

Reading Progression

PROGRESSION IN READING SKILLS: EYFS

WORD READING:

YR	Phonics & Decoding	Common Exception Words	Fluency
	<p>30-50 Months:</p> <ul style="list-style-type: none"> Enjoy rhyming and rhythmic activities Show an awareness of rhyme and alliteration Recognise rhythm in spoken words <p>40-60 months:</p> <ul style="list-style-type: none"> Continue a rhyming string Hear and say the initial sound in words Segment the sounds in simple words and blend them together and know which letter represents some of them <p>ELG:</p> <ul style="list-style-type: none"> Link sounds to letters, naming and sounding the letters of the alphabet Use phonic knowledge to decode regular words and read them aloud accurately 	<p>ELG:</p> <ul style="list-style-type: none"> Read some common irregular words 	<p>30-50 Months:</p> <ul style="list-style-type: none"> Show interest in illustrations and print in books and print in the environment Recognise familiar words and signs such as own name and advertising logos Look and handle books independently (holds books the correct way up and turns pages) <p>40-60 months:</p> <ul style="list-style-type: none"> Ascribe meaning to marks that they see in different places Begin to break the flow of speech into words Begin to read words and simple sentences <p>ELG:</p> <ul style="list-style-type: none"> Read and understand simple sentences <p>Reading Level(s): RWI – Ditties Book Bands – Lilac, Pink, Red</p>

COMPREHENSION:

YR	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
	<p>30-50 months:</p> <ul style="list-style-type: none"> Listen to and join in with stories and poems, one-to-one and also in small groups Listen to stories with increasing attention and recall Join in with repeated refrains in rhymes and stories Use intonation, rhythm and phrasing to make the meaning clear to others Develop preference for forms of expression <p>40-60 months:</p> <ul style="list-style-type: none"> Enjoy an increasing range of books Play cooperatively as part of a group to develop and act out a narrative <p>ELG:</p> <ul style="list-style-type: none"> Express themselves effectively, showing awareness of listeners' needs 	<p>30-50 months:</p> <ul style="list-style-type: none"> Know that print carries meaning and, in English, is read from left to right and top to bottom Know that information can be relayed in the form of print. Describe main story settings, events and principal characters <p>40-60 months:</p> <ul style="list-style-type: none"> Understand humour <i>e.g. nonsense rhymes, jokes</i> Know that information can be retrieved from books and computers Follow a story without pictures or prompts <p>ELG:</p> <ul style="list-style-type: none"> Listen to stories accurately, anticipating key events and respond to what they hear with relevant comments, questions or actions 	<p>30-50 months:</p> <ul style="list-style-type: none"> Build up vocabulary that reflects the breadth of their experiences <p>40-60 months:</p> <ul style="list-style-type: none"> Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. <p>ELG:</p> <ul style="list-style-type: none"> Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary 	<p>30-50 months:</p> <ul style="list-style-type: none"> Begin to understand 'how' and 'why' questions Anticipate key events and phrases in rhymes and stories Suggest how a story might end <p>ELG:</p> <ul style="list-style-type: none"> Answer 'how' and 'why' questions about their experience and in response to stories to events 	<p>30-50 months:</p> <ul style="list-style-type: none"> Begin to be aware of the way stories are structured <p>40-60 months:</p> <ul style="list-style-type: none"> Able to follow a story without pictures or props <p>ELG:</p> <ul style="list-style-type: none"> Demonstrate understanding when talking with others about what they have read. 	

EYFS RESPONSES TO READING

YR	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	<ul style="list-style-type: none"> ▪ Do you like ...? ▪ What's your favourite ...? ▪ I wonder if you like ...? 	<ul style="list-style-type: none"> ▪ Who ...? ▪ What is ...? ▪ When did ...? ▪ Where was ...? ▪ What can you see on the front cover? ▪ What did you find out? ▪ What happened after ...? ▪ What happened when ...? ▪ Who spoke to ...? ▪ Who was it that ...? ▪ Who was the main character? ▪ 	<ul style="list-style-type: none"> ▪ What does this word mean? ▪ What word could we use instead of .../ 	<ul style="list-style-type: none"> ▪ What might happen in the story? ▪ What might they be feeling? How do you know? ▪ What would it feel like to be ...? ▪ What might happen at the end of the story? ▪ What might happen next? ▪ Who do you think ...? ▪ Do you know another time when ...? ▪ Could this have happened in ...? ▪ What would you change if ...? ▪ What questions would you ask ...? ▪ How would you use ...? 	<ul style="list-style-type: none"> ▪ Can you order these parts of the story? ▪ What happens first? ▪ What happens next? 	
POSSIBLE TASKS	<ul style="list-style-type: none"> ▪ Recite a poem or nursery rhyme. ▪ Paint or draw a picture of your favourite part of the story. 	<ul style="list-style-type: none"> ▪ Draw all of the animals in the story. ▪ Tell me the things you can remember. ▪ Cut out or draw pictures to show a particular event. ▪ Draw a new cover for the book. 	<ul style="list-style-type: none"> ▪ Adults sharing other word choices with children and writing them down for children to see. ▪ Mark making / writing new words in the sand ▪ Compose a rhythm or put new words to a known song. 	<ul style="list-style-type: none"> ▪ Paint a picture of the main character. ▪ Collect 'play' items that they think the main character would like to have. ▪ Make a junk model 'house' for the main character. 	<ul style="list-style-type: none"> ▪ Put the story pictures in order. ▪ Tell me the main events in the story. ▪ Make a picture showing the main events. ▪ Re-tell the story in your own words. ▪ Illustrate the sequence of events. ▪ 	

PROGRESSION IN READING SKILLS: Y1

WORD READING:

Y1	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> ▪ Apply phonic knowledge and skills to decode words ▪ Speedily read all 40+ letters/groups for 40+ phonemes ▪ Read accurately by blending taught GPCs ▪ Read common suffixes –s, -es, -ing, -ed, -er and –est endings ▪ Read multisyllabic words containing taught GPCs ▪ Read words with contractions and understand that the apostrophe represents the omitted letter(s) ▪ Read aloud phonically decodable text 	<ul style="list-style-type: none"> ▪ Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word: ▪ the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our 	<ul style="list-style-type: none"> ▪ Read age-appropriate texts at 90+ words per minute ▪ Read aloud accurately books that are consistent with Y1 developing phonic knowledge and that do not require other strategies to work out words ▪ Re-read books to build up fluency and confidence in word reading ▪ Reading Level(s): RWI – Green, Purple, Pink, Orange Book Bands – Yellow, Blue, Green, Orange

COMPREHENSION:

Y1	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> ▪ Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ Be encouraged to link what they read or hear read to their own experiences ▪ Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ▪ Recognise and join in with predictable phrases ▪ Appreciate rhymes and poems and recite some simple poems by heart 	<ul style="list-style-type: none"> ▪ Draw on what they already know or on background information and vocabulary provided by the teacher ▪ Check the text makes sense as they read and self-correct. ▪ Develop their knowledge of retrieval through images. ▪ Participate in discussions about what is read to them, taking turns and listening to what others say ▪ Clearly explain their understanding of what is read to them ▪ Discuss features and layout of non-fiction texts 	<ul style="list-style-type: none"> ▪ Discuss word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> ▪ Discuss the significance of the title and events ▪ Make inferences on the basis of what is being said and done. ▪ Develop inference through use of pictures. ▪ Predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> ▪ Retell familiar stories orally. ▪ Sequence the events of a story they are familiar with. 	

Y1 RESPONSES TO READING

Y1	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	<ul style="list-style-type: none"> ▪ Which ... was your favourite? ▪ Have you heard a story like this before? ▪ Is the ... like your ...? 	<ul style="list-style-type: none"> ▪ Who ...? ▪ What did ...? ▪ What do / does ... do? ▪ When ... ▪ Where ...? ▪ Where did .../ ▪ Why was ...? 	<ul style="list-style-type: none"> ▪ What does the word ... mean in this sentence? ▪ Find and copy a word which means ... ▪ Which of the words best describes the character? ▪ Which words has the author used to make you feel happy / angry / worried / frightened / nervous? ▪ How does the word / phrase ... make you feel? ▪ Can you give me another sentence with the word ... in it? 	<ul style="list-style-type: none"> ▪ Why was ... feeling ...? ▪ How do you know that ... was ...? ▪ Why did ... happen? ▪ Why did ... say ...? ▪ Where do you think ...? ▪ Why do you think ...? ▪ Which part made you feel ...? Why? ▪ Look at the book cover / blurb – what do you think this book will be about? ▪ What is happening? What do you think happened before? What do you think will happen after? ▪ What do you think will happen next? Why? ▪ Draw what you think will happen next. 	<ul style="list-style-type: none"> ▪ How does the story start? ▪ Who do you meet first? ▪ What did you find out first? ▪ Where does the story start? ▪ What happened in the middle? ▪ What happened at the end? ▪ Put these pictures in order of when they happened. ▪ Put these sentences in the order they happened ... 	<p>CHALLENGE:</p> <ul style="list-style-type: none"> ▪ Who is your favourite character? Why? ▪ Why do you think all the main characters are girls in this book? ▪ Would you like to live in this setting? Why? Why not? ▪ Is there anything you would change about this story?
ANSWER STEMS	<ul style="list-style-type: none"> ▪ I like ... because ... ▪ My favourite ... is ... because ... 	<ul style="list-style-type: none"> ▪ It is ... ▪ The ... is ... 	<ul style="list-style-type: none"> ▪ The word means ... ▪ It is a good word to use because ... 	<ul style="list-style-type: none"> ▪ I think that ... ▪ I think that ... because ▪ I think the character will ... because ... ▪ I think the character will not do ... because ... ▪ This sentence tells you that ... ▪ The character felt ... because ... ▪ I know this because ... 	<ul style="list-style-type: none"> ▪ In this story ... ▪ This story is about ... ▪ The main event is ... ▪ The key events are ... 	
POSSIBLE TASKS	<ul style="list-style-type: none"> ▪ Join in with the chorus ▪ Join in with the whole text 	<ul style="list-style-type: none"> ▪ Put ticks in to show which statements are true or false ▪ Draw lines to match ... 	<ul style="list-style-type: none"> ▪ Find 5 interesting words in the book. Find out what each one means. Now think of a sentence that uses each word. ▪ Order these words from the book based on how happy they make you feel. ▪ Circle the word that means that same as ... 	<ul style="list-style-type: none"> ▪ Write the character's thoughts in a thought bubble. ▪ Write a diary entry about an event from the book from a character's point of view. ▪ Write down three questions for a character and then write their answers. 	<ul style="list-style-type: none"> ▪ Draw a picture to show what happened in the beginning / middle / end. ▪ Make a map / poster to show the order things happened in. ▪ Draw a cartoon strip of the main events in the story. 	

PROGRESSION IN READING SKILLS: Y2

WORD READING:

Y2	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> Secure phonic decoding until reading is fluent. Read accurately by blending, including alternative sounds for graphemes. Read multisyllable words containing these graphemes. Read words containing common suffixes 	<ul style="list-style-type: none"> Read Y2 common exception words, noting unusual correspondence between spelling and sound and where these occur in the word: <i>door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</i> 	<ul style="list-style-type: none"> Read age-appropriate texts at 90+ words per minute 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 books to build up their fluency and confidence in word reading Reading Level(s): RWI – Orange, Yellow, Blue, Grey Book Bands – Orange, Turquoise, Purple, Gold, White

COMPREHENSION:

Y2	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of classic and contemporary poetry, stories and non-fiction at a level beyond that at which they can independently read Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Experience non-fiction books that are structured in different ways Learn further poems by heart, reciting with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read and self-correct Ask and answer questions about a text 	<ul style="list-style-type: none"> Recognise simple recurring literary language in stories and poetry Discuss and clarify the meaning of words, linking new meanings to know vocabulary Discuss favourite words and phrases 	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Discuss the sequence of events in books and how items of information are related 	<ul style="list-style-type: none"> Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Y2 RESPONSES TO READING

Y2	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	<ul style="list-style-type: none"> ▪ Do you like this story / poem / book? Why? Why not? ▪ Which is your favourite part of this story? Why? ▪ Can you re-tell ... part of the story? ▪ Which ... do you prefer? Why? 	<ul style="list-style-type: none"> ▪ Who ...? ▪ What ...? ▪ What happened when ...? ▪ What do / does ... do? ▪ When ...? ▪ Where ...? ▪ How? ▪ How did ...? ▪ Where/when is the story set? ▪ Who is the main character in the story? ▪ Where in the story would you find ...? ▪ Is there a good/bad character? How can you tell? ▪ Who is telling the story? ▪ Is there a problem in this story? What is it? ▪ How is the problem resolved? ▪ Which is your favourite / worst / funniest / scariest part of the story? ▪ Which part of the text should I use to find ...? ▪ Why is a good name for ...? 	<ul style="list-style-type: none"> ▪ Why did the author use the word ... to describe ...? ▪ Which word in the text describes ...? ▪ What does this word tell you about the character / setting / mood? ▪ Can you think of another way of saying ...? ▪ What other words could the author could have used to describe ...? ▪ What effect has the author created by repeating the word / phrase ...? ▪ Highlight a key phrase or line. By using this word, what effect had the author created? ▪ Can you find a noun phrase used to describe ...? ▪ Can you find an adjective used to describe ...? ▪ Can you find an adverb to describe how ... was done? ▪ In the story ... is mentioned a lot. Why? ▪ "Quote" ... this means ...? 	<ul style="list-style-type: none"> ▪ How do you know that ... is ...? ▪ What do you think the author meant when they said ...? ▪ What do you think ... is saying / thinking / feeling at this point? ▪ What would ... say if ...? ▪ What happened to make ... feel ...? ▪ Can you explain why ...? ▪ How does ... make you feel? ▪ What do you think this book will be about? ▪ Where do you think ... will go next? ▪ What do you think ... will say / do next? ▪ What might ... do if ...? ▪ What will happen to ... next? ▪ How do you think the character will react? ▪ What sentence or phrase do you think will come next? ▪ How does the choice of character or setting affect what will happen next? 	<ul style="list-style-type: none"> ▪ Write a sentence to show what happened at the beginning / middle / end ▪ Can you number the sentences 1-5 to show the order they happen in the story? ▪ What happened after ...? ▪ Can you summarise in a sentence the opening / middle / end of the story? ▪ In what order do these chapter headings come in the story? ▪ Can you sequence the key events in the story? ▪ Can you use ... words to sum up this story or non-fiction text. ▪ Draw three lines to show where ... 	<p>CHALLENGE:</p> <ul style="list-style-type: none"> ▪ Why do you think the main characters are all animals in this book? ▪ What one thing would you change about this story? Why? ▪ Do you like this text? What do you like the most about it? ▪ Can you think of any other stories that start like this? ▪ What features might you expect to see in this sort of text?
ANSWER STEMS	<ul style="list-style-type: none"> ▪ I like ... because ... ▪ My favourite ... is ... because ... 	<ul style="list-style-type: none"> ▪ It is ... ▪ The ... is ... 	<ul style="list-style-type: none"> ▪ The word means ... ▪ It is a good word to use because ... 	<ul style="list-style-type: none"> ▪ I think that ... ▪ I think that ... because ▪ I think the character will ... because ... ▪ I think the character will not do ... because ... ▪ This sentence tells you that ... ▪ The character felt ... because ... ▪ I know this because ... 	<ul style="list-style-type: none"> ▪ In this story ... ▪ This story is about ... ▪ The main event is ... ▪ The key events are ... 	

POSSIBLE TASKS	<ul style="list-style-type: none"> ▪ Book Review ▪ Writing answers in thought bubbles ▪ Amazon book reviews ▪ Write a letter to the author 	<ul style="list-style-type: none"> ▪ Find and copy two things that ... ▪ Tick the statement which is true ▪ Put ticks in the table to show which sentences are true and which as false ... ▪ Draw four lines to match these ... to ... ▪ 	<ul style="list-style-type: none"> ▪ Find and copy one word that makes the ▪ Find 5 adjectives in your book. Now try to use them in your own sentences. ▪ Make a list of words from your book that you find hard to spell. Highlight the tricky part in each word. ▪ Circle two words that show ... 	<ul style="list-style-type: none"> ▪ Write a diary entry from the point of view of a character who isn't the main character. ▪ Create a 'Gingerbread' for a character. ▪ Pick one character from the story and write a list of things they would like / dislike. ▪ Write three alternative titles for the book. 	<ul style="list-style-type: none"> ▪ Make a timeline of events from the story. ▪ Make a table / flow chart / to show the order things happened in. ▪ Re-write the story in your own words. ▪ Put the pictures from the story in order. ▪ You've got ... words. Sum up this story. 	
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PROGRESSION IN READING SKILLS: Y3

WORD READING:

Y3	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words) Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: <i>un-, dis-, mis-, sub-, tele-, super-, auto-</i> Apply growing knowledge of root words and suffixes both to read aloud and understand the meaning of new words they meet: <i>-ness, -ful, -less, -ly, -ing, -er, -ed</i> 	<ul style="list-style-type: none"> Accurately read the words on the NC Y3/4 word list: <i>appear, arrive, breath(e), busy, business, century, certain, circle, complete, decide, describe, different, difficult, disappear, early, earth, extreme, famous, February, forward(s), fruit, grammar, group, heard, heart, history, important, interest, learn, length, minute, natural, notice, often, opposite, perhaps, popular, possible, potatoes, pressure, promise, purpose, question, sentence, special, straight, strange, therefore, woman, women</i> 	<ul style="list-style-type: none"> Read age-appropriate (Gold Level) texts at 90+ words per minute Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words) Begin to use appropriate intonation and volume when reading aloud Reading Level(s): RWI - Grey Book Bands - Gold, White <i>Fluency is developed by choral reading and echo reading</i>

COMPREHENSION:

Y3	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Increase familiarity with a wide range of books and retell some of these orally Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognise different forms of poetry 	<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding Ask questions to improve their understanding of a text Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say Use appropriate terminology when discussing texts <i>e.g. plot, character, setting</i> Learn the skill of 'skim and scan' to retrieve details Generate a variety of literal and inferential questions to help them understand the text further 	<ul style="list-style-type: none"> Use dictionaries to check the meaning of word they have not read Discuss words and phrases that capture the reader's interest and imagination Explain the meaning of words in context Begin to find the meaning of new words using substitution within a sentence 	<ul style="list-style-type: none"> Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied in the text Use relevant prior knowledge to make predictions Use details from the text to form further predictions Begin to use quotations from the text to support opinions and ideas 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarise these Begin to distinguish between the important and less important information in a text Give a brief verbal summary of what they have read Teachers begin to model how to record summary writing 	<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books Identify how language, structure and presentation contribute to meaning Introduce the idea of story 'themes' <i>e.g. Learning a lesson, friendship, trust</i>

Y3 RESPONSES TO READING

Y3	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	<ul style="list-style-type: none"> ▪ What is your favourite book? ▪ Who is your favourite author? ▪ Which character would you most like to meet? Why? ▪ What would you say to ... if you met them? ▪ How does the structure of this book differ to the other books you've read? ▪ Why has the author chosen these chapter headings? ▪ Which words do you like best in this book? Why? 	<ul style="list-style-type: none"> ▪ Who is ...? ▪ What did ...? ▪ When did ...? ▪ Where does ...? ▪ How did ...? ▪ How would you describe this story / text? ▪ What genre is this text? How do you know? ▪ Where does the story take place? ▪ What does the main character look like? ▪ Where does the main character live? ▪ How does the main character behave? ▪ When is the story set? ▪ What can you learn about ... from this section? 	<ul style="list-style-type: none"> ▪ Can you find one word in the text which means ...? ▪ Which word most closely matches the meaning of the word ... ▪ Which of these words is a synonym for ...? ▪ What does the word ... tell you about ...? ▪ Can you find and copy one word meaning ...? ▪ Can you find and highlight the word that is closest in meaning to ...? ▪ Can you find a word or phrase which shows / suggests that ...? ▪ Can you circle the correct option to complete this sentence ...? ▪ Which words do you think are the most important? Why? 	<ul style="list-style-type: none"> ▪ What makes you think ...? Give evidence. ▪ What impression do you get of ...? Why? ▪ Why did ... behave like this? ▪ How can you tell that ...? ▪ What was ... thinking when ...? ▪ How was ... different after ...? ▪ What do you think the text is going to be about? ▪ Do you think ... will happen? Yes, no or maybe? Explain your answer using evidence from the text. ▪ How do you think the story will develop next? ▪ Do you think the character will change their behaviour in the future? Why? 	<ul style="list-style-type: none"> ▪ What's the main point in this paragraph? ▪ Can you summarise in a sentence the opening / middle / end of the story? ▪ Can you number these events 1-5 in the order that they happened? ▪ What was the first thing that happened in the story? ▪ What happened after ...? ▪ In what order do these chapter headings occur? 	<ul style="list-style-type: none"> ▪ Whose point of view is the story told from? ▪ In what way is ... like ...? ▪ What are the clues that a character is liked / disliked / feared etc? ▪ What is similar / different about the characters ... and ...? ▪ How has the character changed during the story? ▪ Who has the author written this text for? ▪ When might someone choose to read this book? ▪ Why has the author used chapter headings? ▪ How does the title or chapter heading make you want to read on? ▪ Which section was the most interesting / exciting part?
ANSWER STEMS	<ul style="list-style-type: none"> ▪ I would say ... ▪ My favourite ... is ... due to the fact that ... ▪ In my opinion ... ▪ This is my preferred choice as ▪ I would recommend ... to ... because ... 	<ul style="list-style-type: none"> ▪ The answer is ... ▪ This tells me ... ▪ It is important because ... ▪ The story is ... ▪ He/she is ... ▪ It was ... 	<ul style="list-style-type: none"> ▪ This word suggests that .. ▪ This word tells you that ... ▪ This sentence means ... ▪ This phrase means ... ▪ This description shows me that ... 	<ul style="list-style-type: none"> ▪ I think ... because ... ▪ This suggests ... ▪ I know this because ... ▪ I can tell that ... due to ... ▪ The impression I get is ... as it says ... ▪ In the text it says ... which makes me think ... ▪ The evidence suggests that ... 	<ul style="list-style-type: none"> ▪ In this text ... ▪ This text is about ... ▪ The main event is ... ▪ This story involves ... 	<ul style="list-style-type: none"> ▪ I believe that ... ▪ In my opinion ... ▪ Using evidence from the text, I would suggest that ... ▪ It would appear that ... ▪ The impression I get is ... because

PROGRESSION IN READING SKILLS: Y4

WORD READING:

Y4	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: <i>in-, -im-, -ir-, il-, un-, dis-, mis-, ex-, non-, anti-, inter-</i> Apply growing knowledge of root words and suffixes/word endings both to read aloud and understand the meaning of new words they meet: <i>-ing, -er, -en, -ed, -ly, -ation, -ous, -sure, -ture, -sion, -ssion, -tion, -cian</i> 	<ul style="list-style-type: none"> Accurately read the words on the NC Y3/4 word list: <i>accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowledge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember, separate, strength, suppose, though, although, thought, through, various, weight</i> 	<ul style="list-style-type: none"> Read age-appropriate (Lime) texts at 90+ words per minute Begin to use appropriate intonation and volume when reading aloud Reading Level(s): Book Bands – Lime, Brown <p><i>Fluency is developed using echo reading, cloze reading, paired reading</i></p>

COMPREHENSION:

Y4	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Increase familiarity with a wide range of books and retell some of these orally Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognise different forms of poetry 	<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding Ask questions to improve their understanding of a text Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say <i>Confidently skim and scan texts to locate key words and phrases.</i> <i>Generate a variety of literal questions.</i> 	<ul style="list-style-type: none"> Use dictionaries to check the meaning of word they have not read Discuss words and phrases that capture the reader's interest and imagination Explain the meaning of words in context <i>Find the meaning of new words using the context of new sentences.</i> <i>Link new words to other words they already know.</i> 	<ul style="list-style-type: none"> Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied in the text <i>Use relevant prior knowledge/details from the text to form inferences and predictions and justify them.</i> Consolidate the skill of justifying predictions using a specific reference point in the text. Learn how to monitor predictions and compare them with the text as they read on. <i>Generate a variety of inferential questions about the deeper meaning of a text.</i> 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarise these <i>Write a brief summary of the main points, identifying and using important information.</i> 	<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books Identify how language, structure and presentation contribute to meaning Refer to authorial style, overall themes and features <i>Further develop the idea of story 'themes' e.g. loneliness, friendship, family, fear,</i>

Y4 RESPONSES TO READING

Y4	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	<ul style="list-style-type: none"> ▪ What is your favourite book? ▪ Who is your favourite author? ▪ Which character would you most like to meet? Why? ▪ What would you say to ... if you met them? ▪ How does the structure of this book differ to the other books you've read? ▪ Why has the author chosen these chapter headings? ▪ Which words do you like best in this book? Why? 	<ul style="list-style-type: none"> ▪ Who had ...? ▪ Who did ...? ▪ What happened to ...? ▪ What does ... do? ▪ When was ...? ▪ When ... happened, what did ...? ▪ Where was ... when ...? ▪ How often ...? ▪ How ... is ...? ▪ Who are the key characters in the story? ▪ What is happening at this point in the story? ▪ Through whose eyes is the story told? ▪ Where in the book would you find ...? ▪ Where does the story take place? 	<ul style="list-style-type: none"> ▪ Can you find and highlight the word that is closest in meaning to ...? ▪ What is the meaning of the word ... in this sentence? ▪ Can you circle a word that means the same as ...? ▪ What other words could the author have used? ▪ Which word is a synonym / antonym of ...? ▪ What does this phrase ... mean? ▪ Which words give us the impression that the main character is ...? ▪ Which words give us the impression that the setting is ...? ▪ Which words give us the impression that the mood is ...? ▪ Why did the author use the word ... to describe ...? ▪ How do these words make the reader feel ...? 	<ul style="list-style-type: none"> ▪ Which words give you the impression that ...? ▪ How does this paragraph suggest ...? ▪ How do the descriptions of ... show ...? ▪ How can you tell that ...? How do you think ... feels about ...? ▪ What can you tell about ... from their appearance? ▪ Why do you think the author chose this setting? ▪ How does the front cover give us clues about the text? ▪ What does this paragraph suggest will happen next? What makes you think this? ▪ How do you think ... will react to this situation? ▪ What do we need to know in order to ...? ▪ What do you think is likely to happen when ...? 	<ul style="list-style-type: none"> ▪ What is the main point in this paragraph? ▪ Can you describe what has happened in this chapter? ▪ Can you describe what happened in three sentences? ▪ Is there anything you know now that you didn't know before? ▪ What moment do you remember most from ...? ▪ Which of the following would be the most suitable summary of the whole text? ▪ Based on what you have read, what does the last paragraph suggest might happen next? 	<ul style="list-style-type: none"> ▪ The mood of the character changes throughout the text. Find and copy the phrases which show this. ▪ What is the theme underneath the story? Does this story have a moral / message? ▪ Which is the most important part of the story? Justify your choice. ▪ Compare how the characters are reacting to this problem. Who deals best with the situation? ▪ What does the author want you to feel after reading this story? ▪ What is the author's point of view? ▪ How does the author engage the reader? ▪ How has the author organised the text? Why? ▪ How does the structure of this text help us? ▪ In what ways do diagrams, photographs or illustrations help us to enjoy/understand the text
ANSWER STEMS	<ul style="list-style-type: none"> ▪ I would say ... ▪ My favourite ... is ... due to the fact that ... ▪ In my opinion ... ▪ This is my preferred choice as ▪ I would recommend ... to ... because ... 	<ul style="list-style-type: none"> ▪ The answer is ... ▪ This tells me ... ▪ It is important because ... ▪ The story is ... ▪ He/she is ... ▪ It was ... 	<ul style="list-style-type: none"> ▪ This word suggests that .. ▪ This word tells you that ... ▪ This sentence means ... ▪ This phrase means ... ▪ This description shows me that ... 	<ul style="list-style-type: none"> ▪ I think ... because ... ▪ This suggests ... ▪ I know this because ... ▪ I can tell that ... due to ... ▪ The impression I get is ... as it says ... ▪ In the text it says ... which makes me think ... ▪ The evidence suggests that ... 	<ul style="list-style-type: none"> ▪ In this text ... ▪ This text is about ... ▪ The main event is ... ▪ This story involves ... 	<ul style="list-style-type: none"> ▪ I believe that ... ▪ In my opinion ... ▪ Using evidence from the text, I would suggest that ... ▪ It would appear that ... ▪ The impression I get is ... because
POSSIBLE TASKS	<ul style="list-style-type: none"> ▪ Book Review ▪ Writing answers in thought bubbles ▪ Amazon book reviews ▪ Write a letter to the author ▪ Drawing favourite book cover 	<ul style="list-style-type: none"> ▪ Write 3 facts about a character / setting. ▪ Complete the table of facts / events ▪ Create / answer a 'True of False' grid about the book ▪ Write 5 quiz questions to ask someone about the book. ▪ Match the picture to the description 	<ul style="list-style-type: none"> ▪ Order the synonyms based on the strength of the emotion that the word evokes ▪ Substitute the highlighted words from the text with synonyms/antonyms ▪ Copy an adverb from the text and list actions that can be done in this way. ▪ Annotate a drawing from the story with words and phrases it depicts. 	<ul style="list-style-type: none"> ▪ Reader thought bubble showing how an event makes the reader feel ▪ Tick the choice of words to finish a character's sentence ▪ Write three alternative titles for the story - explain why you have chosen them. ▪ Complete a 'show not tell' grid for a character. ▪ Character feelings wheel. 	<ul style="list-style-type: none"> ▪ Multiple choice questions to select the main topic / theme / point of a paragraph. ▪ Number of boxes to write in to sum up a paragraph or whole story (e.g. 20 boxes = 20 words) ▪ Photograph template to record the moment remembered the most with reasons why 	<ul style="list-style-type: none"> ▪ List events of the story in pyramid from top to bottom (first choice to last choice) ▪ Scroll template to record what the moral or message of the story is ▪ Organisational features matching game. ▪ Annotate an example of the text type to show the organisational features.

PROGRESSION IN READING SKILLS: Y5

WORD READING:

Y5	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues Apply growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet: <i>-ate, -ise, -ify, -able, -ible, -ably, -ibly</i> 	<ul style="list-style-type: none"> Accurately read the words on the NC Y5/6 word list: <i>accompany, according, achieve, aggressive, ancient, appreciate, attached, available, average, bargain, bruise, community, competition, criticise, curiosity, definite, desperate, develop, dictionary, equip(ped), equipment, especially, excellent, explanation, forty, frequently, identity, immediate, immediately, individual, interrupt, lightning, occupy, occur, opportunity, persuade, programme, queue, recognise, recommend, rhyme, rhythm, sacrifice, shoulder, soldier, stomach, suggest, symbol, system, variety, vegetable</i> 	<ul style="list-style-type: none"> Read age-appropriate (Brown) texts at 90+ words per minute Read silently, recognise words automatically and group words quickly to help them gain meaning from what they read Read aloud effortlessly and with expression Reading sounds natural – as if they are speaking Reading Level(s): Book Bands – Brown, Black <p><i>Fluency is developed using echo reading, cloze reading, paired reading, independent timed reading</i></p>

Y5	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, identifying the characteristics of text types Read books that are structured in different ways and reading for a range of purposes Increase familiarity with myths, legends, modern fiction, fiction from literary heritage and books from other cultures Recommend books to peers, giving reasons for their choices Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<ul style="list-style-type: none"> Check that the book makes sense to them, discuss their understanding Ask questions to improve their understanding Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates <i>Confidently skim and scan and read before and after to retrieve information</i> 	<ul style="list-style-type: none"> Explore the meaning of words in context Discuss vocabulary used by the author to create effect, including figurative language Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <i>Read 'around the word' and explore its meaning in the broader context of a section or paragraph</i> 	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied Provide reasoned justifications for their views <i>Predictions supported by relevant evidence from the text</i> <i>Confirm and modify predictions as they read on</i> <i>Give one or two pieces of evidence to support the point they are making</i> <i>Begin to draw evidence from more than one place across a text</i> <i>Use evidence from across larger sections of text</i> <i>Actively generate a variety of questions and adjust questions in light of evidence from the text.</i> 	<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <i>Begin to make connections between information across the text and include this information in their written summaries</i> 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Identify how language, structure and presentation contribute to meaning <i>Adults model use of critical thinking skills that take the discussion deeper and beyond the text</i>

Y5 RESPONSES TO READING

Y5	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	<ul style="list-style-type: none"> ▪ Which book do you prefer out of ...? ▪ Put these books in order of preference ... ▪ Which book would you recommend to your friend? Why? ▪ Which character would you least like to meet? Why? ▪ Who is the most interesting character you have ever come across? ▪ How has the author set this book out differently to other books you have read? ▪ Why do you think the author has chosen this layout? ▪ Why is the poem easy / hard to remember? 	<ul style="list-style-type: none"> ▪ Who ...? ▪ What ...? ▪ When ...? ▪ Where ...? ▪ Why ...? ▪ How ...? ▪ Write down three things you are told about ...? ▪ What was revealed at the beginning / middle / end of the text? ▪ Which paragraph tells us about ...? ▪ Can you give two different reasons why ...? ▪ Which part of the story best describes the setting? ▪ Where in your local area is similar to the setting of this story? 	<ul style="list-style-type: none"> ▪ What do the words ... and ... imply about the character / setting / mood? ▪ Which word tells you ...? ▪ Which key word tells you the most about the character / setting / mood? ▪ Why did the author use ... instead of ...? ▪ The author describes the main character as ... What other word could have been used instead? ▪ What words does the author use to make the reader feel ... in this part of the story? ▪ What do phrases such as ... tell you about ...? ▪ How has the writer made you feel happy / sad / angry / frustrated etc? ▪ Which words in this paragraph do you think are the most important? Why? ▪ What was the effect of the simile in this section of the story? 	<ul style="list-style-type: none"> ▪ Who is telling the story? ▪ Explain what ... suggests about ... ▪ How can you tell that ...? ▪ Why did ... happen? ▪ What evidence is there that ...? ▪ Find and copy a group of words which show that ... ▪ Why do you think that ... felt the way they did? ▪ What does the description tell you about the object? ▪ Why did ... choose to ...? ▪ What conclusions did ... come to? ▪ How do these words make the reader feel ...? ▪ How does this paragraph suggest ...? ▪ How do the descriptions of ... show that they are ...? ▪ What voice might these characters use? ▪ How is ... like someone you know? Do you think they will react in the same way? 	<ul style="list-style-type: none"> ▪ Can you number these events 1-6 in the order that they happened? ▪ Sort the information in these paragraphs. Do any of them deal with the same information? ▪ Which section of the text is written to inform readers that ... ▪ Which is the most important part in these paragraphs? How many times is it mentioned? ▪ What sticks most in your mind about ...? ▪ Can you write a sub-heading for each paragraph? 	<ul style="list-style-type: none"> ▪ Find and copy a phrase that implies that the character / setting / atmosphere is ... ▪ How can you tell that this character would / wouldn't be a character in the story ...? ▪ Find and copy an example of a simile used in the text. ▪ How does the simile ... add meaning? ▪ Do you think the author chose the best chapter headings? What could they have chosen instead? ▪ What alternative sub-headings could you use in this text? ▪ Why has the writer organised the text in this way? ▪ What is the purpose of this text feature? ▪ Is the use of ... effective? ▪ What effect does ... have on the audience? ▪ How are these sections linked?
ANSWER STEMS	<ul style="list-style-type: none"> ▪ I would say ... ▪ My favourite ... is ... due to the fact that ... ▪ In my opinion ... ▪ This is my preferred choice as ... ▪ I would recommend ... to ... because ... 	<ul style="list-style-type: none"> ▪ The answer is ... ▪ This tells me ... ▪ It is important because ... ▪ The story is ... ▪ He/she is ... ▪ It was ... 	<ul style="list-style-type: none"> ▪ This word suggests that .. ▪ This word tells you that ... ▪ This sentence means ... ▪ This phrase means ... ▪ This description shows me that ... 	<ul style="list-style-type: none"> ▪ I think ... because ... ▪ This suggests ... ▪ I know this because ... ▪ I can tell that ... due to ... ▪ The impression I get is ... as it says ... ▪ In the text it says ... which makes me think ... ▪ The evidence suggests that ... 	<ul style="list-style-type: none"> ▪ In this text ... ▪ This text is about ... ▪ The main event is ... ▪ This story involves ... 	<ul style="list-style-type: none"> ▪ I believe that ... ▪ In my opinion ... ▪ Using evidence from the text, I would suggest that ... ▪ It would appear that ... ▪ The impression I get is ... because ...
POSSIBLE TASKS	<ul style="list-style-type: none"> ▪ Book Review ▪ Writing answers in thought bubbles ▪ Amazon book reviews ▪ Write a letter to the author ▪ Recommendations to a friend ▪ Drawing favourite book cover ▪ Postcard to a teacher ▪ Poster for the Library 	<ul style="list-style-type: none"> ▪ Draw a timeline of the events in the character's life. Did the events take place in the order in which we're told them? ▪ Create a list of key words from the story to make a glossary for the book ▪ Write instructions for how to do an activity. ▪ Tick each row to say if it is fact or opinion. 	<ul style="list-style-type: none"> ▪ Create a calligram of the mood of the paragraph using synonyms of the words written ▪ Use a thesaurus to find alternative words to the ones used by the author to create atmosphere ▪ Explain what the specific choice of adverb tells us about a character 	<ul style="list-style-type: none"> ▪ Write a telephone conversation between two characters from the story. ▪ Write a letter from one character in the story to another ▪ Draw a bar chart to show the character's emotion in each chapter ▪ Draw a picture to show the turning point in the main character's life 	<ul style="list-style-type: none"> ▪ Make a table / chart to show the information in these paragraphs. ▪ Write a fact file containing the main ideas from the book. ▪ Re-write the story in your own words. ▪ Summarise the whole book in 100 words or less 	<ul style="list-style-type: none"> ▪ Label each part of a non-fiction text. What would happen if ... was missing? ▪ Draw the photo / diagram to go with a non-fiction text. ▪ Rank the text features in order of importance – diamond nine. ▪ Create a quiz about the book using different organisational features.

PROGRESSION IN READING SKILLS: Y6

WORD READING:

Y6	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues Apply growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet: <i>-ious, -tious, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ible, -ably, -ibly</i> 	<ul style="list-style-type: none"> Accurately read the words on the NC Y5/6 word list: <i>accommodate, amateur, apparent, awkward, category, cemetery, committee, communicate, conscience, conscious, controversy, convenience, correspond, determined, disastrous, embarrass, environment, exaggerate, existence, familiar, foreign, government, guarantee, harass, hindrance, interfere, language, leisure, marvellous, mischievous, muscle, necessary, neighbour, nuisance, parliament, physical, prejudice, privilege, profession, pronunciation, relevant, restaurant, secretary, signature, sincere(ly), sufficient, temperature, thorough, twelfth, vehicle, yacht</i> 	<ul style="list-style-type: none"> Read age-appropriate (Black) texts at 90+ words per minute Read silently, recognise words automatically and group words quickly to help them gain meaning from what they read Read aloud effortlessly and with expression Reading sounds natural – as if they are speaking Reading Level(s): Book Bands – Black <p><i>Fluency is developed using echo reading, cloze reading, paired reading, independent timed reading</i></p>

Y6	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, identifying characteristics of text types Read books that are structured in different ways and reading for a range of purposes Increase familiarity with myths, legends, modern fiction, fiction from literary heritage and books from other cultures Recommend books to peers, giving reasons for their choices Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<ul style="list-style-type: none"> Check that the book makes sense to them, discuss their understanding Ask questions to improve their understanding Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	<ul style="list-style-type: none"> Explore the meaning of words in context Discuss vocabulary used by the author to create effect, including figurative language Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Read 'around the word' and independently explore its meaning in the broader context of a section or paragraph 	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied Provide reasoned justifications for their views Confirm and modify predictions in light of new information Give more than one piece of evidence to support each point they make Draw evidence from different places across the text Draw inferences based on indirect clues 	<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Identify how language, structure and presentation contribute to meaning Ask their own critical thinking questions that take the discussion beyond the text

Y6 RESPONSES TO READING

Y6	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	<ul style="list-style-type: none"> ▪ Which book do you prefer out of ...? ▪ Put these books in order of preference ... ▪ Which book would you recommend to your friend? Why? ▪ Which character would you least like to meet? Why? ▪ Who is the most interesting character you have ever come across? ▪ How has the author set this book out differently to other books you have read? ▪ Why do you think the author has chosen this layout? ▪ Why is the poem easy / hard to remember? 	<ul style="list-style-type: none"> ▪ Who ...? ▪ What ...? ▪ When ...? ▪ Where ...? ▪ Why ...? ▪ How ...? ▪ Whose perspective is the story told from? ▪ What was revealed at ... in the story? ▪ Why did ... feel they had to ...? ▪ Which of these drawings best represents the ...? ▪ What did ... have to do in order to ...? ▪ What helped ... to ...? ▪ Look at the paragraph beginning ... What conclusion does ... draw from this? ▪ Where in the book would you find? ▪ What can you learn about ... from this section? ▪ Give one example of ... 	<ul style="list-style-type: none"> ▪ Find and copy a word that suggests ... ▪ Can you suggest and adverb to show how the main character did ...? ▪ How has the author's choice of words created the feeling ...? ▪ What do you think the writer is saying when they ...? ▪ What does that imply / suggest / indicate about ...? ▪ Find two or three ways that the writer tells you the ... is ... ▪ By writing a line in this way, what effect has the author created? ▪ In the story, why does the author mention ... a lot? ▪ What do you think the writer meant by ...? ▪ Why do you think the author chose the words ...? ▪ "Quote". Give two impressions this gives you of ... ▪ Has the writer been successful in their purpose or use of language? 	<ul style="list-style-type: none"> ▪ Would the story be different if it was told from ... point of view? How? ▪ According to the evidence in text, how did ... happen? ▪ What are three ways that ... shows ...? ▪ How is ... portrayed ...? ▪ What does this paragraph tell you about the character of ...? ▪ The character did not seem to be ... How can you tell this from their actions? ▪ "Quote" This tells us that at the end / beginning of the story, ... felt that ... ▪ Do you think the choice of setting will influence how the plot develops? ▪ Can you think of another story that has a similar theme / issue? Do you think this story will go the same way? ▪ Which stories have openings like this? Do you think this one will develop in the same way? 	<ul style="list-style-type: none"> ▪ Number the paragraph summaries 1-6 to show the order in which they appear in the text. ▪ Write a brief summary at the end of each chapter; include the main events and new insights into characters and the plot. ▪ Summarise the main things you have learned from this book. ▪ Imagine you are a magazine reporter. Summarise what this book is about for your magazine. You could write this as a blog post or article for the school website. ▪ Re-write a section of the book as a play script or a text for younger children. 	<ul style="list-style-type: none"> ▪ Is the author trying to get you to agree with their point of view? How do you know? ▪ Why is ... a crucial character in the story? ▪ Compare two settings in the story. Why are they both significant? ▪ Find and copy and example of a metaphor / personification used in the text. ▪ How does the metaphor ... add meaning to the text? ▪ How does the personification ... add meaning? ▪ Why did the author choose to use a question / bullet point / sub heading / table etc to present the information? ▪ In what ways do the illustrations support the instructions? ▪ How could this text be improved? ▪ Who do you think this information is for? ▪ In which text type would you normally find a ...?
ANSWER STEMS	<ul style="list-style-type: none"> ▪ I would say ... ▪ My favourite ... is ... due to the fact that ... ▪ In my opinion ... ▪ This is my preferred choice as ▪ I would recommend ... to ... because ... 	<ul style="list-style-type: none"> ▪ The answer is ... ▪ This tells me ... ▪ It is important because ... ▪ The story is ... ▪ He/she is ... ▪ It was ... 	<ul style="list-style-type: none"> ▪ This word suggests that ... ▪ This word tells you that ... ▪ This sentence means ... ▪ This phrase means ... ▪ This description shows me that ... 	<ul style="list-style-type: none"> ▪ I think ... because ... ▪ This suggests ... ▪ I know this because ... ▪ I can tell that ... due to ... ▪ The impression I get is ... as it says ... ▪ In the text it says ... which makes me think ... ▪ The evidence suggests that ... 	<ul style="list-style-type: none"> ▪ In this text ... ▪ This text is about ... ▪ The main event is ... ▪ This story involves ... 	<ul style="list-style-type: none"> ▪ I believe that ... ▪ In my opinion ... ▪ Using evidence from the text, I would suggest that ... ▪ It would appear that ... ▪ The impression I get is ... because ...