

Reading Golden Threads December 2023

**Please use Calibri Body 11 for any key headings**

Calibri 11 for all other

**‘Every child a reader by 7. All children will read fluently with confidence and enjoyment.’**

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| **Year EYFS**  **ELG**  **National Curriculum Statements – Reading Comprehension** | EYFS  Literacy  Comprehension’  • Demonstrate understanding of what has been  read to them by retelling stories and narratives  using their own words and recently introduced  vocabulary.  • Anticipate (where appropriate) key events  in stories.  • Use and understand recently introduced  vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.  Word Reading  • Say a sound for each letter in the alphabet and at  least 10 digraphs.  • Read words consistent with their phonic  knowledge by sound-blending.  • Read aloud simple sentences and books that are  consistent with their phonic knowledge | | | | | | |
| **Year 1 National Curriculum Statements – Reading Comprehension** | **YEAR 1 Develop pleasure in reading, motivation to read, vocabulary and understanding by:**  V5: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently E1: being encouraged to link what they read or hear read to their own experiences.  V3: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics V3: recognising and joining in with predictable phrases.  V3: learning to appreciate rhymes and poems, and to recite some by heart V1: discussing word meanings, linking new meanings to those already known.  **understand both the books they can already read accurately and fluently and those they listen to by:**  V4: drawing on what they already know or on background information and vocabulary provided by the teacher S1: checking that the text makes sense to them as they read and correcting inaccurate reading.  S3: discussing the significance of the title and events.  I1: making inferences based on what is being said and done.  P1: predicting what might happen based on what has been read so far participate in discussion about what is read to them, taking turns and listening to what others think.  E3: Clearly explain their understanding of what is read to them. | | | | | | |
| **Activities to support reading in year 1** | Model and demonstrate directionality and correct book handling.  Relate spoken words to written words in context.  Encourage children to act out parts of the story and retell the story in their own words.  Transcribe the children’s oral responses into written ones.  Jump in-Encourage children to continue the story to the end of the punctuation in a known story.  Choral response,  Encourage children to read as a group or popcorn ideas to share.  MTYT (My turn, your turn) Allow children to discuss in partners or read together. | | | | | | |
| **Year 2 National Curriculum Statements – Reading Comprehension** | **YEAR 2 Develop pleasure in reading, motivation to read, vocabulary and understanding by:**  V1: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently  S1: discussing the sequence of events in books and how items of information are related  S2: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales E1/3: being introduced to non-fiction books that are structured in different ways  V3: recognising simple recurring literary language in stories and poetry  V1: discussing and clarifying the meanings of words, linking new meanings to known vocabulary V2: discussing their favourite words and phrases  S2: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear  **Understand both the books that they can already read accurately and fluently and those that they listen to by:**  V2: drawing on what they already know or on background information and vocabulary provided by the teacher R1/5: checking that the text makes sense to them as they read and correcting inaccurate reading  I1/2: making inferences on the basis of what is being said and done R1/2: answering and asking questions  P1/2: predicting what might happen on the basis of what has been read so far  I3/R5: 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  E1: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | | | | | | |
| **Activities to support reading in year 2** | Relate spoken words to written words in context  Encourage children to retell parts of the story from memory  Transcribe the children’s oral responses into written ones and model structures for answering question Always ask the children to explain their responses to questions – How do you know?  Jump in – Encourage children to continue the story to the end of the punctuation in a known story  Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses when needed MTYT – Allow children to discuss in partners or read together  Ask children to become Reading Detectives and search for clues within texts Model reading strategies – re-reading for clarity and understanding | | | | | | |
| **Year 3 National Curriculum Statements – Reading Comprehension** | E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  E2: reading books that are structured in different ways and reading for a range of purposes V4: using dictionaries to check the meaning of words that they have read  E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  V2: discussing words and phrases that capture the reader’s interest and imagination  E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]  V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context  I3: asking questions to improve their understanding of a text  I2/3: drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied  S1: identifying main ideas drawn from more than one paragraph and summarising these R5: retrieve and record information from non-fiction  E1/2/3: 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 | | | | | | |
| **Activities to support reading in year 3** | Transcribe the children’s oral responses into written ones and model structures for answering question Always ask the children to explain their responses to questions – How do you know?  Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings Relate the text type back to the writing the children have completed  Model how to construct a summary of a text  Jump in – Encourage children to continue the story to the end of the punctuation in a known story  Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response MTYT – Allow children to discuss in partners or read together  Ask children to become Reading Detectives and search for clues within texts Model reading strategies – re-reading for clarity and understanding | | | | | | |
| **Year 4 National Curriculum Statements – Reading Comprehension** | E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  E2: reading books that are structured in different ways and reading for a range of purposes V4: using dictionaries to check the meaning of words that they have read  E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  V2: discussing words and phrases that capture the reader’s interest and imagination  E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]  V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context  I3: asking questions to improve their understanding of a text  I2/3: drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied  S1: identifying main ideas drawn from more than one paragraph and summarising these R5: retrieve and record information from non-fiction  E1/2/3: 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 | | | | | | |
| **Activities to support reading in year 4** | Transcribe the children’s oral responses into written ones and model structures for answering question Always ask the children to justify their responses to questions – How do you know?  Create comparison grids for different fiction and non-fiction texts Create semantic grids of texts to help to categorise key information Write information gained from the text into a different context  Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text Relate the text type back to the writing the children have completed  Model how to construct a summary of a text  Jump in – Encourage children to continue the story to the end of the punctuation in a known story  Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response MTYT – Allow children to discuss in partners or read together  Ask children to become Reading Detectives and search for clues within texts Model reading strategies – re-reading for clarity and understanding | | | | | | |
| **Year 5 National Curriculum Statements – Reading Comprehension** | **maintain positive attitudes to reading and understanding of what they read by:**  R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks S2: reading books that are structured in different ways and reading for a range of purposes  R3: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices  S3: identifying and discussing themes and conventions in and across a wide range of writing S2: learning a wider range of poetry by heart  E3: making comparisons within and across books  S2: 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 V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  I1/2: asking questions to improve their understanding  I1/2: drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied  S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas E6: identifying how language, structure and presentation contribute to meaning  V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader E5: distinguish between statements of fact and opinion  E8: retrieve, record and present information from non-fiction  S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ | | | | | | |
| **Activities to support reading in year 5** | Transcribe the children’s oral responses into written ones and model structures for answering question. Ensure that a full answer is modelled to the children (3 marks Qs) Always ask the children to justify their responses to questions – How do you know?  Create comparison grids for different fiction and non-fiction texts Create semantic grids of texts to help to categorise key information Write information gained from the  text into a different context Change part of the text from fiction to non-fiction and vice-versa.  Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text Relate the text type back to the writing the children have completed. Model how to construct a summary of a text  Jump in – Encourage children to continue the story to the end of the punctuation in a known story  Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response MTYT – Allow children to discuss in partners or read together  Ask children to become Reading Detectives and search for clues within text  Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc. | | | | | | |
| **Year 6 National Curriculum Statements – Reading Comprehension** | **maintain positive attitudes to reading and understanding of what they read by:**  R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks S2: reading books that are structured in different ways and reading for a range of purposes  R3: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices  S3: identifying and discussing themes and conventions in and across a wide range of writing S2: learning a wider range of poetry by heart  E3: making comparisons within and across books  S2: 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 V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  I1/2: asking questions to improve their understanding  I1/2: drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied  S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas E6: identifying how language, structure and presentation contribute to meaning  V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader E5: distinguish between statements of fact and opinion  E8: retrieve, record and present information from non-fiction  S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ | | | | | | |
| **Activities to support reading in year 6** | Transcribe the children’s oral responses into written ones and model structures for answering question. Ensure that a full answer is modelled to the children (3 marks Qs) Always ask the children to justify their responses to questions – How do you know?  Summarise each of the main characters and return and add to these as reading progresses. Create comparison grids for different fiction and non-fiction texts  Write information gained from the text into a different context Change part of the text from fiction to non-fiction and vice-versa.  Fully develop skimming and scanning techniques – fastest finger first – to find particular parts of the text Relate the text type back to the writing the children have completed  Model how to construct a summary of a paragraph, text, story.  Jump in – Encourage children to continue the story to the end of the punctuation in a known story  Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response MTYT – Allow children to discuss in partners or read together  Ask children to become Reading Detectives and search for clues within text  Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc. | | | | | | |
|  | EYFS ELG | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Vocabulary** | -learn some familiar story words, once upon a time etc  - join in repetitive phrases, ‘run run as fast as you can’ etc  -recall new words introduce in a story | -discussing word meanings, linking new meanings to those already known  -draw upon knowledge of vocabulary in order to understand the text  -join in with predictable phrases  -use vocabulary given by the teacher  -discuss his/her favourite words and phrases | •discussing and clarifying the meanings of words; link new meanings to known vocabulary  •discussing their favourite words and phrases  •recognise some recurring language in stories and poems | •use dictionaries to check the meaning of words that they have read  •discuss words that capture the readers interest or imagination  •identify how language choices help build meaning  •find the meaning of new words using substitution within a sentence. | •using dictionaries to check the meaning of words that they have read  •use a thesaurus to find synonyms  •discuss why words have been chosen and the effect these have on the reader  •explain how words can capture the interest of the reader  •discuss new and unusual vocabulary and clarify the meaning of these  •find the meaning of new words using the context of the sentence. | •explore the meaning of words in context, confidently using a dictionary  •discuss how the author’s choice of language impacts the reader  •evaluate the authors use of language  •investigate alternative word choices that could be made  •begin to look at the use of figurative language  •use a thesaurus to find synonyms for a larger variety of words  •re-write passages using alternative word choices  •read around the word’ and \*explore its meaning in the broader context of a section or paragraph. | •evaluate how the authors’ use of language impacts upon the reader  •find examples of figurative language and how this impacts the reader and contributes to meaning or mood.  •discuss how presentation and structure contribute to meaning.  •explore the meaning of words in context by ‘reading around the word’ and independently explore its meaning in the broader context of a section or paragraph. |
| **Suggested question stems** | -which word describes a character?  -what does…mean? | -What does the word…mean in this sentence?  Find and copy a word which means …  -Which word in do you think is the most important? Why?  -Which of the words best describes the character or setting?  -Which word in this part do you think is the most important?  -Why do you think they repeat this word in the story? | •Can you find a noun/adjective/verb that tells/shows you that...?  •Why do you think that the author used the word... to describe...?  •Which other word on this page means the same as...?  •Find an adjective in the text which describes...  •Which word do you think is most important in this section? Why?  •Which word best describes…? | •What does this word/phrase/sentence tell you about the character/setting/mood?  •Can you find this word in the dictionary?  •By writing in this way, what effect has the author created?  •What other words/phrases could the author have used here?  •How has the author made you feel by writing...?  •Which word tells you that…?  •Find and highlight the word that is closest in meaning to…? | •Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus?  •What does this word/phrase/sentence tell you about the character/setting/mood?  •By writing..., what effect has the author created?  •Do you think they intended to?  •What other words/phrases could the author have used here? Why? How has the author…?  •Which word is closest in meaning to…? What other words could we use? | •Can you quickly find…in the dictionary and thesaurus?  •What does this word/phrase/sentence tell you about the character/setting/mood?  •By writing..., what effect has the author created? Do you think they intended to?  •What other words/phrases could the author have used here? Why?  •How has the author made you/this character feel by writing...? Why?  •Find and highlight the word which is closest in meaning to …  •Find a word which demonstrates…  •Can you rewrite this in the style of the author using your own words?  •How have simile and metaphor been used here to enhance the text? | •What does this word/phrase/sentence tell you about the character/setting/mood?  •By writing..., what effect has the author created? Do you think they intended to?  •Can you find examples of simile, metaphor, hyperbole or personification in the text?  •Why has the text been organised in this way? Would you have done it differently?  •What other words/phrases could the author have used here? Why? How has  the author made you/this character feel by writing...? Why? |
|  | EYFS ELG | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Inference** | -decide how a character is feeling | -children make basic inferences about characters’ feelings by using what they say as evidence.  -infer basic points with direct reference to the pictures and words in the text  -discuss the significance of the title and events  -demonstrate simple inference from the text based on what is said and done | •make simple inferences about characters’ feelings using what they say and do.  •infer basic points and begin, with support, to pick up on subtler references.  •answering and asking questions and modifying answers as the story progresses  •use pictures or words to make inferences | •children can quickly infer characters’ feelings, thoughts and motives from their stated actions.  •justify inferences by referencing a specific point in the text.  •ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.  •make inferences about actions or events | •ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives (I know this because questions)  •infer characters’ feelings, thoughts and motives from their stated actions.  •consolidate the skill of justifying them using a specific reference point in the text  •use more than one piece of evidence to justify their answer | begin draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with some evidence.  •make inferences about actions, feelings, events or states  •use figurative language to infer meaning  •give one or two pieces of evidence to support the point they are making.  •begin to draw evidence from more than one place across a text. | •confidently drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text.  •discuss how characters change and develop through texts by drawing inferences based on indirect clues.  •make inferences about events, feelings, states backing these up with evidence.  •infer characters’ feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can confidently draw evidence from different places across the text. |
| **Suggested question stems** | -How does feel?  -How do we know? | -What do you think means?  -Why do you think that?  -How do you think it?  -When, do you think?  -Where, do you think?  -How does… make you feel?  -Why, did happen? | •What do you think means?  •Why do you think that?  •Why do you think … happened?  •How do you think?  •When do you think?  Where do you think?  •How has the author made us think that ? | •What do you this means?  •Why do you think that?  •Why do you think ?  •How do you think ?  •Can you explain why?  •What do these words mean and why do you think that the author chose them?  •Find and copy a group of words which show…?  •How does the description of … show that they are…?  •Who is telling the story?  •Why has the character done this at this time? | •What do you think this means? Why do you think that? What evidence is there that?  •I think ; do you agree? Why / why not?  •How do you think ?  •  Can you explain why?  •Can you explain why based on two different pieces of evidence?  •What do these words mean and why do you think that the author chose them?  •Find and copy a group of words which show that…  •What impression of …do you get from this paragraph? | •What do you think… means? Why do you think that? Could it be anything else?  •I think ; do you agree? Why/why not?  •Why do you think the author? decided to ?  •Can you explain why ? Can you give me evidence from somewhere else in the  text?  •What do these words mean and why do you think that the author chose them?  •How does the author make you feel?  •What impression do you get from these paragraphs? | •What do you think… means? Why do you think that? Could it be anything else? What is your evidence for that?  •I think ; do you agree? Why/why not?  •Why do you think the author decided to ? What justification do you have for this?  •Can you explain why ? What evidence?  •What do these words mean and why do you think that the author chose them? Are there other words in the text  •How do other people’s descriptions of …show that…?  •Where else in the text can we find the answer to this question? |
|  | EYFS ELG | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Predictions** | - Anticipate key events in a story  predict what might happen next in an unfamiliar story based on what they know from other predictable stories. | •begin make simple predictions of what might happen next on the basis of what has been read so far in terms of story, character and plot  •make simple predictions based on the story and on their own life experience.  •begin to explain these ideas verbally or though pictures. | -continue to make sensible predictions based on what has been read so far, in terms of plot, character and language.  -make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them  -explain ideas based on text language | •begin to justify predictions using evidence from the text.  •use relevant prior knowledge to make predictions and justify them.  •use details from the text to form further predictions. | •justify predictions using evidence from the text.  •use relevant prior knowledge as well as details from the text to form predictions and to justify them.  •monitor these predictions and compare them with the text as they read on | •predicting what might happen from details stated and implied  •support predictions with relevant evidence from the text.  •confirm and modify predictions as they read on. | •with increasing confidence predict what might happen from details stated and implied  •find and use supporting evidence predictions by using relevant evidence from the text  •confirm and modify predictions in light of new information. |
| **Suggested question stems for whole class reading** | -What is this book about?  -What might happen next? | •Looking at the cover and the title, what do you think this book is about?  •Where do you think will go next?  •What do you think will say / do next?  •What do you think this book will be about? Why?  •How do you think that this will end?  •Who do you think has done it?  •What might say about that?  •Can you draw what might happen next? | •Where do you think will go next?  •What do you think will say/do next?  •What do you think this book will be about? Why?  •How do you think that this will end? What makes you say that?  •Who do you think has done it?  •What might say about that?  •How does the choice of character affect what will happen next? | •Can you think of another story with a similar theme?  •Which stories have openings like this?  •Do you think that this story will develop the same way?  •Why did the author choose this setting? Will that influence the story?  •What happened before this and what do you think will happen after?  •Do you think the setting will have an impact on plot moving forward? | •Can you think of another text with a similar theme? How do their plots differ?  •Which other stories have openings like this? Do you think that this story will develop the same way?  •Why did the author choose this setting? Will that influence the story?  •What does this paragraph suggest what will happen next?  •Do you think … will happen? Explain your answers with evidence from the text. | •Can you think of some other stories with similar themes? How do their plots differ/ are the same?  •Which stories have openings like this? Do you think that this story will develop the same way? Why?  •Why did the author choose this setting? Will that influence the story?  -What does this paragraph/chapter suggest will happen next? | •What other stories with a similar theme can you recall quickly? How are their plots similar or do their plots differ?  •What other stories have openings like this? Do you think that this story will develop the same way as any of these?  •Why did the author choose this setting? Will that influence the story?  -What evidence does the chapter suggest will happen next? |
|  | EYFS ELG | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Explaining** | -say if they like a story  -explain which is the good or bad character in a story  -explain what has happened in the story | •give an opinion including likes and dislikes (not nc objective).  •link what they read or hear to their own experiences  •explain clearly their understanding of what has been read to them  •express views about events or characters | •explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves  •express my own views about a book or poem  •discuss some similarities between books  •listen to the opinion of others | •discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books  •begin to identifying how some language, structure, and presentation contribute to meaning of both fiction and non-fiction texts  •begin to recognise authorial choices for words, context, setting etc and the purpose of these | •discussing words and phrases that capture the reader’s interest and imagination  •identifying how language, structure, and presentation contribute to meaning  •recognise authorial choices and the purpose of words chosen | •provide simple justification for own views  •recommend books for peers in detail  •give simple reasons for authorial choices with some evidence from the text  •begin to challenge points of views  •begin to distinguish between fact and opinion  •begin to identify how language, structure and presentation contribute to meaning  • begin to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  •begin to explain and discuss understanding of what has been read, including through presentations and debates. | •provide increasingly reasoned justification for own views  •recommend books for peers giving detail and reasons for choices  •give increasingly sophisticated reasons for authorial choices  •with increasing confidence challenge points of view about a text  •with increasing confidence distinguish between fact and opinion, explain how they know  •confidently identify how language, structure and presentation contribute to meaning  •confidently discuss and evaluate how authors use language, including figurative language, considering the impact on the reader-explain this confidently  •confidently explain and discuss understanding of what has been read, including through formal presentations and debates.  •distinguish between fact, opinion and bias explaining how they know this. |
| **Suggested question stems for whole class reading** | -What did you like about this story?  -Which is the good character? How do we know? | •Is there anything you would change about this story?  •What do you like about this text?  •Who is your favourite character? Why? | •What is similar/different about two characters?  •Explain why... did that..  •Is this as good as...?  •Which is better and why?  •Does the picture help us? How?  •What would you do if you were...?  •Would you like to live in this setting? Why?  •Is there anything you would change about this story?  •Do you agree with the author’s…? Why? | •What is similar/different about two characters?  •Explain why... did that.  •Simply describe different characters’ reactions to the same event.  •Is this as good as...?  •Which is better and why?  •Why do you think they chose to order the text in this way?  •What is the purpose of this text and who do you think it was written for?  •What is the author’s viewpoint? How do you know?  •How are these two sections in the text linked? | •What is similar/different about two characters? Did the author intend that?  •Explain, with simple evidence, why... did that.  •Describe different characters’ reactions to the same event with some details.  •Is this as good as...? Give simple explanations why you think this.  •Which is better and why? Explain  •What can you tell me about how this text is organised?  •Why is the text arranged in this way?  •What is the purpose of this text and who is the audience?  •How does the author engage the reader here?  •Which section was the most …? Why? | •What is similar/  different about two characters? Did the author intend that, -how do you know?  •Explain why... did that, using evidence from the text.  •Describe, with some detail and evidence, different characters’ reactions to the same event. -Can you compare their reactions?  •Does this story have a moral?  •Which is better and why?  •How is the text organised and what impact does this have on you as a reader?  •Why has the text been written this way?  •How can you tell whether it is fact and opinion?  •How is this text similar to the writing we have been doing?  •How does the author engage the audience? | •What is similar /different about two characters? Did the author intend that? What evidence is there for this?  •Explain, with increasing detail, why... did that.  •Describe with detailed evidence, different characters’ reactions to the same event.  •Does this story have a moral? What is it? How do you know?  •Which is better and why?  •Can you identify where the author has shown bias towards a particular character?  •Is it fact or is it opinion? How do you know? Do you agree?  •How does the author make you feel at this point in the story? Why did they do that?  •Can you explain it in a different way? |
|  | EYFS ELG | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Retrieval** | -what happened at this part of the story?  -What did …character do? Say?  Is it a story, or facts? Made up or real? | •answer a question about what has just happened in a story.  •develop their knowledge of retrieval through images.  •recognize characters, events, titles and information.  •recognize differences between fiction and non-fiction texts.  •retrieve information by finding a few key words.  •Contribute ideas and thoughts in discussion | •independently read and answer simple questions about what they have just read.  •asking and answering retrieval questions  •draw on previously taught knowledge  •remember significant event and key information about the text that they have read  •Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read | •use contents page and subheadings to locate information  •learn the skill of ‘skim and scan’ to retrieve details.  •begin to use quotations from the text.  •retrieve and record information from a fiction text.  •retrieve information from a non-fiction text | •confidently skim and scan texts to record details,  •using relevant quotes to support their answers to questions.  •retrieve and record information from a fiction or non-fiction text. | •confidently skim and scan, and also use the skill of reading before and after to retrieve information.  •use evidence from across larger sections of text  •read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.  •retrieve, record and present information from non-fiction texts.  •ask my own questions and follow a line of enquiry. | •Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. \*They use evidence from across whole chapters or texts  •Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.  •Retrieve, record and present information from a wide variety of non-fiction texts.  •Ask my own questions and follow a line of enquiry. |
| **Suggested question stems for whole class reading** | •Who is your favourite character?  •Why do you think all the main characters are … in this book? | •Who is your favourite character?  •Why do you think all the main characters are … in this book?  •Would you like to live in this setting? Why/why not?  •Who is/are the main character(s)?  •When/where is this story set?  •Which is your favourite/worst/ funniest/scariest part of the story?  •Is this a fiction or a non-fiction book? How do you know? | •Who is/are the main character(s)?  •When/where is this story set? How do you know?  •Which is your favourite/worst/funniest/ scariest part of the story? Why?  •Tell me three facts you have learned from the text.  •Find the part where...  •What type of text is this?  •What happened to … in the end of the story? | •Who are the characters in this text?  •When / where is this story set? How do you know?  •Which part of the story best describes the setting?  •What do you think is happening here?  •What might this mean?  •How might I find the information quickly?  •What can I use to help me navigate this book?  •How would you describe the story?  •Whose perspective is the story told from? | •Find the... in this text. Is it anywhere else?  •When/where is this story set? How do you know?  •Find the part of the story that best describes the setting.  •What do you think is happening here? Why?  •What might this mean?  •Whose perspective is the story told by and how do you know?  •How can you use the subheading to help you here? | •Find the... in this text. Is it anywhere else?  •When/where is this story set? Find evidence in the text.  •Find the part of the story that best describes the setting.  •What do you think is happening here? Why?  •Who is telling this story?  •Can you skim/scan quickly to find the answer? | •Find the... in this text. Is it anywhere else?  •Can you skim the next… and find me the answer to…?  •When/where is this story set? Find evidence in the text.  •Find the part of the story that best describes the setting.  •What do you think is happening here? Why?  •Who is telling this story?  •What genre is…?  •Can you look at these other texts and find me what is similar and what is different? |
| **Sequence or summarise** | -retell a story in the right order  -identify beginning , middle and end of a story | •retell familiar stories orally e.g fairy stories and traditional tales  •sequence the events of a story they are familiar with  •begin to discuss how events are linked | •discuss the sequence of events in books and how items of information are related.  •retell using a wider variety of story language.  •order events from the text.  •begin to discuss how events are linked focusing on the main content of the story. | •identifying main ideas drawn from a key paragraph or page and summarising these  •begin to distinguish between the important and less important information in a text.  •give a brief verbal summary of a story.  •teachers begin to model how to record summary writing.  •identify themes from a wide range of books  •make simple notes from one source of writing | •use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.  •identifying main ideas drawn from more than one paragraph.  •identify themes from a wide range of books  •summarise whole paragraphs, chapters or texts  •highlight key information and record it in bullet points, diagrams, maps etc | •summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.  •make connections between information across the text and include this is an answer.  •discuss the themes or conventions from a chapter or text  •identify themes across a wide range of writing | •summarise information from across a text and link information by analyzing and evaluating ideas between sections of the text.  •summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas  •make comparisons across different books.  •summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs. |
| **Suggested question stems for whole class reading** | -What happens next?  - retell me the story?  What happened at the beginning? Middle? End? | •What happens in the beginning of the story?  •Can you number these events in the story?  •How/where does the story start?  •What happened at the end of the….?  •Can you retell the story to me in 20 words or less?  •What happened before that?  •Can you sequence the key moments in this story? | •What happens in the story’s opening?  •How/where does the story start?  •What happened at the end of the...? •  •What is the dilemma in this story?  •How is it resolved?  •Can you retell the story to me in 20 words or less?  •Can you summarise in 3 sentences the beginning, middle and end of this story? | •What is the main point in this paragraph?  •Sum up what has happened so far in X words or less.  •Which is the most important point in these paragraphs?  •Do any sections/paragraphs deal with the same themes?  •Have you noticed any similarities between this text and any others you have read?  •What do I need to jot down to remember what I have read? | •What is the main point in this paragraph? Is it mentioned anywhere else?  •Sum up what has happened so far in X words/seconds or less.  •Which is the most important point in these paragraphs? Why?  •Do any sections/paragraphs deal with the same themes?  •How might I record this to ensure the best possible outcome? | •What is the main point in this paragraph? Are there any links to the other parts of the story?  •Sum up what has happened so far in… 20/10 words/seconds or less.  •Which is the most important point in these paragraphs? Why?  •Do any sections/paragraphs deal with the same themes?  •Can you find a text with a similar theme? | • What is the main point of the text?  • Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else?  •with increasing accuracy, Sum up what has happened so far in… 20/10/5 words/seconds or less.  •Can you read the text and summarise what has happened in a synopsis?  •Which are the most important points in these paragraphs? Why? How do you know?  •Do any sections /paragraphs deal with the same themes? |