



	Vocabulary	Retrieving	Summarising	Inferring	Predicting
Year 1	<ul style="list-style-type: none"> <li>identifies simple and recurring literary language</li> <li>identifies the meaning of vocabulary in context</li> <li>explains their understanding of texts that are pitched beyond the level they can read independently</li> </ul>	<ul style="list-style-type: none"> <li>with support, justifies their views about texts they have had read to them e.g. uses the word 'because'</li> <li>recognises patterns in texts, e.g. repeated phrases and refrains</li> <li>discusses the significance of the title</li> <li>observes the punctuation and uses this to aid understanding</li> <li>retrieves key information from a text</li> <li>identifies complete sentences</li> <li>identifies typical phrases e.g. story openings and endings</li> <li>understands that there is a range of non-fiction texts, e.g. different layouts for instructions, non-fiction books etc.</li> <li>begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction</li> <li>comments on things that interest them</li> </ul>	<ul style="list-style-type: none"> <li>identifies how non-fiction texts are sequenced</li> <li>identifies the beginning, middle and end of stories and pattern in poetry</li> </ul>	<ul style="list-style-type: none"> <li>identifies goals/motives of the main character on the basis of what they have said and done e.g. 'I think she wants her daddy to help her build a sandcastle.'</li> <li>expresses preferences linked to own experiences e.g. 'I like going to the beach too'.</li> <li>uses different voices for characters when reading dialogue aloud</li> <li>uses different voice pitch to indicate whether they are reading an exclamation or question</li> </ul>	<ul style="list-style-type: none"> <li>predicts events and endings</li> </ul>
<p><b>School Approach</b></p> <ul style="list-style-type: none"> <li>High quality texts selected and used termly - see whole school reading overview and progression grid.</li> <li>Daily phonics session and early morning phonics for selected group of children.</li> <li>Daily 15 minute reading session to encourage independent reading and reading for pleasure.</li> <li>Regular individual reading to an adult- recorded in the child's Reading Records. All children heard read by an adult at least 3 x per week</li> <li>Quality class reader book to encourage listening and comprehension skills.</li> <li>Daily shared reading sessions as part of English lesson.</li> <li>Daily reading at home encouraged and promoted - children reading to an adult and adults reading to children.</li> <li>Reading texts/books across the curriculum - e.g. RE and history</li> <li>Hearing and discussing stories as part of daily worship</li> <li>Recommended book list on school website.</li> </ul>					

	Vocabulary	Retrieving	Summarising	Inferring	Predicting
Year 2	<ul style="list-style-type: none"> <li>discusses effective language choices, e.g. 'slimy' is a good word there because ...</li> <li>identifies that adverbs help to tell us how the character is feeling</li> </ul>	<ul style="list-style-type: none"> <li>identifies words and phrases that link events</li> <li>refers back to the text for evidence</li> <li>retrieves information stated within text (may not be obvious)</li> <li>uses evidence from a text - may look through the book to help them remember or use information</li> <li>shows awareness of use of features of organisation e.g. index, bold headings</li> <li>makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements e.g. 'I think she is selfish/kind/angry because it says she ...'</li> <li>begins to understand that written language (standard English) has conventions that don't apply in spoken language</li> <li>explains differences between fiction and non-fiction</li> <li>understands that books can be used to find things out, and is beginning to do so</li> <li>recognises that information is grouped according to subject</li> <li>begins to use dictionaries, glossaries and indexes to locate meanings and information</li> <li>identifies simple literary language e.g. words/phrases that identify a traditional tale/narrative/story</li> <li>identifies elements of an author's style e.g. familiar characters, settings or common themes</li> <li>identifies how settings and characters are created using specific vocabulary that creates imagery</li> <li>identifies that the verbs used for dialogue tell us how a character is feeling e.g. "I grabbed ...." or ... he shouted.</li> </ul>	<ul style="list-style-type: none"> <li>identifies the sequence of events e.g. answers questions such as 'Which event happened first? What happened before he fell over?'</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates empathy with characters looking at descriptions and actions</li> <li>identifies evidence of change as a result of events, for example in character behaviour</li> <li>recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself</li> <li>explains how the way a character speaks reflects their personality</li> <li>identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour</li> <li>evaluates simple persuasive devices e.g. says which posters in a shop or TV adverts would make them want to buy something, and why</li> <li>with support, justifies their views about what they have read</li> </ul>	<ul style="list-style-type: none"> <li>predicts with increasing accuracy during reading and then adapts prediction in the light of new information</li> <li>predicts some key events of a story based on the settings described in the story opening.</li> </ul>

**School Approach**

- High quality texts selected and used termly - see whole school reading overview and progression grid.
- Daily phonics session
- Guided reading session takes place in the morning every day - with pupils who are not working with the teacher or TA completing word, sentence and text related activities.
- Daily reading time to encourage independent reading and reading for pleasure.
- Regular individual reading to an adult- recorded in the child's Reading Records. All children heard read by an adult at least 2 x per week
- Quality class reader book to encourage listening and comprehension skills.
- Daily shared reading sessions as part of English lesson.
- Reading texts/books across the curriculum - e.g. RE and history
- Hearing and discussing stories as part of daily worship
- Daily reading at home encouraged and promoted - children reading to an adult and adults reading to children.
- Recommended book list on school website.

	Vocabulary	Retrieving	Summarising	Inferring	Predicting
Year 3	<ul style="list-style-type: none"> <li>identifies new vocabulary and sentence structure and discusses to develop understanding</li> <li>identifies and understands meanings of a wide range of conjunctions used to link events together</li> <li>identifies a range of standard words/phrases used at various stages of a narrative e.g. <i>introduction, build up etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>refers back to the text for evidence when explaining</li> <li>extracts information from tables and charts</li> <li>recognises some different forms of poetry</li> <li>retrieves information from text where there is competing (distracting) information</li> <li>uses contents pages and indexes to locate, retrieve and record information from non-fiction texts</li> <li>recognises different narrative genres</li> <li>notices the difference between 1st and 3rd person accounts</li> <li>identifies the conventions of different types of writing e.g. <i>greetings in a letter/email, diary entries, numbers and headings in instructions</i></li> </ul>	<ul style="list-style-type: none"> <li>summarises main ideas from a text</li> <li>begins to identify themes across texts e.g. <i>friendship, good and evil, bullying</i></li> </ul>	<ul style="list-style-type: none"> <li>suggests reasons for actions and events</li> <li>infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story</li> <li>identifies with characters and makes links with own experiences when making judgements about the characters' actions</li> <li>justifies their views about what they have read</li> <li>identifies how settings are used to create atmosphere e.g. <i>what words/phrases in this description indicate that bad things might be about to happen in this place?</i></li> <li>identifies evidence of relationship between characters based on dialogue and behaviour</li> <li>analyses the use of language to set scenes, build tension or create suspense</li> <li>explains how words/phrases in the description are linked to create suspense</li> <li>explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, <i>'what other words/phrases in this passage tell us that he is a sinister character?'</i></li> </ul>	<ul style="list-style-type: none"> <li>predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct</li> </ul>

**School Approach**

- High quality texts selected and used termly - see whole school reading overview and progression grid.
- Daily phonics session for targeted children.
- Guided reading session takes place in the morning every day - with pupils who are not working with the teacher or TA completing word, sentence and text related activities.
- Daily reading time to encourage independent reading and reading for pleasure.
- Regular individual reading to an adult- recorded in the child's Reading Records. All children heard read by an adult at least 3 x per week
- Comprehension tasks sent home for homework during each term.
- Quality class reader book to encourage listening and comprehension skills.
- Daily shared reading sessions as part of English lesson.
- Reading texts/books across the curriculum - e.g. RE and history
- Hearing and discussing stories as part of daily worship
- Daily reading at home encouraged and promoted - children reading to an adult and adults reading to children.
- Recommended book list on school website.

	Vocabulary	Retrieving	Summarising	Inferring	Predicting
Year 4	<ul style="list-style-type: none"> <li>notes examples of descriptive language and explains the mood or atmosphere they create</li> <li>notices key words and phrases used to convey passing of time to introduce paragraphs or chapters</li> <li>identifies how specific words and phrases link sections, paragraphs and chapters</li> <li>identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. <i>They slipped into the room unnoticed</i></li> </ul>	<ul style="list-style-type: none"> <li>recognises the introduction, build-up, climax or conflict and resolution in narrative</li> <li>retrieves information from text where there is competing (distracting) information</li> <li>identifies a wide range of poetic forms, e.g. <i>cinquain, haiku, calligram, kenning</i></li> <li>identifies key words and phrases as evidence when making a point</li> <li>identifies the structure and features of a range of non-fiction, narrative and poetry texts</li> <li>analyses how structural and presentational features contribute to purpose in a range of texts</li> <li>identifies events that are presented in more detail and those that are skimmed over</li> <li>identifies underlying themes in a range of narrative texts e.g. <i>courage over adversity, loss etc.</i></li> <li>identifies the way descriptive language and small details are used to build an impression of an unfamiliar place</li> <li>identifies figurative and expressive language that builds a fuller picture of a character.</li> </ul>	<ul style="list-style-type: none"> <li>explains and justifies an opinion on the resolution of an issue/whole narrative</li> <li>summarises the main ideas of a non-fiction text</li> </ul>	<ul style="list-style-type: none"> <li>identifies techniques used by the author to persuade the reader to feel sympathy or dislike</li> <li>justifies opinions of particular characters</li> <li>distinguishes between fact and opinion</li> <li>makes deductions about the motives and feelings that might lay behind characters' words</li> <li>summarises the way that the setting affects characters' appearance, actions and relationships e.g. <i>'The children in The Lion, The Witch and The Wardrobe are family and speak and act differently to the class mates in The Angel of Nitshill Road'</i></li> <li>comments on the way key characters respond to a problem</li> <li>makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected</li> <li>explores alternative outcomes to an issue</li> <li>analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives</li> <li>evaluates texts for their appeal for the intended audience</li> </ul>	<ul style="list-style-type: none"> <li>predicts on the basis of mood or atmosphere how a character will behave in a particular setting</li> </ul>

**School Approach**

- High quality texts selected and used termly - see whole school reading overview and progression grid.
- Additional targeted support for individual/small groups of children.
- Guided reading session takes place in the morning every day - with pupils who are not working with the teacher or TA completing word, sentence and text related activities.
- Daily reading time to encourage independent reading and reading for pleasure.
- Regular individual reading to an adult- recorded in the child's Reading Records. All children heard read by an adult at least 3 x per week
- Comprehension tasks sent home for homework during each term.
- Quality class reader book to encourage listening and comprehension skills.
- Daily shared reading sessions as part of English lesson.
- Reading texts/books across the curriculum - e.g. RE and history
- Hearing and discussing stories as part of daily worship
- Daily reading at home encouraged and promoted - children reading to an adult and adults reading to children.
- Recommended book list on school website.

	Vocabulary	Retrieving	Summarising	Inferring	Predicting
Year 5	<ul style="list-style-type: none"> <li>uses a range of strategies to identify the meaning of new vocabulary</li> <li>identifies examples of effective description that evoke time or place commenting both on word and sentence choice</li> <li>notes words and phrases in pre twentieth century writing which have changed their meaning over time</li> </ul>	<ul style="list-style-type: none"> <li>comments on use of language using terminology including onomatopoeia, metaphor, personification</li> <li>notes how cohesion is achieved in different ways</li> <li>identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader</li> <li>retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</li> <li>identifies and compares underlying themes in a range of narrative texts e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout.</li> <li>identifies how an author varies pace by using direct or reported speech at different points in a story</li> <li>comments on how a character is built and presented, referring to dialogue, action and description</li> <li>retrieves, records and presents ideas from non-fiction in a different format e.g. retrieves information from a report to inform a persuasive text</li> <li>identifies precision in the use of technical terminology and considers the different reasons for why an author might use this e.g. for genuinely informative reasons, or to 'bamboozle' the reader</li> </ul>	<ul style="list-style-type: none"> <li>summarises main ideas from more than one text to support note taking</li> <li>analyses information from tables and charts and can incorporate this information into a summary of the whole text</li> </ul>	<ul style="list-style-type: none"> <li>provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text</li> <li>recognises that characters may have different perspectives in the story</li> <li>considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development</li> <li>explores in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text</li> <li>summarises ideas across paragraphs, identifying key details that support the main ideas</li> <li>identifies conventions across a range of non-fiction text types and forms e.g. <i>first person in autobiographies</i> and can identify where a common convention has been broken/breached/ignored! Offer reasons for why the author may have chosen to do this</li> <li>analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes</li> <li>identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context</li> <li>shows understanding through emphasis, intonation and volume when performing</li> </ul>	<ul style="list-style-type: none"> <li>identifies whether changes in characters met or challenged the reader's expectations</li> </ul>

**School Approach**

- High quality texts selected and used termly - see whole school reading overview and progression grid.
- Additional targeted support for individual/small groups of children e.g. Talisman intervention
- Guided reading session takes place in the morning every day - with pupils who are not working with the teacher or TA completing other reading related activities.
- Daily reading time to encourage independent reading and reading for pleasure.
- Regular individual reading to an adult- recorded in the child's Reading Records.
- Comprehension tasks sent home for homework during each term.
- Quality class reader book to encourage listening and comprehension skills.
- Daily shared reading sessions as part of English lesson.
- Reading texts/books across the curriculum - e.g. RE and history
- Hearing and discussing stories as part of daily worship
- Daily reading at home encouraged and promoted - children reading to an adult and adults reading to children.
- Recommended book list on school website.

	Vocabulary	Retrieving	Summarising	Inferring	Predicting
<b>Year 6</b>	<ul style="list-style-type: none"> <li>analyses, and explains the impact of, authors' techniques and use of language e.g. <i>expressive or figurative language, range of sentence structure, repetition etc</i></li> <li>notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs e.g. <i>where the author has avoided over-use of obvious adverbials/conjunctions such as 'on the other hand</i></li> </ul>	<ul style="list-style-type: none"> <li>retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</li> <li>recognises how the author of non-fiction texts expresses, sequences and links points</li> <li>explains how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence e.g. wider reading</li> <li>considers when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage</li> <li>identifies and analyses conventions across a range of non-fiction text types and forms looking at the differences in conventions within the same text type e.g. categorise sub-sets of persuasive texts into groups</li> </ul>	<ul style="list-style-type: none"> <li>summarises competing views</li> <li>analyses dialogue at certain points in a story and summarises its purpose e.g. <i>to explain plot, show character and relationships, convey mood or create humour</i></li> <li>discusses main ideas from a text within a group and summarises the discussion</li> </ul>	<ul style="list-style-type: none"> <li>draws reasoned conclusions from non-fiction texts which present differences of opinion</li> <li>analyses why and how scene changes are made and how they affect characters and events</li> <li>distinguishes between implicit and explicit points of view</li> <li>identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text</li> <li>provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres</li> <li>explains underlying themes across a range of poetry e.g. can form compilations of poems based on themes explaining choices for the grouping, and considering the order of the poems in the compilation.</li> <li>explains the intent of the author e.g. explains how the author has tried to manipulate the emotions/bias of the reader</li> <li>identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. <i>in parody</i></li> </ul>	<ul style="list-style-type: none"> <li>Build upon previous learning</li> </ul>

### School Approach

- High quality texts selected and used termly - see whole school reading overview and progression grid.
- Additional targeted support for individual/small groups of children e.g. Lexia intervention
- Daily reading time to encourage independent reading and reading for pleasure.
- Regular individual reading to an adult- recorded in the child's Reading Records.
- Regular comprehension teaching sessions within English sessions.
- Comprehension tasks sent home for homework during each term.
- Quality class reader book to encourage listening and comprehension skills.
- Daily shared reading sessions as part of English lesson.
- Reading texts/books across the curriculum - e.g. RE and history
- Hearing and discussing stories as part of daily worship
- Daily reading at home encouraged and promoted - children reading to an adult and adults reading to children.
- Recommended book list on school website

	<b>Analysing</b>	<b>Authorial Intent</b>	<b>Comparing</b>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• analyses and compares plot structure</li> <li>• recognises the move from general to specific detail</li> </ul>	<ul style="list-style-type: none"> <li>• evaluates effectiveness of texts in terms of function, form and language features</li> <li>• identifies how language structure and presentation (font size, bold, calligrams) contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• comments on the effect of scene changes <i>e.g. moving from a safe to a dangerous place to build tension</i></li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• analyses how the structure of non-fiction relates to its purpose <i>e.g. how the points in a persuasive speech lead you to the author's viewpoint</i></li> <li>• analyses how poetry is structured and its effect on the reader</li> <li>• exemplifies the move between generalisations and specific information</li> </ul>	<ul style="list-style-type: none"> <li>• understands how authors use a variety of sentence constructions <i>e.g. relative clauses to add detail</i></li> <li>• explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them</li> </ul>	<ul style="list-style-type: none"> <li>• comments on differences between what characters say and what they do</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• analyses the structure of more complex non-linear narratives (print and electronic texts that require choices to be made by the reader, creating multiple plots) <i>e.g. experimenting with the different paths that the reader can take through the text</i></li> <li>• analyses paragraph structures in similar texts noting and commenting on similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• recognises the style of different authors and recognises their intended audience</li> </ul>	<ul style="list-style-type: none"> <li>• identifies balanced or biased viewpoints and discuss texts which • explore more than one perspective on an issue</li> <li>• checks whether viewpoint changes in the story</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• justifies personal response to narratives with suitable expansion <i>e.g. whether it was believable, whether dilemmas were resolved satisfactorily</i></li> <li>• identifies how authors use a range of narrative structures <i>e.g. stories within stories, flashbacks</i> and can demonstrate understanding by re-telling/writing the narrative using a different structure</li> </ul>	<ul style="list-style-type: none"> <li>• justifies agreement or disagreement with narrator's point of view when evaluating a text</li> </ul>	<ul style="list-style-type: none"> <li>• explains how a personal response has altered at various points across a text as the narrative viewpoint changes <i>e.g. 'I didn't like this character at the beginning because .... but now I understand why ....'</i></li> </ul>

Reading behaviours and fluency			
Y 1	<ul style="list-style-type: none"> <li>• reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy</li> <li>• re-reads to self-correct if meaning is lost</li> <li>• asks questions to clarify</li> <li>• connects what they read or hear to their own experiences</li> <li>• knows the voice telling the story is called the narrator</li> </ul>	Y 4	<ul style="list-style-type: none"> <li>• listens to the opinions of others and adjusts own thinking/understanding where appropriate</li> <li>• expresses personal preferences regarding the work of significant authors/poets</li> <li>• explains similarities and differences with own experiences</li> </ul>
Y 2	<ul style="list-style-type: none"> <li>• self-corrects spontaneously and at the point of error</li> <li>• sustains silent reading most of the time</li> <li>• sustains interest in longer narratives e.g. a short chapter book</li> <li>• recognises the difference between description in fiction and non-fiction e.g. <i>in non-fiction description is generally used for precision rather than to create an emotional response.</i></li> </ul>	Y 5	<ul style="list-style-type: none"> <li>• refines questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking further</li> <li>• uses technical and other terms needed for discussing what they hear and read e.g. <i>metaphor, simile, analogy, imagery, style and effect</i></li> <li>• justifies personal response to particular texts and characters with evidence</li> </ul>
Y 3	<ul style="list-style-type: none"> <li>• asks increasingly informed questions to improve understanding of a text e.g. <i>'I wonder if this is like .... because (linking to other texts)', 'Perhaps he did that because (linking own experiences/that of other characters)'</i></li> <li>• comments on use of language using terminology including alliteration, rhythm, rhyme, simile</li> <li>• uses dictionaries independently to check meaning of new vocabulary</li> </ul>	Y 6	<ul style="list-style-type: none"> <li>• generates open questions to explore a range of possibilities and justifies responses in relation to the text</li> <li>• expresses and justifies personal preferences regarding significant authors/poets</li> </ul>

### Other school reading strategies/approaches

- Reading scheme continuously updated/restocked - has its own budget
- Class libraries restocked as often as possible - book fair money used for this purpose
- Reading dog for targeted children
- Reading adults encouraged in school to hear children read. We have a vast number of volunteers - retired school teachers, governors, parents, other retired people
- Reading for pleasure encouraged in different ways - World Book Day celebrations, whole school reading challenges, author visits, whole school English projects.
- Parental support reading booklets sent out and on our website
- Reading Rivers used by some classes