

# Greenholm Primary School

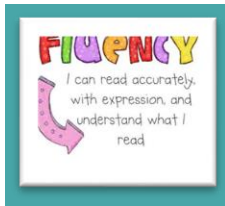
## Progression of Reading Skills



# Overview of Teaching of Reading Skills and Strategies

Ongoing and taught and rehearsed weekly throughout the year

\*Develop Positive Attitude towards reading



AUTUMN		SPRING		SUMMER TERM
<p>Use background knowledge</p>	<p>Predict or ask questions</p>	<p>Use inference</p>	<p>Spot VIP words</p>	<p>Revise all strategies taught so far. Teach how to identify which strategy and skills they need to use to answer a question/understand a text.</p>
<p>Visualise</p>	<p>Retrieve</p>	<p>Notice meaning breakdown... ...and repair it</p>	<p>...and put together to build meaning</p>	

**Developing Positive Attitudes  
to Reading/ Teaching Fluency  
and Vocabulary**

## Take pleasure in reading: Develop positive attitudes to reading and enjoy listening to books read to them

<b>Reception</b>	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding
<b>Year 1</b>	Select books for personal reading and give reasons for choices Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
<b>Year 2</b>	Read and listen to whole books, make choices for their personal reading
<b>Year 3</b>	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. Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
<b>Year 4</b>	
<b>Year 5</b>	Listen to texts read to them and sustain their reading of longer and more challenging texts Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes Increase 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
<b>Year 6</b>	
<p><b>This should include in all year groups...</b></p> <ul style="list-style-type: none"> <li>• Read regularly to children of all ages throughout the school</li> <li>• Talk about books regularly - share enthusiasms, new finds, interesting snippets</li> <li>• Ensure book corners are enticing and welcoming. Give children time to access them</li> <li>• Make sure non-fiction texts are not simply 'props' in cross curricular displays but are used to promote reading</li> <li>• Celebrate reading successes</li> <li>• Encourage independent reading and reading at home</li> </ul>	

## Read independently and in groups. Enjoy listening to books read to them

**In all year groups**

In all years Read independently and in groups. Enjoy listening to books read to them

### **This should include...**

- Provide time for children to select and read books both independently and in groups
- Read with children as part of guided reading
- Encouraging and monitoring children's independent reading at home, providing time in lessons to talk about their home reading
- Ensure children of all ages are read to regularly
- Using challenging texts that are read to the whole class to extend their knowledge of books and authors, beyond those that they might meet independently
- Share love for reading and book recommendations
- Use the school libraries frequently
- Ensure that a class book area remains an attractive, exciting place, change displays regularly, bring new books in, highlight available books to the class

## Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say

<b>Reception</b>	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding;
<b>Year 1</b>	Discuss why they like particular books or authors with others, giving reasons
<b>Year 2</b>	Listen to, discuss and express 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
<b>Year 3</b>	Discuss books they like and give reasons for choices
<b>Year 4</b>	Describe and review their own reading habits
<b>Year 5</b>	Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader
<b>Year 6</b>	Recommend books that they have read to their peers, giving reasons for their choices and referring to details and examples.  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
<p><b>This should include in all year groups...</b></p> <ul style="list-style-type: none"> <li>• Provide time for discussion about books; let children talk about books and make recommendations to each other</li> <li>• Make links between children's own experiences and the events and information they encounter in texts</li> <li>• Encourage children to link texts to others that they have read or heard</li> <li>• Encourage children to express and articulate personal opinions about texts</li> <li>• Make it clear that alternative interpretations and views about texts are acceptable, as long as disagreements don't become personal or argumentative</li> </ul>	

## Extend their range of reading

<b>Reception</b>	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
<b>Year 1</b>	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Select books to read and listen to Learn to appreciate poetry/rhymes and recite some by heart
<b>Year 2</b>	Make choices from a selection of texts to hear and to read themselves Listen to, discuss and express 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
<b>Year 3</b>	Develop their reading stamina as they read longer texts Read books that are structured in different ways and read for a range of purposes Use dictionaries to check the meaning of words that they have read Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
<b>Year 4</b>	Recognise some <a href="#">different forms of poetry</a>
<b>Year 5</b>	Plan personal reading goals which reflect their interests and extend their range
<b>Year 6</b>	Develop their reading stamina and read longer texts independently Learn a wider range of poetry by heart
<p><b>This should include in all year groups...</b></p> <p>Follow whole text/Author overview to ensure pupils have a broad range of reading experiences across the year/school</p> <p>Ensure pupils read and have access to a range of reading material as part of topic work in other curriculum subjects</p> <p>Provide children with choice of reading material</p> <p>Enable children to browse from a range of texts</p> <p>Suggest follow up texts to supplement class or personal reading/ make reading recommendations</p>	



# Fluency

<p><b>Reception</b></p>	<p>Say the correct phoneme for all graphemes up to phase 3 letters and sounds.          Read words consistent with their phonic knowledge by sound-blending words up to phase 4 letters and sounds.          Read aloud simple sentences and books that are consistent with their phonic knowledge.          Develop fluency and pace of reading by increasing the number of words they can read on sight with GPCs taught up to phase 4 Letters and Sounds.          Read all tricky words up to phase 4 letters and sounds on sight.</p>
<p><b>Year 1</b></p>	<p>Apply phonic knowledge and skills as the route to decode words          Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (Up to Phase 5 Letters and Sounds)          Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught          Read all year 1 common exception words and all tricky words up to phase 5 Letters and Sounds.          Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings          Read other words of more than one syllable that contain taught GPCs          Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)          Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words (Phase 5 Letters and Sounds)          Reread books to build up their fluency and confidence in word reading.</p>
<p><b>Year 2</b></p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent          Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes (Up to phase 6 Letters and Sounds)</p>



	<p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes (<i>See year 2 spelling appendix word list</i>)</p> <p>Read year 1 and 2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (<i>Gold/White Book Band</i>)</p> <p>Reread these books to build up their fluency and confidence in word reading</p>
<b>Year 3</b>	<p>Read books written at an age-appropriate level. (<i>Grey book band Y3/ Y4 dark blue</i>)</p>
<b>Year 4</b>	<p>Read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Y3 and 4 Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read all year 3 and 4 common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Prepare poems and play scripts to read aloud/ perform, showing understanding through intonation, tone, volume and action</p>
<b>Year 5</b>	<p>Read books age-appropriate level accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words, working out any unfamiliar words independently.</p>
<b>Year 6</b>	<p>Apply their growing knowledge of root words, prefixes and suffixes, as listed in <a href="#">English appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Read all year 5 and 6 common exception words.</p> <p>Ensure accurate reading of individual words, which might otherwise lead to a misunderstanding of a sentence or paragraph, effecting the whole comprehension of a text.</p> <p>Prepare 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</p>



## Direct teaching of vocabulary

### Reception

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Have a vocabulary rich learning environment with new vocabulary displayed and referred to.

### In all other year groups...

#### Identify from the shared text 4 words a week to be taught in the following way.

- Introduce word and practice pronunciation
- Clap syllables/ identify action to help remember word
- Use background knowledge - where have they heard that word before? KS2 - Should explore the etymology and morphology of the word (if appropriate)
- Give explicit definition (not dictionary definition 'it is something that... it is someone that...it describes...')
- Display an exemplar sentence and get children to orally use words in a sentence of their own
- Identify use of the word within the shared text
- Discuss word class (be clear how it being used but for KS2 explore further how word can be different classes)
- KS2 - Identify antonyms and synonyms for word (within context of shared text)

# **Skills and Strategies to Read for Understanding**

# Content Domains

To support teachers in preparing pupils for end of key stage assessments, the strategies have been linked to the content domains with examples of the types of questions they may encounter. Please use these question types to guide your planning, comprehension and reading journal activities.

## KS1

Content domain reference	
<b>1a</b>	draw on knowledge of vocabulary to understand texts
<b>1b</b>	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
<b>1c</b>	identify and explain the sequence of events in texts
<b>1d</b>	make inferences from the text
<b>1e</b>	predict what might happen on the basis of what has been read so far

## KS2

Content domain reference	
<b>2a</b>	give / explain the meaning of words in context
<b>2b</b>	retrieve and record information / identify key details from fiction and non-fiction
<b>2c</b>	summarise main ideas from more than one paragraph
<b>2d</b>	make inferences from the text / explain and justify inferences with evidence from the text
<b>2e</b>	predict what might happen from details stated and implied
<b>2f</b>	identify / explain how information / narrative content is related and contributes to meaning as a whole
<b>2g</b>	identify / explain how meaning is enhanced through choice of words and phrases
<b>2h</b>	make comparisons within the text



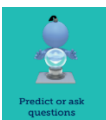
## Use background knowledge to support understanding

	<b>Reading Skills... (Linked to Content Domain 1a/2a, 1e/2e)</b>
<b>Reception</b>	Link what they read or hear to their own experiences or new vocabulary they have been taught.
<b>Year 1</b>	Link what they read or hear to their own experiences and new vocabulary taught. Think about and discuss what they know about events or topics prior to and in the moment of reading.
<b>Year 2</b>	Link the events or topic from a text to their own experience and/ or information they know. Recognise how books are similar to others they have read or heard.
<b>Year 3</b>	Link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts.
<b>Year 4</b>	Draw on knowledge of known vocabulary in the text to develop understanding.
<b>Year 5</b>	Use background knowledge or information about the topic or text type to establish expectations about a text.
<b>Year 6</b>	Compare what they actually read to those expectations. Make comparisons between a text and others they have read. Use knowledge of vocabulary and grammar to help make sense of a text.
<b>This should include in all year groups...</b> <ul style="list-style-type: none"><li>• Begin reading by discussing what is already known about a topic or event</li><li>• Encourage children to make links between their reading and their own experience</li><li>• Consider what is known or might be expected from other, similar texts</li><li>• Use prior knowledge to inform predictions and speculations about a text, (but be prepared to modify these in the light of what you actually read)</li><li>• When reading non-fiction texts, discussing prior knowledge should lead easily into identifying questions that the group need answering. Use KWL grids to collect what is known.</li><li>• Expect children to discuss how their prior knowledge was useful, or not, as they read through the text</li><li>• In KS2, encourage pupils to use prior knowledge of vocabulary and grammatical features to help develop their understanding.</li></ul>	



## Visualising their understanding of what they have read

	<b>Reading Skills... (Linked to Content Domain 1b,d/2b,d)</b>
<b>Reception</b>	Visualise what they have been reading, e.g. through drawing or acting out.
<b>Year 1</b>	Visualise what they have been reading, e.g. through drawing or acting out.
<b>Year 2</b>	Use illustrations and simple formats such as flow charts or diagrams to re-present and explain a process or a series of events in a text focusing on what key words and phrases tell them.
<b>Year 3</b>	Visualise the information they have read about, e.g. by mapping, illustrating, representing information graphically, and acting out.
<b>Year 4</b>	Use information/evidence from the text to justify their visual representations.
<b>Year 5</b>	Present information from a text graphically.
<b>Year 6</b>	Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself. Develop an active attitude towards reading: seeking answers, empathising with characters and imagining events that are described.
<b>This should include in all year groups...</b> <ul style="list-style-type: none"><li>• Talk to children about 'picturing' scenes and events in their minds as they read</li><li>• Encourage children to compare their ideas about a character or event with/ without illustrations in a text</li><li>• Use information in a text as the basis for a drawing, illustration, diagram or graphic. Add labels, using direct quotation or paraphrasing from the text</li><li>• Use a story-board to re-interpret the information contained in a text</li><li>• Act out and freeze frame scenes from a text.</li><li>• Follow up children's illustrations by asking them to locate evidence in the text to explain and justify what they have done</li><li>• Use illustration/ graphic visualisation to support retrieval (e.g. map making) and inference (an emotions map)</li></ul>	



## Make predictions/ Ask Questions

	Reading Skills... (Linked to Content Domain 1e/2e)
<b>Reception</b>	<p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate - where appropriate - key events in stories.</p>
<b>Year 1</b>	<p>Predict what might happen from what has been read so far</p> <p>Ask questions to understand what has happened in stories they have read or that has been read to them.</p>
<b>Year 2</b>	<p>Use immediate clues about what has been said and done in a text to make predictions about what is going to happen or what they will find out from reading.</p> <p>Ask questions about a text to support and develop their understanding. (Questions the text raises or questions they want to find the answer to in a text)</p>
<b>Year 3</b>	<p>Make predictions about a text based on prior knowledge of the topic, event or type of text.</p> <p>Predict what might happen from details stated and implied within a text.</p>
<b>Year 4</b>	<p>Modify predictions as they read on.</p> <p>Identify elements of a text which they do not understand and ask questions about it to help inform their predictions.</p>
<b>Year 5</b>	<p>Make regular and plausible predictions as they read, modifying their ideas as they read the next part of the text</p>
<b>Year 6</b>	<p>explaining why they needed to modify them</p> <p>Predict what might happen from details stated and implied</p> <p>Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.</p> <p>Provide reasoned justifications for their views</p>
<p><b>This should include...</b></p> <p><b>Make Predictions</b></p> <ul style="list-style-type: none"> <li>• Stop regularly as you read a text to enable children to think about what they've just read and to make predictions.</li> </ul>	

- Give children the opportunity to modify their predictions in the light of events or new information Ensure predictions are based on prior experience, knowledge of the type of text and what has been read immediately before.
- Encourage children to recognise and use all these potential sources of information.
- Emphasise the plausibility of predictions rather than expect them to be correct
- When reading non-fiction, make use of immediate clues (sub headings etc.) to support predictions
- Enable children to review their predictions - why their idea is no longer appropriate or current, why they are no longer interested in that aspect of the text etc. - so that they get used to reviewing their own reading and identifying where texts have changed direction
- Model the language of predictions
- Show children that good predictions are based on text clues, e.g. titles, opening sentences etc., and not just pulled from the reader's unconscious. They are 'grounded speculations'.

#### **Ask Questions**

- Ask retrieval/ inference questions before reading a section of text - in that way children read the text with the question in mind.
- Model and get children to identify 'in the moment' questions, so that children begin to recognise the types of literal retrieval questions and to know how asking questions can help them gain a better understanding of a text.
- Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described.

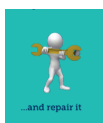




## Infer/ Think like a detective/ Applying other reading strategies in order to make inference (Def of inference)

	Reading Skills... (Linked to Content Domain 1d/2d)
<b>Reception</b>	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding.
<b>Year 1</b>	Making inferences from the text based on what is said and done in the book. E.g. Speculate about characters from what they say and do. Discuss what is suggested about a character from the way or how he/ she speaks.
<b>Year 2</b>	Make inferences about characters and events from what has been said and done. Talk around a topic prior to reading E.g. What information do they think they will find out in the book?
<b>Year 3</b>	Understand how or what a character says or does impacts other characters or events described in the narrative. Make regular predictions and brief summaries as they read, thinking about the clues and hints they've picked up, as well as what is directly stated.
<b>Year 4</b>	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
<b>Year 5</b>	Link what they read to what they know (prior knowledge and experience), their knowledge of texts, and to what they have read in previous sections, to make inferences and deductions.
<b>Year 6</b>	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.
<b>This should include...</b> <ul style="list-style-type: none"> <li>• Encourage the language of speculation, but also the reference back to the text to check</li> <li>• Use drama activities to explore the difference between saying and meaning, e.g. thought tracking, role on the wall, and exploring the motivation behind action, e.g. hotseating, thought tracking</li> </ul>	

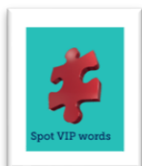
- Draw and label pictures which illustrate key moments in a text when a character is at a point of crisis
- Make emotions graphs/ maps to track characters' changing feelings at critical moments of the text
- Act out passages from a text, particularly passages with dialogue, trying out different expressions to interpret what characters are thinking and feeling
- Discuss what motivates characters to act as they do
- Present a very strong opinion about a character and ask children to find the evidence to either support the opinion or contradict it
- Focus on moments of crisis or change - what can we infer about what a character is thinking and feeling at this point. What are we basing our inferences on?
- Demonstrate to children how to take their ideas and inferences about a character and construct an extended answer to a comprehension question
- Ensure a repeated focus on skimming/ scanning/ close reading as these are an essential set of skills.
- Encourage children to reflect on which strategies they need to use to complete a particular reading task



## Notice breakdown in meaning and be able to repair it.

Reading Skills... (Linked to Content Domain 1a,b,d/ 2a,b,d,f,g)	
<b>Reception</b>	Recognise when something they have read doesn't make sense and be able to correct themselves.
<b>Year 1</b>	Listen to their own reading, and that of others, checking the text makes sense as they read and self-correct mistakes.
<b>Year 2</b>	Check that a text makes sense to them as they read, pausing to check their understanding and self-correcting inaccurate reading.
<b>Year 3</b>	Monitor their understanding of a text and take steps to retrieve the meaning if comprehension has been lost.
<b>Year 4</b>	Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read. Use dictionaries to check the meaning of words that they have read. Ask questions to improve their understanding.
<b>Year 5</b>	Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context
<b>Year 6</b>	Provide reasoned justifications for their views Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning Ensure accurate reading of individual words, which might otherwise lead to a misunderstanding of a sentence or paragraph, effecting the whole comprehension of a text.
<p><b>This should include...</b></p> <ul style="list-style-type: none"> <li>• Good readers make a 'sense check' at regular intervals. They expect a text to make sense and check their understanding throughout, stopping and taking action when they have lost comprehension. This is an important strategy to teach all children. We should be encouraging children to identify where they have lost the sense and to know what to do when they have done so.</li> <li>• Model how to read texts in short sections so that children learn to stop and check their understanding</li> <li>• Identify elements in a short passage which they don't understand and take action to improve their understanding</li> </ul>	

- Slow reading down - building in a pause when reading with a group so that children have the opportunity to discuss a meaning which they are finding difficult to grasp.
- Model putting a text's meaning into your own words and expect readers to do the same
- Discuss 'fix it' strategies to deal with misunderstandings - asking questions, clarifying word meanings etc.
- Underline how important it is to understand and not simply 'read through' aspects of a text which you are unsure about



## Identifying, understanding and explaining the meaning of important words (and phrases) in a text

	<b>Reading Skills... (Linked to Content Domain 1e,d / 2e,d,g)</b>
<b>Reception</b>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>
<b>Year 1</b>	<p>Discussing word meanings and linking new meanings to words already known.</p> <p>Recognising and joining in with predictable phrases</p>
<b>Year 2</b>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Discuss their favourite words and phrases giving reasons for their views and opinions</p>
<b>Year 3</b>	<p>Identify how language structure and presentation contribute to meaning.</p> <p>Discuss words and phrases that capture the reader's interest and imagination, explaining the author's intent and how they contribute towards meaning.</p>
<b>Year 4</b>	
<b>Year 5</b>	<p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Use technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.</p> <p>Provide reasoned justifications for their view</p>
<b>Year 6</b>	
<p><b>This should include...</b></p> <ul style="list-style-type: none"> <li>Getting pupils to identify what they think are important words and phrases in a text justifying their views linked to content, characters or events.</li> </ul>	

- Model using 'think aloud' strategies how to work out the meaning of unknown words using context, grammatical and etymological clues.

In whole class and guided work model the following using 'Think Aloud' teaching strategy...

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By using this word, what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe .... What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel? Why do you think they choose these words and phrases? What is their intent?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc? Can you find those words?
- Which words and /or phrases make you think/feel...?



## Retrieving and recording information from the text and identifying key details

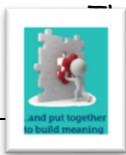
	<b>Reading Skills... (Linked to Content Domain 1b,c/2b,c)</b>
<b>Reception</b>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>
<b>Year 1</b>	Explaining clearly their understanding of what is read to them.
<b>Year 2</b>	<p>Explaining clearly their understanding of what is read to them.</p> <p>Answer questions about a text by picking out key words and phrases to support their answers</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Read and pick out information in non-fiction books that are structured in different ways</p>
<b>Year 3</b>	Identify the main ideas drawn from more than one paragraph and summarise these.
<b>Year 4</b>	Retrieve, record and present information from non-fiction texts.
<b>Year 5</b>	<p>Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>Summarise their current understanding at regular intervals when reading an extended text.</p>
<b>Year 6</b>	<p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>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</p> <p>Know how to gain a rapid overview of a text, e.g. by skimming and scanning, and how and when to read slowly and carefully.</p> <p>Know how to pick out and use quotes to support views about a text.</p>

## **This should include...**

- Ensure the foundation skills are in place for retrieval - model what retrieval questions are and how you go about answering them e.g. Pick out the word/ phrase...
- Look at the difference and model identifying relevant and irrelevant information when answering retrieval questions about a text.
- Use graphic organisers to help children make connections
- Teach skill of skimming and scanning
- Model using activate prior world/cultural knowledge to help identify where key words and information may be in a text.
- Develop understand of how different texts work to rapidly locate information
- Give pupils a range of cross curricular purposes for retrieving and recording information presented in different ways.
- Model how to use quotes from the text to support and justify views points and answer questions about a text.



<b>Reading Skills... (Linked to Content Domain 1b/ 2b,c,f,h)</b>	
<b>Reception</b>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>
<b>Year 1</b>	<p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Discussing the significance of the title and events</p>
<b>Year 2</b>	<p>Discuss the sequence of events in books and how items of information are related</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Recognise how books are similar to others they have read or heard e.g. themes, characters and plot.</p>
<b>Year 3</b>	<p>Retell well known stories (fairy tales, myths, legends) orally.</p>
<b>Year 4</b>	<p>Identify themes and conventions in a wide range of books and begin to compare them.</p>
<b>Year 5</b>	<p>Identify and discuss themes and conventions in and across a wide range of writing</p>
<b>Year 6</b>	<p>Make comparisons within and across books (characters, settings, themes and other aspects)</p> <p>Provide reasoned justifications for their views</p> <p>Compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than 1 text.</p> <p>Link parts of a text together in order to understand how details or specific sections support a main idea or point.</p>
<p><b>This should include...</b></p> <ul style="list-style-type: none"> <li>Identifying similarities and differences between texts.</li> </ul>	



inking about what the text reminds them of e.g personal experiences, topical issues or other books they have read,  
tifying views with evidence from the text.

entify and explain the tools that are used by the author to organise the text (presentational and narrative techniques).

## **Building Meaning of the Whole Text**

# Question Examples for Content Domains

## Guided Reading Prompts for Key Stage 1:

### 1a: Draw on knowledge of vocabulary to understand texts:

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By using this word, what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe .... What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc? Can you find those words?
- Which words and /or phrases make you think/feel...?

### 1c: Identify and explain the sequence of events in texts:

- What happens first in the story?
- Use three sentences to describe the beginning, middle and end of this text?
- You've got 'x' words; sum up this story.
- Sort these sentences/paragraphs/chapter headings from the story
- Make a table/chart to show what happens in different parts of the story
- Why does the main character do 'x' in the middle of the story?
- How does the hero save the day in the story?

### 1e: Predict what might happen on the basis of what has been read so far:

- Look at the cover/title/first line/chapter headings...what do you think will happen next? How have the cover/title/first line/chapter headings...helped you come up with this idea?
- What do you think will happen to the goodie/baddie/main character? Why do you think this?
- What will happen next? Why do you think this? Are there any clues in the text?
- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? How will that effect what happens next?
- How is character X like someone you know? Do you think they will react in the same way?

### 1d: Make inferences from the text:

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?

**1b: Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information:**

- Where/when does the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?
- Find, it. Prove it.
- How do the title/contents page/chapter headings/glossary/index... help me find information in this book?
- Which part of the text should I use to find...?
- Why has the author organised the information like this?

**Guided Reading Prompts for Key Stage 2:**

**2a: Give/explain the meaning of words in context :**

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe .... What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?

**2b: Retrieve and record information/identify key details from fiction and non-fiction:**

- Where does the story take place?
- When did the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?

<ul style="list-style-type: none"> <li>• How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc?</li> </ul>	<ul style="list-style-type: none"> <li>• Through whose eyes is the story told?</li> <li>• Which part of the story best describes the setting?</li> <li>• What words and /or phrases do this?</li> <li>• What part of the story do you like best?</li> <li>• What evidence do you have to justify your opinion?</li> </ul>
<p><b>2c: Summarise main ideas from more than one paragraph □ What's the main point in this paragraph?</b></p> <ul style="list-style-type: none"> <li>• Can you sum up what happens in these three/four/five... paragraphs?</li> <li>• You've got 'x' words; sum up these paragraphs.</li> <li>• Sort the information in these paragraphs. Do any of them deal with the same information?</li> <li>• Make a table/chart to show the information in these paragraphs.</li> <li>• Which is the most important point in these paragraphs? How many times is it mentioned?</li> </ul>	<p><b>2d: Make inferences from the text/explain and justify inferences with evidence from the text:</b></p> <ul style="list-style-type: none"> <li>• What makes you think that?</li> <li>• Which words give you that impression?</li> <li>• How do you feel about...?</li> <li>• Can you explain why...?</li> <li>• I wonder what the writer intended?</li> <li>• I wonder why the writer decided to...?</li> <li>• What do these words mean and why do you think the author chose them?</li> </ul>
<p><b>2e: Predict what might happen from details stated and implied:</b></p> <ul style="list-style-type: none"> <li>• Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?</li> <li>• Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?</li> <li>• Which other author handles time in this way; e.g. flashbacks; dreams?</li> <li>• Which stories have openings like this? Do you think this story will develop in the same way?</li> <li>• Why did the author choose this setting? Will that influence how the story develops?</li> </ul>	<p><b>2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole □ Explain why a character did something:</b></p> <ul style="list-style-type: none"> <li>• Explain a character's different/changing feelings throughout a story. How do you know?</li> <li>• What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?</li> <li>• What is similar/different about two characters?</li> <li>• Why is 'x' (character/setting/event) important in the story?</li> <li>• What is the story (theme) underneath the story? Does this story have a moral or a message?</li> </ul>

- How is character X like someone you know? Do you think they will react in the same way?

- Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information?
- How does the title/layout encourage you to read on/find information?
- Where does it tell you that...?
- Why has the writer written/organised the text in this way?
- In what ways do the illustrations support the instructions?
- How could these instructions/information/illustrations be improved?
- Who do you think this information is for?

**2g: Identify/explain how meaning is enhanced through choice of words and phrases:**

- What does the word 'x' tell you about 'y'?
- Find two or three ways that the writer tells you 'x'.
- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe .... What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc?
- Has the writer been successful in their purpose or use of language?
- What do you think the writer meant by... 'x'?
- Which words do you think are most important? Why?
- Which words do you like the best? Why?
- The author makes an action/description 'like' something else. Why?
- The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?

**2h: Make comparisons within the text:**

- Describe different characters' reactions to the same event in a story.
- How is it similar to ...?
- How is it different to ...?
- Is it as good as ...?
- Which is better and why?
- Compare and contrast different character/settings/themes in the text
- What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?



