feel these emotions as this will allow the words to be taught.
Link back to their expectances: when have you felt frustrated?' When people feel frustrated what do they do?</td><td>-Picks up and uses vocabulary related to topics taught e.g. astronaut, tyrannosaurus. (C&L)

Know words for human emotions: angry, happy, sad, scared, nervous, frustrated, excited</td><td><u>ELG: Comprehension:</u>
-Use and understand recently used vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play</td></tr>
<tr><td colspan="3">Autumn, Spring and Summer
Use words from the text they have studied (e.g. non fiction) when explaining their thoughts and in role play – link to story spines will be different stories throughout the year.</td></tr>
<tr><td>Additional skills & including S&L genres and 'love to read'</td><td>Engage in non-fiction books.
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Engage in story times.
Listen to and talk about stories to build familiarity and understanding.
Listen carefully to rhymes and songs, paying attention to how they sound.
Learn rhymes, poems and songs
Understand how to listen carefully and why listening is important.</td><td>See related book spines to show text choice and genres (incl NF)

-Say what they like about stories that they have read
-Name stories that they have read and enjoyed
-Learn songs and rhymes (see book spine)</td><td colspan="3">Children should experience daily story time. The class should draw up a list of books that they enjoy reading
In poems with a regular rhythm and rhyme children can join in / predict the word that is coming next
Clap out the beat of rhymes or a few interesting longer words.</td></tr>
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YEAR 1

In Year 1, the core purpose is decoding polysyllabic words where these contain taught graphemes (word reading) and answering basic retrieval questions are used to make sure that pupils understand what they have read.

	National Curriculum Statement	Learning statements (Key Learning Points in bold)	Exemplification for Assessment		
			Autumn	**Spring**	**Summer**
Word reading and fluency	• apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading. • checking that the text makes sense to them as they read and correcting inaccurate reading	***Use phonetic and non-phonetic knowledge as stated on the phonics progression document*** **Read CEWs as stated in phonics progression document** **Read words of more than one syllable containing taught digraphs** **Read polysyllabic words (3+ syllables) by dividing them into syllables** **Read compound words that require knowledge of CEWs e.g. football** To recognise the purpose of punctuation **Read pausing at full stops** **To read words with contractions [for example, I'm, I'll, we'll],** and understand that the apostrophe represents the omitted letter(s). **To read words containing –s, –es, –ing, –ed, –er and –est endings, and know this changes the meaning of the word.** To re-read books to develop their confidence and fluency in word reading. Recognise familiar story language **To correct an inaccurate word when prompted**	**A Pupil MUST** -Be reading at least **blue** books: stage 4 or **RWI orange** books fluently and accurately -add reference phonics overview **Read, pausing at full stops** Read words containing s, ing, er, est Divide words into known to syllables to support decoding (2 syllables containing digraphs) Pocket, rabbit, carrot, thunder, sunset.	**A Pupil MUST** -Be reading at least **green** books: stage 5 or **RWI yellow** books fluently and accurately add reference to phonics overview **Read words with contractions** Read words containing **s, ing, er, est, es, ed as where ed makes the 'ed' as in started** **Read compound words football (ball not phonetic but all is a CEW)**	**A Pupil MUST** -Be reading at least **orange** books: stage 6 or **RWI blue** books fluently and accurately add reference to phonics overview **Read words containing s, ing, er, est, es –ed knowing this can be read as 'ed' in 't' in jumped 'd' as in moved** **Divide polysyllabic words into syllables to support decoding (shampoo, helicopter)**

Retrieval	• Answer simple questions about a text to demonstrate their understanding	**Retrieve simple facts e.g. names (who - EYFS) places (where) events (what) where the answer is explicitly in the text** **To know what a setting is and be able to identify where stories they read are set**	What do pandas eat? Where did the dog go?
Inference	• being encouraged to link what they read or hear read to their own experiences • drawing on what they already know or on background information and vocabulary provided by the teacher • making inferences on the basis of what is being said and done	**Identify how a character in a story might be feeling (using own experiences and clues in the text)** To be able to explain why a characters might have behaved a certain way	-Pupils should be able to answer questions such as **'how do you think the character is feeling' or 'why was … feeling worried' (where the emotion is given to them)** where there are clues in the text. For example if it says 'tears rolled down her face' they should infer that she is crying and therefore upset. **-They should be explain how they know this,** e.g. they're sad because they are crying **(not linked explicitly back to the text but may use pictures)** -They should be able to discuss the **motives of character at a basic level** e.g. if asked 'why do you think the character did that' they should be able to respond with an emotion 'because she is angry' **Other indicators (vocab)** They should be able to identify which feeling words best describe a character at certain point in the book and explain why e.g. is she feeling angry or frustrated? ' she is frustrated because she has been trying to do it again and again but it just won't work' Linked to the above (character emotions / behaviours) pupils should be able to answer questions that **link an event back to a character's actions,** such as 'what was it that happened that made the character so…' 'why does the character feel….' or 'why did … happen?' (why did the window break? Because the football hit it) They should also be able to link some of a character's actions back to their feelings always using the word because to justify their answer with some text evidence e.g. 'why did the character storm out?' 'she was angry because …'why did the character say?'
Summarise and sequence	• discussing the significance of the title and events • explain clearly their understanding of what is read to them.	**Explain what a story is about** **Describe what has happened in a story so far in order.** (sequencing 3-4 key events and adding some detail to either the start, middle or end) Become very familiar with key stories, fairy stories and traditional tales, retelling them being able to talk about their characteristics	**Summarise:** **What is this story about?** Give a short summary of the book E.g. the smartest giant in town is about a kind giant who gives his clothes away to other animals. When reading together they should be able to say what has happened in the story so far, summarising the plot down to its key events. **Sequence:** (linked to summarising the plot) They will be able sequence pictures / key events in the order that they happen in a story. **Pupils will be able to retell a familiar story in order (orally)** They will be able to state the key events in order that happen in a story e.g. the hungry caterpillar 'first he pops out of the egg, then he is hungry and eats lots of food, then he has stomach ache, then he turns into a chrysalis, then a butterfly! (most would be able to quote parts of the text in doing this 'but he was still hungry. Or he ate a nice green leaf).

Prediction	• recognising and **joining in with predictable phrases (EYFS)** • predicting what might happen on the basis of what has been read so far	**Know predictions should be based on things that have already happened in the story** Make a prediction that would make sense in the context of the story. **Choose from a selection of options about what would be most likely to happen** and say why (linking back to story).	Pupils can respond with **sensible suggestions** to questions such as **'what do you think will happen next?'** or **'What do you think the character will do next?'** These answers will show an understanding of the story, but the pupil might not be able to add detail to their prediction, or explain why they have made this prediction. *For example: In the book 'Mogg' Mogg is outside and hungry. A burglar breaks in to the house. As Mogg is hungry it is likely he is going to go back into the house. If asked 'what do you think will happen next a pupil may be able to say 'I think the burglar will get caught' (details of how he will be caught or why they think that may be omitted) or 'what do you think Mogg will do next?' they may answer 'he will go back in the house'* When presented with **different (but sometimes quite similar) options, a child will be able to say which they think is most likely to happen next** e.g. do you think, Mogg will go in the house and accidently wake mum and dad, see the burglar and run away, phone the police. They may also be able to say why they think that outcome is the most likely.
Vocab	• discussing word meanings, linking new meanings to those already known *Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension. (NON-STATUTORY)*	Explain what words mean by linking to known words (teacher led) **Recognise rhyming language, repeated language or patterns of language.** **Know alternative words for emotions building on taught in EYFS e.g. shy, miserable, upset, frightened, furious, livid, gloomy,** **Taught words (EYFS) angry, happy, sad, scared, nervous, frustrated, excited** Understand that some emotion words mean the same emotion but are on a more extreme scale e.g. annoyed – angry - furious	When reading a new text, teachers / pupils should identify words they do not know the meaning of. Teachers should explicitly define these words for pupils in a short 3 word explanation (where possible) e.g. joyful is happy+excited miserable – another words for sad. Be able to identify words that rhyme in a poem, or where in a story, similar language occurs again and again. This builds on work in the EYFS where pupils repeat key phrases such as 'run run as fast as you can… (gingerbread man) In year 1 pupils should be able to recall key phrases from a wider range of stories (traditional, fairy, classics) and more extended pieces e.g. Bear hunt. Link known emotion words to characters. Pupils should be able to answer questions how is the character feeling and use words beyond those taught in EYFS in their answers. Teachers can prompt this if a child does not e.g. is she sad or is she miserable, is she angry or furious?
Additional skills & including S&L genres and 'love to read'	• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Participate in discussion, performances, role plays and improvisations (S&L) **Know the difference between a fiction and a non-fiction book** (see example) **Talk about stories that they have read and enjoyed (EYFS)** Say where a story reminds them of another story and why	Pupils should be able to share their ideas in class (relating to all the material in the previous statements) and say whether they agree or disagree with their peer's answers. Some pupils may be able to extend their answers with why they disagree / agree. Know that some books tell us information and some books tell us stories and identify type a book is when reading it

YEAR 2

In year 2, the core purpose is to develop retrieval and refer back to the text using 'because.'

	National Curriculum Statement	Learning statements (Key Learning Points in bold)	Exemplification for Assessment		
Word reading and fluency	▪ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ▪ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ▪ read accurately words of two or more syllables that contain the same graphemes as above ▪ read words containing common suffixes ▪ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ▪ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ▪ re-read these books to build up their fluency and confidence in word reading. ▪ checking that the text makes sense to them as they read and correcting inaccurate reading	***Use phonetic and non-phonetic knowledge as stated on the phonics progression document*** Refer to phonics overview **To identify when a text does not make sense and self-correct (KS1 EXP)** **To develop additional strategies for decoding unfamiliar words (for example, prefixes and suffixes and contextual clues.)** **Know phonemes may be represented by different graphemes** **Break unfamiliar words up into syllables as a strategy to support decoding** **To read words containing common suffixes (-ly, -ful -ment, -ness),** and know this changes the meaning of the word. To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. **To recognise the purpose of punctuation . ? ! " "** using punctuation to support intonation in reading.	**Autumn** **A Pupil MUST** -Be reading at least **turquoise** books: stage 7 or **RWI grey** books fluently and accurately add reference phonics overview **Break unfamiliar words up into syllables as a strategy to support decoding**	**Spring** **A Pupil MUST** -Be reading at least **purple** books: stage 8 or equivalent (see example texts) add reference phonics overview To read, recognising the purpose of the ? and ! (changing voice showing intonation) **Check reading makes sense to them, correcting any inaccurate reading (KS1 EXP)** **Read words containing suffixes (-ly, -ful -ment, -ness),** (build on from syllables in autumn term)	**Summer** **A Pupil MUST** -Be reading at least **Gold /** White books: stage 9 or equivalent (see example texts) add reference phonics overview

<table>
<tr>
<td>Retrieval</td>
<td>

explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
answering and asking questions

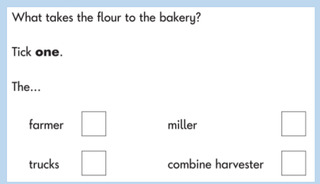
</td>
<td>Finding a word or phrase in the text that states the answer. E.g. Being able to answer ‘how do you know’?

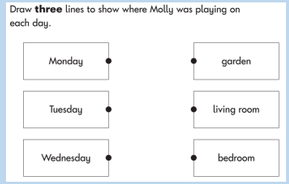
Answer questions about a text to demonstrate their understanding

Retrieve events, names, places, (Y1) information and vocabulary (Y2)

Use the text (rather than prior knowledge) to answer questions

Use a contents / index and glossary page to retrieve information

To know that stories can be set in different places or times (link to history)</td>
<td>This includes basic retrieval at Y1 standard: e.g what do pandas eat? Why was Katy going to Mary’s house? Where did the dog go? But also includes a word / phrase quoted from the text: e.g. Find a quote in the text e.g. ‘what did dad say looks much better now?’ (his room), what did Molly think was ‘magic’ KS1 SAT 2018
Y2 retrieval also includes:
-being able to state the correct answer when several similar multiple choice answers are given (KS1 SAT see example below)
-being able to link up several pieces of retrieved information to each other (see example below)




-Being able to retrieve words (vocabulary)
e.g Find one word that tells you that.. questions e.g. ‘find and copy one word that makes the apples sound tasty’
Contents: Which page would I go to to find out about…
Glossary: Why is the word X in bold? What does it mean?</td>
</tr>
<tr>
<td>Inference</td>
<td>

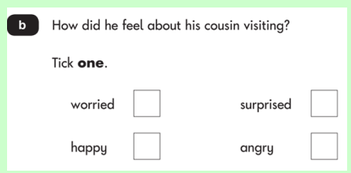
drawing on what they already know or on background information and vocabulary provided by the teacher
making inferences on the basis of what is being said and done

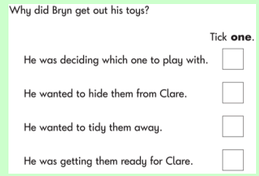
</td>
<td>Answer questions and make some inferences (KS1 EXP)

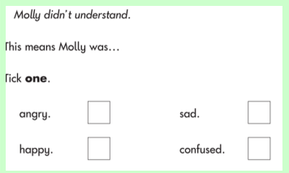
To know inference when we look for clues about something that the text does not tell us directly

To use ‘because’ to justify inferences.

To answer ‘why’ questions.
(Refer to retrieval statements)

Notice how ! can be used as clues to how a character is feeling</td>
<td>Make inferences about what has been said or done (2018 asst statement is ‘answer questions and make some inferences’)






They should be able to use because to justify their inference but may not always refer back to the text
Why did … say because she was feeling..?
Why was … feeling worried?
Why did .. happen?
How do you know that …. was excited (link to what a character says) because it says…
Finding evidence from across the text (true / false questions) the story shows that the fox was…, how do you think X felt at the end?
they may be able to extend this further ‘she is angry because of…’
Non fiction inference (Text about giraffes) Why can giraffes move faster than lions? (the length of the giraffe’s legs) Why do animals have to be careful when drinking from the waterhole? (because predators might walk behind them and pounce)</td>
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Summarise and sequence	• discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	**Explain what has happened so far in what they have read (KS1 EXP)** **Order key events in a story.** Pick out key changes, for example in a character's mood. Justify summary using retrieval and inference skills. To identify items of information which are related within a text (e.g. how a character develops through a story). To sequence of events in books (fiction and non-fiction). **Explain their understanding of what has been read**	**Sequence: Discuss the sequence of events in books and how items of information are related** **Summarise: Explain what has happened so far in what they have read** **Sequence:** Pupils will be able to sequence the key events in a story e.g. Number the sentences below from numbers 1-4 to show the order that they happen in the story / the order that they character said them **Summarise:** Children can summarise key events that have happened in a story. They can also pick out **key changes** (e.g. in a character's mood) or what that we learn **from across story.** E.g. at the start of the book the character is feeling angry, they calm down in the middle and are happy by the end. True and false statements can support summarising. Think about the **whole story**. Put ticks in the table to show which of these are **true** and which are **false**. **Sentence** / **True** / **False** Bryn liked to play with trucks. Bryn's mother worked on a farm. Bryn lived in a village. Children will be able to use inference to talk about why they believe their summary to be accurate (how do you know / why was the character angry at the start / why are they happy at the end?) **Non Fiction:** Pupils should be able to extract information from NF texts (see inference / retrieval)
Prediction	▪ predicting what might happen on the basis of what has been read so far	**Explain why they have made a prediction using the word 'because'** Predict future events drawing on their own experience and what has happened in the text. Evaluate whether or not a prediction makes sense.	**Make predictions about what might happen on the basis of what has been read so far (drawing on the text)** Pupils are able to **explain why they have made a prediction**, for example using the word **'because'.** They will be able to give more details about their prediction including how this will sequence with where the story currently is and how they think it will get to the outcome that they are predicting. **They will predict future events but not necessarily link these to previous events / information from the book.** For example, in the book 'Mogg' Mogg is outside and hungry. A burglar breaks in to the house. As Mogg is hungry it is likely he is going to go back into the house. If asked 'what do you think will happen next' a pupil may be able to say 'I think the burglar will get caught **because** Mogg will go into the house and wake up mum and dad' (but may not say 'Mogg is hungry (past information) so, he will go back into the house looking for food and find the burglar then wake mum and dad') They should also be able to reflect on whether **from what they have read, a prediction is sensible or not.** Which of these do you think the child is likely to say at the end of the outing (using inference from what has already happened in the text)? Which of these things do you think is most likely to happen next and why?
Structure / Authorial intent	▪ being introduced to non-fiction books that are structured in different ways ▪ recognising simple recurring literary language in stories and poetry	**Know some of the features of non-fiction books** Headings, subheadings, captions (and contents/ glossaries – link additional skills). To recognise similar language features in stories e.g. common beginnings / endings	Pupils should be able to use the following features such as heading and contents to locate information quickly Pupils should be able to talk about the purpose of headings, contents and glossaries. Pupils should be able to talk about the purpose of some other features of N-F books e.g. numbers, captions and diagrams I can tell it is a fairy story, because it begins with 'once upon a time'. They will start to learn a repertoire of typical story openings and endings ' once upon a time / one day' and 'they all lived happily every after'.

Vocab	▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ▪ discussing their favourite words and phrases	**Discussing and clarifying the meaning of new words, linking new meanings to known vocabulary** This is broken down into: To identify a word they don't understand then make a suggestion of what it might mean by linking it to another word they know. To find the meaning of words linking new meanings to known vocabulary. To draw on background information and vocabulary provided by the teacher. To identify the word class/job of the new vocabulary in the sentence and how this contributes to meaning.	**Discussing and clarifying the meaning of new words, linking new meanings to known vocabulary** ***This is a must statement as being able to do this links to wider understanding of the text and inference retrieval skills*** Which word in the text describes tells you that? Find one word that tells you that e.g. 'find and copy one word that makes the apples sound tasty' What does the word mean in this sentence (same as Y1) Which words mean the same as *wondered*? Tick **one**. thought about ☐ stared at ☐ picked up ☐ eaten from ☐ E.g. She had an idea, the word idea means: a dream, a feeling, a thought, an adventure Inference and Vocab e.g. Why did Ruby call Luke 'Detective Luke'? (because he was good at finding things out_
Additional skills & including S&L genres and 'love to read'	▪ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	Participate in discussion, performances, role plays and improvisations **Know the difference between fiction and non-fiction (Y1), poetry and narrative (Y2).** See retrieval: Use a contents / index and glossary page to retrieve information Talk about books they have enjoyed (Y1) and say why	Pupils should be able to express their opinions or answers to a question. They should begin to respond to the answers of others. They should be able to take on roles within role play, acting out key features of the story and conveying the feelings of the characters. They should be able to identify if a book is a story or a poem. They should know that some poems rhyme and that some don't.

YEAR 3

In Year 3, the core purpose is developing inference skills and the skill of scanning to find evidence in a text

	National Curriculum Statement	Learning statements	Exemplification for Assessment

		(Key Learning Points in bold)			
Word reading and fluency	▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	**Read further exception words** (see appendix 1) **Self correct mistakes, recognising when the meaning has been lost**. *E.g. a pupil may substitute invitation for imitation then recognise their mistake* **Apply knowledge of root words, prefixes and suffixes to help them understand the meanings of new words** **Read, showing an awareness of punctuation**. **(Y1) ? ! (Y2) , "" (Y3)**	**Autumn** Self correct mistakes Know what a root word is Know what prefixes and suffixes are **A pupil MUST** -Be fluently reading (very little overt sound blending) to the standard of the example text – equivalent to **white (st 10)** books **-Reading at least 20 of the Year 3 / 4 CEW** -**NFER test 95+** **Big Cat:** To be fluency reading at least **WHITE** books **Oxford Reading Tree:** To be fluency reading at least **BROWN** books	**Spring** **Read, showing an awareness of punctuation**. **(Y1) ? ! (Y2) , "" (Y3)** **A pupil MUST** -Be fluently reading (very little overt sound blending) to the standard of the example text – equivalent to **lime (St 11)** books **-Reading at least 40 of Year 3 /4 CEW** -**NFER test 95+** **Big Cat:** To be fluency reading at least **LIME** books **Oxford Reading Tree:** To be fluency reading at least **GREY** books	**Summer** **A pupil MUST** -Be fluently reading (very little overt sound blending) to the standard of the example text – equivalent to **brown/grey (St 12)** books **-Reading at least 60 Year 3 /4 CEW** -**NFER test 96+** **Big Cat:** To be fluency reading at least **COPPER** books **Oxford Reading Tree:** To be fluency reading at least **GREY** books

Retrieval	• retrieve and record information from non-fiction • Ask questions to improve their understanding of a text	**Retrieve to support a given opinion** To know that there is often more than one answer to a question and to identify multiple separate answers / pieces of evidence **To retrieve information from non-fiction texts** **Know scanning is looking for explicit key words in a text** **Scan for key words in specific paragraphs / page titles and sub-headings** **To know some of the key features of non-fiction tests e.g. headings, sub headings** and that these can support scanning Know how to use a contents / index and glossary page (Y2) to locate information (Y3)	**Retrieve information from fiction and non-fiction (and use this to support answers)** As texts begin to be more complex, retrieval is essential for ensuring pupils have a firm understanding. This builds on basic retrieval **(Y1&2)**: find me two facts about. Why does? (where the answer is in the text) What is the name of? True and false statements: e.g. Greek pizzas were large flat breads (Y3 NFER) to include more in depth retrieval e.g 'who is the pronoun referring to' that supports inference skills. **New Y3 content: Retrieve to support a given opinion. Examples:** Jo said 'you can't trust Katy.' What happened in the story to show that she was right? What happened in the story that tells you that the animal was frightened? Dad told them not to wear shoes on hot days, what happened in the story to show that he was wrong / right? (Y3 NFER) Teacher to identify a section. What did Jo say after she jumped stepped down from the bus.. (identify key words to look for in the text and use this to locate the sentences)
Inference	▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	**To justify inferences with evidence from the text** (with a single source of evidence). **Answer 'how do we know that?' questions.** **Extract words in the text that tell you a character is feeling a certain way (link to scanning).**	**Draw inferences (such as inferring a character's feelings, <u>thoughts and motives from their actions</u>)** **Y1&2 focuses on character's feelings. By Y3 pupils should also be able to identify what a character may be thinking, or <u>why</u> they have acted or felt a certain way.** E.g. What do you think dad was thinking when….? What had made X feel that way? If drawn to a particular short extract (e.g. Jackson said 'I spent all morning on that map!') pupils should be able to answer questions such as 'what do these words tell you about how the character is feeling / what they might do next? **Justify inferences with evidence** Pupils should be able to justify inferences with evidence, but won't directly quote the text. They should be able to answer 'How do we know that…' questions. E.g. How do you know Bella was upset? Because she stormed out (not quoted in text) What do these words tell you about what X was thinking / feeling? When prompted, pupils should be able to **extract words in the text that tell you that a character is feeling a certain way** e.g. Find and copy two words that tell me that Bella was upset / Tell me two things that tell you that (the man was impatient) **Justify inferences with evidence** Pupils should be able to justify inferences with evidence, but may not directly quote the text. They should be able to answer 'How do we know that…' questions. E.g. How do you know Bella was upset? Because she stormed out (not quoted in text) What do these words tell you about what X was thinking / feeling? When prompted, pupils should be able to **extract words in the text that tell you that a character is feeling a certain way** e.g. Find and copy two words that tell me that Bella was upset / Tell me two things that tell you that (the man was impatient)

Summarise and sequence	• identifying main ideas drawn from more than one paragraph and summarising these • identifying themes and conventions in a wide range of books	**Know that a sequence of events in a narrative is called a plot** **Summarise the plot of a piece of narrative** **Summarise information from across a paragraph.** Use more than one piece of evidence to summarise information– such as feelings and events. Know that a theme is a key idea / message in a book. Identify a key theme in books they have read. Know a convention is something that is similar across books e.g from the same genre Identify conventions across some of the books they have read	**Identify main ideas / feelings drawn from across a paragraph (s)** **Summarise** Whereas Y1&2 pupils summarise the key events and order that they happen across a story, by Y3 pupils should be able to pick up subtler pieces of evidence to summarise such as emotions. Pupils can look **across a paragraph (s)** for information that leads them to identify a key feeling / event / piece of information. Examples: What do we learn about how the character feels in the paragraph? **Non-fiction** What is this paragraph about? At the start of the story Julian said 'it's so slow that ice cream wouldn't melt' why would Huey disagree with this at the end of the story? (Y3 NFER) Why is X a good title? **Sequence**: (follow on Y2) Pupils can sequence events across a story e.g. number the following 1-5 to show the order it happened in the story
Prediction	▪ predicting what might happen from details stated and implied	**Use information or events detailed in the books, that they can remember, to base their prediction upon.** **Justify predictions and explain why using evidence from the text (not direct quotations).** **Evaluate whether a prediction makes sense (Y2)** using evidence from the text. **Use what they know about similar stories or plots within certain genres to help form predictions**	**Make predictions using evidence from the text** Pupils should be able to **use information / event previously detailed in the book that they can remember to base their prediction upon** (not quoting the text.) They will use this to justify why something would be likely to happen. For example, in reading the Iron Man, before he re-emerges the pupils may be asked 'what do you think will happen next' an appropriate answer may be 'the Iron Man comes back to life out of his trap because we know that he is a machine and machines can't die. Pupils **should be able to justify whether a prediction that is given to them is likely**, using evidence from the text. E.g. The Iron Man will never return' A pupil could answer 'true, because **he has been buried under the hill for over a year (text evidence)** and he will have become rusty and won't work. Or 'false' because we know he is strong so he will be able to push himself out from under the hill.

Structure / Authorial intent	▪ identifying how language, structure, and presentation contribute to meaning ▪ discussing words and phrases that capture the reader's interest and imagination ▪ recognising some different forms of poetry [for example, free verse, narrative poetry] ▪ reading books that are structured in different ways and reading for a range of purposes	**Identify words and phrases that capture the reader's interest.** Be able to identify phrases which make the reader feel a certain way. **Identify whether a text is to persuade, inform, explain or entertain.** Explain why an author has selected words in bold, italics or repeated. **Understand that writers use headings and subheadings (Y2) paragraphs, numbering / bullet points to organise writing** (link with scanning).	**Can identify the reason behind an author's word choices** **They should be able to identify words and phrases that capture the reader's interest (based on how they want the reader to feel).** They should be able to explain that some phrases make the writer feel a certain way (e.g. it's spooky so he wants us to feel scared/nervous) Pupils should be able to identify the **overall purpose of a piece of writing PIE (Persuade, Inform, Explain)** Who do you think this piece of writing (e.g. poster) is supposed to appeal to? **Pupils should know the why words may be written in bold, italics or repeated and the effect that this has.** e.g. You were BORED?' Why are dad's words in capitals like this? (It shows that the character was really bored, not just a little bit) Why is the word 'angry' repeated? What are these words written in italics? Don't accept answers such as 'to create an effect'.
Vocab	▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ▪ using dictionaries to check the meaning of words that they have read	**Discuss understanding and meaning of words in context** *This is a must statement as being able to do this links to wider understanding of the text and inference retrieval skills* Identify what words / non-literal phrases mean. Use dictionaries Know how prefixes and suffixes can change the meaning of a word and use this to work out word meanings. **Identify specific words to back up retrieval responses.** **To develop a wide understanding of tier two words to support comprehension.**	Identify words within a text that pupils miht not know the meaning of. If possible use clues to work out words. Where not context does not support this, teachers should provide a very short (3 word if possible) definition) **Pupils should be able to identify what key phrases/ (non-literal) sayings mean. For example:** What do you think it means when it talks about 'golden rules' Why did the explorers call them jewels? Miss Adams gave one seed between two what does that mean? Every child was given half, two children shared one, every child was given two, the class shared one (Y3 NFER) What does the word… mean in this sentence? Pupils may be able to choose from some similar choices to find the best definition e.g. the boat hits the rocks with a great crunch. Does that mean a loud squeak, a big splash, a long creak or a loud crash? Explain why the garage was called 'the car hospital' **Pupils should be able to identify key words in the text that back up their answer (retrieval questions)** Which word / phrase in the text describes. Find and copy the word / words that tell you…

Additional skills & including S&L genres and 'love to read'	▪ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. ▪ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ▪ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Be able to identify different book genres (those that have been taught) e.g. fairy story, myth, adventure Discuss what they like about stories they have read – sharing favourite parts and explaining why they liked it so much. Make generalisations about of genre of books they enjoy and use this to help them choose other books Accept and give recommendations to others	Children should be able to talk about books that they have read and enjoyed and say what parts of the story / events made the book enjoyable. They may be able to suggest improvements to the plot or make recommendations for others. They will be able to place books within a certain genre and talk about genres that they enjoy reading They should be able to respond to the thoughts and views of others referring to the text to agree / disagree

YEAR 4

In year 4, the core purpose is drawing on multiple parts of the text to answer questions and drawing inferences across longer sections of text. Pupils should also develop the skill of skimming (now that reading is more fluent).

	National Curriculum Statement	Learning statements (Key Learning Points in bold)	Exemplification for Assessment		
Word reading and fluency	Revision of previously taught skill in Y3. Progression will be linked to new root words, prefixes and suffixes taught **Introduced in Y3:** *Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet* *Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.* ▪ *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally* ▪ *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*	**A teacher should always focus on developing fluency in word reading as the predominant skill, using retrieval questions to check that they understand what they have read. Once a pupil is assessed as a fluent reader word reading focus will shift towards understanding the meaning of unfamiliar words (new vocab)** **Read age appropriate texts fluently** **Reads further exception words noting the unusual correspondences between spelling and sound where they occur in a word** (see appendix 1 for Y3/4 word list) Work out how to pronounce unfamiliar words with increasing automaticity Where it is possible use contextual clues /prior knowledge of similar words to work out the meaning of new vocabulary. **Read with intonation e.g showing an awareness of how characters would speak, linked to punctuation clues** and how they are feeling (link to inference). Know skimming is reading materials rapidly in order to get a general overview. **Use skimming to support summarising and retrieval**	-Be fluently reading (very little overt sound blending) -Be fluently reading to the standard of the example text – equivalent to **blue B (st 13)** books **Big Cat:** To be fluency reading at least **BLUE** books **Oxford Reading Tree:** To be fluency reading at least **GREY** books ***Reading at least. 80 of Y3/4 CEW*** **Other indicators** **-NFER test 95+**	-Be fluently reading to the standard of the example text – equivalent to **Blue A (st 14)** books **Big Cat:** To be fluency reading at least **RUBY** books **Oxford Reading Tree:** To be fluency reading at least **DARK BLUE** books ***Reading all' of Y3/4 CEW*** **Other indicators** -**NFER test 95+** **Know what skim reading is and begin to use it.**	-Be fluently reading to the standard of the example text – equivalent to **red B (st 15)** books **Big Cat:** To be fluency reading at least **RUBY** books **Oxford Reading Tree:** To be fluency reading at least **DARK BLUE** books **Other indicators** **-NFER test 96+** **Use skimming and scanning to support in answering questions and locating information.**

<table>
<tr>
<td>Retrieval</td>
<td>▪ Asking questions to improve their understanding of a text</td>
<td>Retrieval works to support inference -Retrieving evidence to back up their own opinion

Finding multiple pieces of evidence and drawing them together to answer an inference question

Using skimming and scanning to look for related words or phrases in a text (e.g. from a given question)

To know some of the key features of non-fiction tests e.g. headings, sub headings (Y3) and use these to locate information (Link to skim and scan)

-Identify facts within a text</td>
<td>As texts begin to be more complex, retrieval is essential for ensuring pupils have a firm understanding. This includes basic retrieval, e.g. find me two facts about, true and false statements but also retrieval to demonstrate a deeper level of understanding (see also vocab section) e.g:
-Paraphrase what this sentence is telling you
-who are the pronouns referring to (esp in NF texts)
-find the word/phrase that tells me that…
Retrieval + Inference (where answer is phrased differently in the text to the question) Where do animals at Sunrise Zoo come from? Only Yorkshire/all over England/all over the world/Africa and Australia (Y4 NFER)
Retrieve to support an opinion (of their own)
I think that … because it says…
Do you think they took good care of the animal? Find two things that back up your answer

To skim to identify the section that may contain the answer (also using using headings and subtitles)
Identifying key words in a question to then scan the text to try to locate these key words.</td>
</tr>
<tr>
<td>Inference</td>
<td>▪ predicting what might happen from details stated and implied

▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</td>
<td>To justify inferences drawing on specific evidence from the text (does not have to be direct quotations)

Refer back to things that have happened in a text as evidence for an opinion

To justify inferences with multiple sources of evidence

Identify how a character may be feeling when this involves more than one emotion

Draw inferences across longer sections of a text (for example, one or two chapters)

To ask questions to help improve their understanding of a text and understand how it can be answered in different ways.</td>
<td>Pupils should be able to refer back to things that have happened in the text but may not directly quote it.

E.g. I think he feels ashamed because even though he had practiced what to say to the bullies with his dad he didn't say anything to them and just ran away. Or 'I think Steven smashed the window because he realised that it would be a good way to get Paul into trouble. The teacher has already told Paul to move the game of football away and Steven stayed to watch after smashing the window so you can tell he wanted to watch what was going to happen.

Where a specific part of the text is given, a pupil should be able to infer meaning (see also vocab for examples) e.g. find a line / phrase that tells me that… what do these words tell me about this character? E.g. in Stig of the dump
<table>
<tr><th>Passage (passage is given to pupils)</th><th>Evidence (what does Stig do)</th><th>Inference (what does it tell us about Stig)</th></tr>
<tr><td>P30 Stig tries the apple</td><td>He sniffs it, he tastes it, he seems to like it</td><td>Stig has never had an apple before</td></tr>
</table>
Pupils can identify how a character is feeling / acting / thinking (that may involve more than one emotion) and the factors that have led to them feeling this way. E.g. He is embarrassed that they called him names in front of the new boy but also ashamed that he didn't stand up for himself, even though he promised his dad he would.

They can be supported in this by thinking about similar definitions that have the closest fit e.g. which best describes how he feels? A) he wanted to be left alone b) he feels lonely c) he is embarrassed d) he feels like a coward

Justify: Use the information in the text to explain to me …. Which of these do you think is most important?</td>
</tr>
</table>

Summarise and sequence	▪ identifying main ideas drawn from more than one paragraph and summarising these ▪ identifying themes and conventions in a wide range of books	To summarise ideas and information from across more than one paragraph **(Y4).** Identify multiple factors which resulted in a character feeling / acting a certain way. **Summarise ideas / actions in 1-2 sentences** Identify the order of events which lead to / created a key event. Know that a story can have more than one theme. Identify themes within books they have read. Identify conventions in a range of fiction and non-fiction books **Identify key facts from a non-fiction text**	**Revision of Y3 content across more than one paragraph** Pupils should be more concise in their summaries. Pupils can look **across paragraphs** for information that leads them to identify a key feeling / event / piece of information. Examples: What do we learn about how the character feels in these paragraphs? **Non-fiction** What are these 3 paragraphs about?
Prediction	▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	**Make predictions referring back to specific parts of the text.** Make a prediction based on multiple pieces of evidence. **To predict what will happen from both implied and stated details in the book.** Look back over a story and identify how the writer gave clues to help predict what may happen.	**Pupils will be able to refer to specific things that have happened in the text that give evidence as to why their prediction is likely.** For example, in the Iron Man a pupil might say 'The Iron Man will come back alive by rebuilding himself **because we know** he put himself back together **at the start of the story** and didn't give up when he **broke into pieces after falling**' If asked true or false the Iron Man and Hogarth will become friends' a pupil could answer 'False because it was Hogarth who **lured him into the trap'** or 'True, because after the **Iron Man's burial Hogarth was the only one to feel sorry for him.**'

Structure / Authorial intent	▪ discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning ▪ recognising some different forms of poetry [for example, free verse, narrative poetry] ▪ reading books that are structured in different ways and reading for a range of purposes	**Identify figurative language techniques and give a simple explanation as to what it means.** Know what a simile and a metaphor is Explain what figurative language adds for the reader. To find and clarify authors' word choice to engage the reader. **Identify effective words and phrases that describe and create atmosphere** To know that the organisation and layout of a book vary according to the book's purpose (Link to PIE – Y3) Identify how structure and presentation contribute to meaning (e.g. bold, italics, repeated words, brackets)	Pupils can identify figurative language techniques and give a simple reason what it means / adds for the reader. e.g. what does this description tell us about (the pizza was like the sun because it was round and hot) Why has the author used…to describe...? Why has the author compared…to a… (car to lion)? What does this description tell us about how…felt when? **Revise: (Y3) Pupil can identify words and phrases that capture the reader's interest (based on how they want the reader to feel). The writer has described it as… because they want us to feel..** Pupils should now be able to pick up on subtler clues beyond phrases e.g. doors slamming shut, the sun going in. They may be able to pick up on mutli-sensory descriptions that a writer has used (smells, sights, sounds etc) that build to an overall picture – ink to figurative language. Pupils should be able to recognise some common features of nonfiction texts for different purposes e.g. explanation texts have subtitles that are generally questions.
Vocab	▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ using dictionaries to check the meaning of words that they have read	**Unpick the meaning of phrases** (using taught skills e.g. metaphors and similies) Use dictionaries **To develop a wide understanding of tier two words to support comprehension.**	Pupils will be able to **unpick the meaning of phrases** for example: What does the word/phrase … tell us about… e.g. what does 'fell like a stone' tell us about the Prince's fall? 'it took a while but now I've got the knack' what does this tell you about the girl? She's getting tired / getting better at swimming / she doesn't like swimming / she's spent a lot of time in the pool (NFER Y4) What does the phrase 'misery loves company' mean? What do the words 'foamy blur' tell you about the girls movements? (NFER Y4)
Additional skills & including S&L genres and 'love to read'	▪ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Evaluate a story / part of a story in terms of its effectiveness. To be able to hold a discussion with another who may have a differing view Be able to identify different book genres (those that have been taught so should extend genres taught in Y3) – *link to book spine*	Be able to evaluate a book in terms of its plot. Be able to give an opinion on a text backed up with evidence (inference), listen to the views of others and debate.

YEAR 5

In Year 5, the core purpose is developing understanding of authorial intent and structure, and using quotations to support evidence.					
	National Curriculum Statement	**Learning statements (Key Learning Points in bold)**	**Exemplification for Assessment**		
Word reading and fluency	▪ Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	*A teacher should always focus on developing fluency in word reading as the predominant skill, using retrieval questions to check that they understand what they have read. Once a pupil is assessed as a fluent reader word reading focus will shift towards understanding the meaning of unfamiliar words (new vocab)* **Read age appropriate texts fluently** **Read most words effortlessly, pronouncing unfamiliar words with increasing automaticity and with intonation that shows understanding** **Uses their knowledge of root words, prefixes and suffixes to work out the meanings of unfamiliar words** Attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar words.	-Be fluently reading to the standard of the example text – equivalent to **red B (st 15)** books -**NFER test 95+** **-Reading at least 20 of the Year 5 / 6 CEW** **Big Cat:** To be fluency reading at least **EMERALD** books **Oxford Reading Tree:** To be fluency reading at least **DARK BLUE**	-Be fluently reading to the standard of the example text – equivalent to **red A (st 16)** books -**NFER test 95+** **-Reading at least 40 of the Year 5 / 6 CEW** **Big Cat:** To be fluency reading at least **SAPPHIRE** books **Oxford Reading Tree:** To be fluency reading at least **DARK BLUE**	-Be fluently reading to the standard of the example text – equivalent to **red + (st 17)** books **-EOY NFER at least 98** **-Reading at least 60 of the Year 5 / 6 CEW** **Big Cat:** To be fluency reading at least **SAPPHIRE** books **Oxford Reading Tree:** To be fluency reading at least **DARK RED**

Retrieval	▪ retrieve, record and present information from non-fiction ▪ distinguish between statements of fact and opinion ▪ Asking questions to improve their understanding	***Retrieval and inference are now more interwoven, retrieval skills being used to justify opinions by explicitly referring to evidence in the text.*** **-Finding evidence in the text that backs up an opinion (quoting text)** **-Proving and disproving given statements using the text as evidence** -See summarise: Paraphrase as well as quoting from a text when answering a question. **-Skim and scan effectively for key ideas, facts and vocabulary.** **-Identify facts (Y4) and opinions within a text**	***As texts begin to be more complex, retrieval is essential for ensuring pupils have a firm understanding.*** ***Retrieval in Y5 is interwoven with vocabulary, unpicking meaning and subtleties that add to the understanding of the text/extract overall. Retrieval and inference are also now more interwoven, retrieval skills being used to personally justify opinions gained through using inference skills.*** **Retrieval to demonstate a deeper level of understanding e.g**: -Paraphrase what this sentence is telling you -who are the pronouns referring to (e.g. Me and I are mentioned throughout the poem these words refer to: the person eating the apple/the writer/the apple/the reader y5 NFER) ***NB although pronoun questions are not often evident in test papers clarification around the pronouns is essential if pupils are to understand the text.*** -Which words/group of words best fit the passage e.g. Dorothy was angry and aggressive/tired and worn out/full of hope/happy and lively (Y5 NFER) **Retrieve to support an opinion** **This builds on Y3/4 work retrieve to support and given opinion (retrieval only) to new Y5 content expressing an opinion and finding evidence to back it up (retrieval and inference together)** **Pupils are given an opinion and have to find evidence in the text to prove/disprove this (Retrival only) e.g.**Since coming to live on the prairies, Aunt Em had grown older and less pretty. Find and copy two ways in which Aunt Em had changed. (Y5 NFER) 'Write two reasons why' questions…. (e.g. write 2 reasons why people might prefer found instruments to ordinary instruments (Y5 NFER) **Pupils need to state their opinion and then retrieve and quote information from the text that will back this up (Retrieval+Inference).** E.g. Describe what Dorothy was like, using evidence from the text to support your answer (Y5 NFER) **Answer questions that demonstrate the pupil know the difference between facts and opinions** e.g. find 3 facts that tell you the pandas are endangered.
Inference	▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ provide reasoned justifications for their views. ▪ distinguish between statements of fact and opinion	**To justify answers and opinions using quotes from the text as evidence.** **To infer meaning from a given quote from the text.** **Identify actions / dialogue in a text that give clues to character traits and motives (not just feelings)** **Use evidence from two places in a book to show how feelings / motives / characters change** **Identify the difference between facts and opinions in a text – infer how we know that something stated is a fact e.g Facts include a source / data**	In justifying their answers, pupils will be able to draw upon: -events/behaviours more generally across the text (Y4) but will be able to identify **multiple factors** (**New Y5 content)** -specific language that is used to state what this tells us about a character/event. **(New Y5 Content)** They will be able to quote parts of the text that back up their opinions. How can you tell that.. e.g. Emily is hardworking (Pupil may be expected to give 3 pieces of evidence) Describe what Dorothy was like using evidence from the text to support your answer (Y5 NFER) Why was Toto important to Dorothy? (Y5 NFER) What does this quote"……." Tell you about …. E.g. 'my heart sank' what does this tell you about how Lenny felt when he was asked to review the big trash band? (Y5 NFER)

Summarise and sequence	▪ identifying and discussing themes and conventions in and across a wide range of writing ▪ making comparisons within and across books ▪ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	**Explore a larger section of text to identify evidence in order to justify opinions.** **-Paraphrase as well as quoting from a text when answering a question.** Identify events that have significance to the story across a chapter Identify similarities and differences in themes and conventions across stories (link to authorial intent)	**Summary + retrieval skills:** The pupil gives an opinion and looks across a larger section of text to identify evidence to justify this. This is similar to Retrieval + Inference in the retrieval section above, but across a larger section of text e.g. In *The Boy in the Striped Pyjamas* 'summarise the relationship between Bruno and Pavel, using the text for evidence.' Or 'what are the key events that led up to… (Bruno exploring the garden) Or what is the main message of the poem/paragraph/article. Or which is the most suitable summary of the text (examples given) pupils need to justify their answers. What are the events that led up to…
Prediction	▪ predicting what might happen from details stated and implied	**Make predictions from what has been retrieved and inferred and explain why their prediction is likely** **To make predictions using direct quotations from the text.** Use knowledge of themes (e.g. good triumphs over evil) to support predictions	**Pupils will be able to quote text to give evidence as to why their prediction is likely.** For example, in the Iron Man a pupil might say I know that the Iron Man is hungry because it says "After a night and day eating all of the barbed from miles" then it says "but he was still not satisfied" so I think he is now going to go on the hunt for more food. Or e.g. Based on what you have read, what does the last paragraph suggest might happen next?

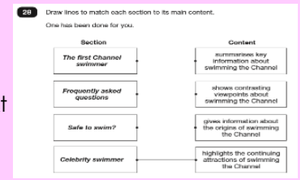
Structure / Authorial intent	▪ reading books that are structured in different ways and reading for a range of purposes ▪ identifying how language, structure and presentation contribute to meaning ▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Know that narrative stories do not always follow a linear plot (e.g. flashbacks flash forwards) To identify techniques that authors use and the effects these create (layout, punctuation, repeated words, rhetorical questions, short sentences, flashbacks – see example) Know what personification is and why authors choose to use this technique To identify how authors, create moods, enhance expectations and build tension. Identify how the writer has made a setting or character generally appear a certain way. To identify, discuss and *compare* conventions in and across a wide range of writing. To distinguish between statements of fact and opinion and *how these are used differently within text types.* **Know that there are a range of narrative genres, that some are structured differently and have their own features e.g. tense, person, formality**	Pupils need to build on Y4 content, revising why repeated, bold and italic words are used **but also comment in the reason why an author may have chosen to lay text out in a certain way.** Why has the author used ellipses here? 'Suddenly Uncle Henry stood up' Why is this on its own line in a separate paragraph? (Y5 NFER) Why are the words REALLY WAS presented in this way (Y5 NFER) **Pupils are able to identify how the writer has made a setting or a character appear a certain way, by identifying both words that make the reader feel a certain way AND using figurative language techniques (e.g. metaphor, simile, personification)** Types of questions include: how has the writer made the setting seem (miserable/threatening) (answer can be regarding language and techniques,) what language suggests that the setting is…(dangerous), What language features are used to create (an atmosphere of foreboding), what is the effect of using a ….. here (e.g. metaphor) How has the writer made the area in which Dorothy lives appear miserable? (Y5 NFER)
Vocab	▪ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	Unpick the meaning of more complex, abstract phrases and link these to inferential questions. Use dictionaries **To develop a wide understanding of tier two words to support comprehension.**	***Understanding of key words and phrases carries a heavy weighting within Y5 NFER / Y6 test material. Vocabulary and inference are often interwoven.*** **Types of vocabulary skills can be classified by:** **Identifying words/phrases:** Find and copy two word / one phrase from the text that tell you… (Y5 NFER) **Explaining word meanings:** Which word most closely matches the meaning of the word ..e.g. advantage: side, difference, bonus, twist (Y5 NFER) Give the meaning of the word X in this sentence **Unpicking the meaning of phrases**: e.g. 'like a baby in a cradle' what does this description tells us about how Dorothy felt in the house as it was carried away by the cyclone (Y5 NFER), what does the phrase …tell us about David? 'curling round and round till I burst out white and cold' what are these lines describing (Y5 NFER)

Additional skills & including S&L genres and 'love to read'	▪ recommending books that they have read to their peers, giving reasons for their choices ▪ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and other's ideas and challenging views courteously	Accept and give recommendations to others from a range of different genres. Know that genres sometimes cross over e.g. mystery and adventure Be willing to read stories that are beyond their immediate preferences Give a personal viewpoint about a text and use evidence to justify this – having discussion with others who may have differing views. Evaluate the effectiveness of different texts (including non-narrative)	Be able to recommend books to others linked on similar story types Evaluate how effective was the writer in persuading you to agree with their point of view? Identify what techniques the writer may have used to achieve this (use of facts, statistics, rhetorical questions).

YEAR 6			
In Year 6, the core purpose is revising and consolidating all of the above skills. As well as being able to verbalise and justify a clear, reasoned opinion.			
	National Curriculum Statement	**Learning statements (Key Learning Points in bold)**	**Exemplification for Assessment**

Word reading and fluency	▪ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	**A teacher should always focus on developing fluency in word reading as the predominant skill, using retrieval questions to check that they understand what they have read. Once a pupil is assessed as a fluent reader word reading focus will shift towards understanding the meaning of unfamiliar words (new vocab)** **Progression in word reading from Y5 comes in the increasing challenge within texts** **Read age appropriate texts fluently** **Read most words effortlessly, pronouncing unfamiliar words with increasing automaticity and with intonation that shows understanding (Y5)** **Uses their knowledge of root words, prefixes and suffixes to work out the meanings of unfamiliar words (Y5) and how to pronounce them**	-Be fluently reading to the standard of the example text – equivalent to **(beige st 18)** books **-Reading at least 80 words of the Year 5 / 6 NC Word List** **Oxford Reading Tree:** To be fluency reading at least **DARK RED** books	-Be fluently reading to the standard of the example text – equivalent to **blue (st 19)** books **-Reading all 102 words of the Year 5 / 6 NC Word List** **Oxford Reading Tree:** To be fluency reading at least **DARK RED** books	-Be fluently reading to the standard of the example text – equivalent to **black (st 20)** books **EOY SAT at standardised score of 100+** **Oxford Reading Tree:** To be fluency reading at least **DARK RED/ FREE READER** books
Retrieval	▪ retrieve, record and present information from non-fiction ▪	***As texts begin to be more complex, retrieval is essential for ensuring pupils have a firm understanding.*** ***Retrieval in Y6 is interwoven with vocabulary, unpicking meaning and subtleties that add to the understanding of the text/extract overall. Retrieval and inference are also now more interwoven, retrieval skills being used to add evidence to the personal opinions gained through using inference skills.*** *Y6 retrieval is ensuring pupils have secured all previous skills (see exemplification) with addition of:* **Retrieve to support an opinion (Y5) using multiple pieces of evidence to support either a for / against or a balanced view.** **Use quotes, paraphrasing, and adapting the text to give evidence.** **-Skim and scan effectively for key ideas, facts and vocabulary (Y5) including related words (Y6)** Know how to text mark to support retrieval	***Retrieval in Y6 is a revision of all previous retrieval skills taught to include:*** **Basic retrieval of information:** Find 3 examples / find three things about… give 2 reasons why…Give one piece of advice that Gaby's mother gives her (2017 SAT) **Retrieval that involves understanding of wider vocbaulary/inference:** In what year did it become illegal to swim from France to England (word outlawed not illegal is used in text) 2017 SAT. What in the text tells us that pandas could be dangerous animals? (2018 SAT) **Retrieve to support an opinion** a) **Pupils are given an opinion and have to find (often multiple pieces of) evidence in the text to prove/disprove this (Retrieval only) e.g.**Edward found a game, how could you tell there was something strange about it give 2 examples. (2018 SAT) Why are giant Pandas under the threat of extinction? What tells us in the text that Pandas can be dangerous animals (2018 SAT) How do you know the bookcase has not been moved for a long time? (2018 SAT) **Pupils need to state their opinion and then retrieve and quote information from the text that will back this up (Retrieval+Inference).** E.g. What impressions do you get of Em Sharp at this point of the extract (infer to give impression, retrieve to give evidence) she was angry with quote to support: give me that immediately Edward/she leapt towards me **2018 SAT** -HeadStart: The Railway Age –p20-21. Web Links: Spiders, 22-23, Howard Carter – Biography of an Archaeologist, The Indus Valley p26 – 28, Emmeline Pankhurst p29 – 20, The Life of a Forest p31 – 34		

Inference	▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ provide reasoned justifications for their views.	***Y6 inferences ensuring pupils have secured all previous skills (see exemplification) with addition of:*** Comment on how characters and plot develop across a text. **Find exact parts of the text and state what they tell them.** **Draw inference across the entire text, rather than shorter sections** **Infer an author's opinion (link to authorial intent)**	Revision of previous inference skills taught across KS2 to include: **-events/behaviours more generally across the text with multiple pieces of evidence to justify answers e.g.** Why does X behave like this, explain and justify with evidence, give 3 reasons why… The whale did not seem alarmed by meeting Michael, how can you tell this from its actions (2017 SAT) Why were the dodos 'curious and unafraid?' **-find exact parts of the text and state what these tell them** (see also vocab section below) e.g. what in the text tells us that…, find and copy the group of words that tell us… , How can you tell that …, Explain what this description suggests about (2017 SAT) **-use quotes from the text to back up their opinions** (see previous statements in retrieval section) e.g. what are your impressions of the character give evidence to back up your answer… (2018 SAT) Look at the paragraph beginning 'the tiny island' what impressions of the island do you get from these two paragraphs? (2017 SAT) - Headstart: Riddles p60, Saying One Thing and Feeling Another p6, Sherlock's Not Home p62, A Penny for Your Thoughts p63, Medieval Fantasy p64 - 66
Summarise and sequence	▪ identifying and discussing themes and conventions in and across a wide range of writing ▪ making comparisons within and across books ▪ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	**Use a summary of evidence to make a comparison across a text.** ***Love That Dog by Sharon Creech*** – Comparison from beginning to end of Jack's initial attitude towards writing poetry and his love of poetry by the end. **Compare character's attitudes and behaviour, drawing on multiple evidence sources across whole texts or extracts).** ***Wonder p22 - 30*** Identify the order of which summaries occurred within a text.	**Pupils need to be able to summarise an opinion and then use <u>this to make a comparison</u> e.g. Compare characters or single character's attitude and behaviour across the text: how are the characters similar? (draw on evidence from across whole texts or different extracts)** e.g. How are pandas similar to other bears (2018 SAT) OR How does Lord John's mood change (refer to mood at both beginning and end of the extract) SAT OR How are Bruno and Pavel different in the way in which they treated …….. Draw lines to match each part of the story with the correct quotations form the text What is the main message of the poem/paragraph / article? Which statement is the best summary for the whole of page 5 (2018 SAT) Multiple choice answers: How the panda first got its name/ how charities raise money for pandas/how people are working to save the giant panda Tick the two verses that are about the poet's adult life (2018 SAT) -HeadStart: Subheadings p48, Losing the Plot p49, What's the Point? P50, Anti-Bullying Assembly p51-52 **Sequence events in fiction and non-fiction (Revise Y4) Place these events in the order that they happen in the story / text (5 options given, pupils to order 1-5**) e.g. Number the facts about the life of the giant panda cub in the order in which they happen: eats bamboo/leaves its mother/develops black spots/weights 31-36kg/weighs the same as an apple (2018 SAT) OR Below are the summaries of different paragraphs from the text, number them in the order that they happen (2017 SAT)



Prediction	▪ predicting what might happen from details stated and implied	*Y6 prediction builds on Y5 predicting skills.* **Use a particular part of quoted text to give evidence to support or argue predictions.** **Make predictions, based on evidence (*Shackleton's Journey* front cover only) and quotations from the text, which involve plot development or character's behaviour (*The London Eye Mystery 'Eight Theories,' Chapter 14)*** **Use knowledge of themes (e.g. good triumphs over evil) to support predictions (Y5)** Debate predictions with others, using evidence from the text – ***'Can Ordinary People Save Seas from Plastic Pollution?'The iHub***	**Pupils will be able to draw on a particular piece of text (quoted) to give evidence as to why their prediction is likely. This is a revision of previous content introduced in Y5** E.g. Based on what you have read, what does the last paragraph suggest might happen to the explorers next? Use evidence from the last paragraph to support your prediction (2016 SAT) Do you think Martine will change her behaviour on future giraffe rides? Yes/No Explain your answer fully (3 marks) (2016 SAT) *Prediction questions were not part of 2017 or 2018 SAT -HeadStart: Then What Did They Say? P74, Futurist Movies p75 – 76, What Do I Do Now? P77 - 78
Structure / Authorial intent	▪ reading books that are structured in different ways and reading for a range of purposes ▪ identifying how language, structure and presentation contribute to meaning ▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	*Y6 builds on Y3-5 content* but drawing across the text **Identify the techniques writers use to create feelings, moods, build tension, create atmosphere and convey messages (Y5)** **Evaluate the way that the author has used specific language choices to portray a certain character or setting in a specific way and how effective these choices are.** ***Wonder – Jack p134 - 154*** **Identify and explain the writer's viewpoint using evidence from the text** e.g. looking at how different characters are presented. Link this to knowledge of facts and opinions (Y5) when looking at non-fiction texts. Know that narrative can be told from different points of view (*Wonder by RJ Palacio Auggie p3-80, Via p81-117, Summer p118-132, Jack p133-185, Justin p186-204, Miranda p235-249)* Know that style, formality and vocabulary are linked to the purpose of the text	REVISION: Pupils need to build on Y3-5 content (especially Y5), revising why repeated, bold and italic words are used but also comment in the reason why an author may have chosen to lay text out in a certain way. **This builds on Y5 work which is more generally based around how a writer has been able portray a place or character in a certain way to why the writer has made specific language choices in Y6. Pupils also need to evaluate the impact that the authors choices have on the reader** Types of questions include: Why did the author use the word …. to describe …we think that the author is trying to make us feel… can you find any other evidence that would support this? What is the effect of the metaphor in paragraph 2?
Vocab	▪ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	*Y6 continues to build on Y5 content through unpicking the meaning of more complex phrases and relating these to inferences, including those relating to authorial intent.* **To develop a wide understanding of tier two words to support comprehension.**	**This builds on Y5 work which is more generally based around how a writer has been able portray a place or character in a certain way to why the writer has made specific language choices in Y6. Pupils also need to evaluate the impact that the authors choices have on the reader** Types of questions include: Why did the author use the word …. to describe …we think that the author is trying to make us feel… can you find any other evidence that would support this? What is the effect of the metaphor in *Chapter 1 of The London Eye Mystery 'A Giant Bicycle Wheel in the Sky?'* -HeadStart: Words in ContextI know What You Mean p3, On The Run p4, Track Down the Synonyms p6, Word Association p7, Holiday Talk p8, The Science Lesson p9, The Case of the Kidnapped Camel Leopard p10 – 12.

Additional skills & including S&L genres and 'love to read'	▪ recommending books that they have read to their peers, giving reasons for their choices ▪ distinguish between statements of fact and opinion	Know that re-reading a text multiple times can enhance understanding Build on the opinions and ideas of others using evidence from a text. Be able to talk about preferred authors / styles of writing / favourite techniques writers use	• Y6 select books of their own choice which are interest-based • Literacy-targeted rewards: Golden Tickets for new books/ book vouchers to effectively develop reading motivation • Rooted in Reading Passports? After reading a book, children complete an entry that takes the form of a short review in their passport. Passports are stamped with the tree Logo to endorse their reading. • Parental involvement in their child's literacy • Children have access to books of their own at home