



Reading Progression Statements





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1. Background:

These progression statements have been developed across the Trust through dialogue between Heads, Literacy Leads and Teaching Staff. We have used the National Curriculum Programmes of Study and the Devon Babcock Evidence Gathering Grids as key source materials. We have developed expectations around greater depth arising from these statements and have also adapted language to ensure that it is clearly understood by staff.

2. Purpose:

These progression statements are intended to be used as the spine of our curriculum. They provide an assurance of:

- i. Sequential progressive learning within key themes of Word Reading & Decoding, Reading for Pleasure and Comprehension.
- ii. Coverage of key reading skills and knowledge especially prediction, inference, justification, summarising, clarity, questioning, retrieval/research skimming and scanning.
- iii. Conceptual Connections especially around purpose, audience and understanding that can be used across other curriculum areas.
- iv. A secure framework from which schools and teachers can plan and create a sequential and connected curriculum mediated to the needs of their children and their context.
- v. A basis for assessment and moderation within and between schools.

Learning is not always a linear progression. These statements are therefore a tool for teachers to adapt to the different needs of their cohorts, classes and individual children.

3. Reading: The Big Conceptual Picture

At the heart of reading and indeed English/Literacy is the idea of **communication** and **key concepts of audience, purpose and understanding** that lie within it. Reading, we believe, is an essential life skill that supports each of the elements within the image below as they are interconnected. Within any reading process some or all of these elements will be present.

Our disadvantaged children can face particular challenges due to their circumstances and therefore it is particularly important that life experiences, a climate for reading and the introduction of a wider vocabulary underpin the curriculum so that they are exposed to different ideas that enable them to progress.

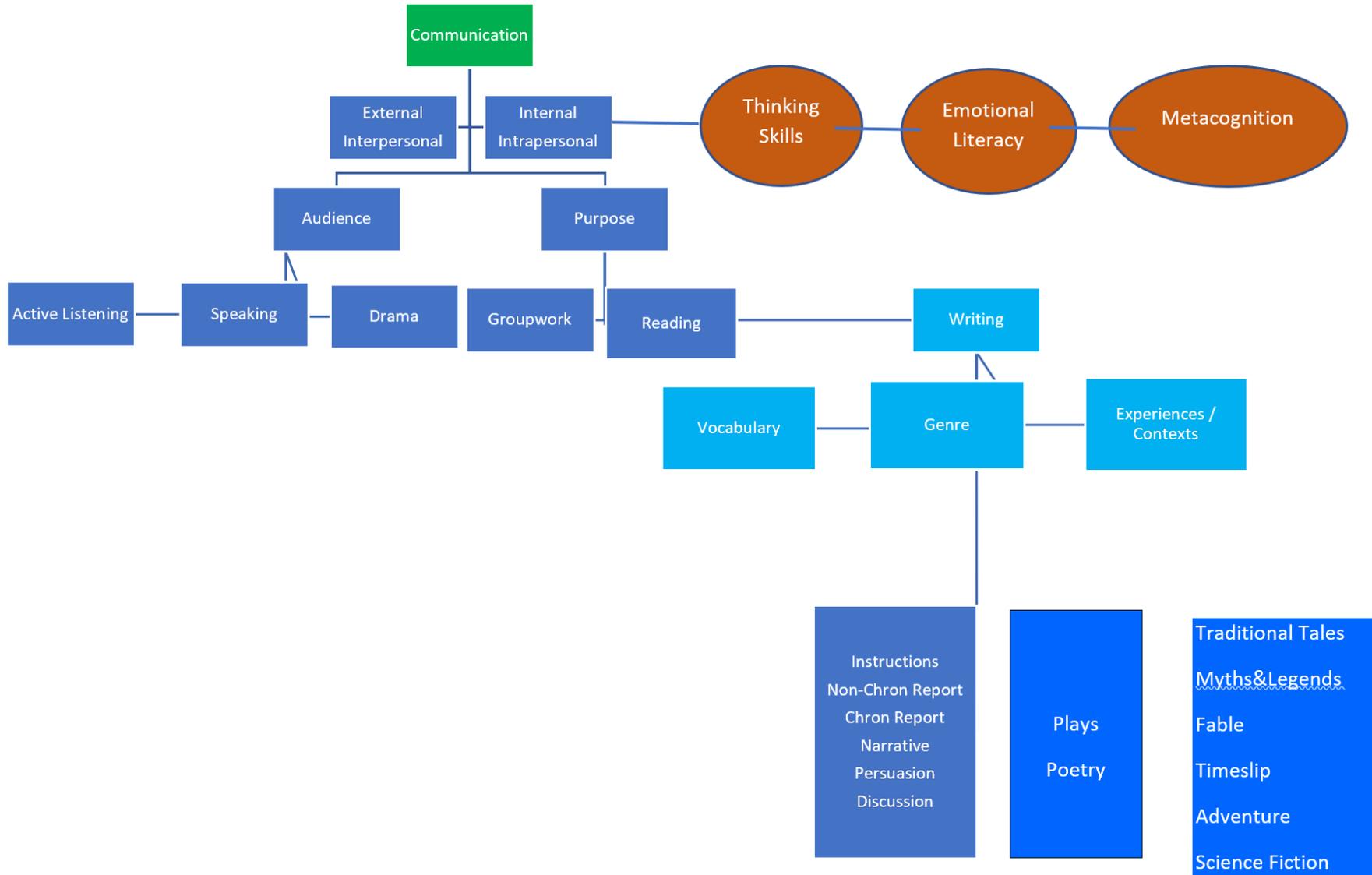
- ▶ **Reading (listening to books read aloud as well as independent reading)** inspires children and helps to develop their **creativity**.
- ▶ **Reading** creates **connections** with children's previous learning.
- ▶ **Reading** stimulates children's **curiosity**.
- ▶ **Reading** supports children's **communication** skills.



- ▶ **Reading** celebrates a range of **cultures** and helps children develop an understanding of different **cultures**.
- ▶ **Reading** develops **compassion** for others and the world we live in.



Image of The Big Conceptual Picture

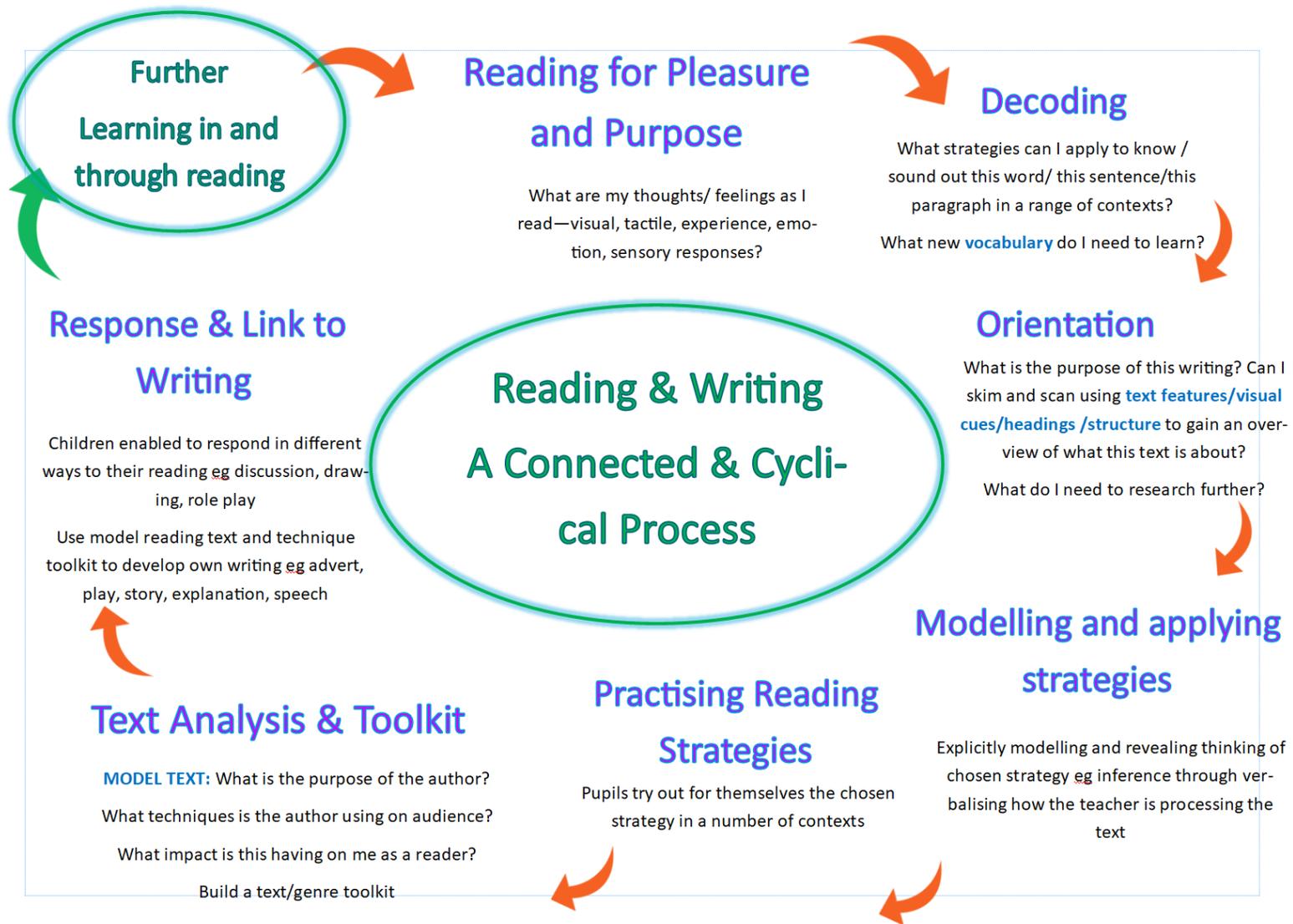


4. Key Concepts

Key Reading Concepts	
Communication	To understand that as a reader we are being communicated to by an author. Communication (from Latin <i>communicare</i> , meaning "to share") is the act of sharing ideas, feelings and meanings from one individual or group to another through the use of mutually understood signs, symbols, and behaviours that can result in understanding. People who communicate effectively can: <ul style="list-style-type: none"> • offer and receive ideas, information, thoughts, and feelings in a range of ways • make effective choices about the language to use to suit their audience and purpose • use language fluently and skilfully to present information, express their ideas, and respond to others.
Purpose	A reader is affected by a person's reason for writing such as to inform, entertain, recount, report, instruct, explain, discuss or persuade and they are using specific techniques in order to do so.
Audience	In reading, we are the audience . Knowing who the author is and the purpose for writing helps us understand the choices they have made about what information to include, as well as the tone and language in conveying it so that it has more impact on the reader aligned to its intended purpose.
Reading Sub-Concepts	
Decoding	A strategy used to identify an unknown word developed through the teaching of systematic synthetic phonics
Non-Decodable	Tricky words that initially can't be segmented or blended to make sense eg: said
Blending	Say individual sounds (phonemes) and link sounds together to make words sh-ee-p Children learn through a 5 stage process – oral, assisted, independent out loud, independent in head, reading without blending
Grapheme - Phoneme Correspondence (GPCs)	Each phoneme has a letter or combination of letters (grapheme) that represents it eg the long vowel 'a' can be made by; ay in bay , ai in sail Some graphemes have multiple phonemes Eg: ea in bread, ea in read
Segmenting	Separating and saying each part of a word into its smallest unit of sound.
Fluency	Is the ability to read aloud with expression to demonstrate an understanding of the author's message
Reading for Pleasure & Purpose	The reader making meaning from texts for themselves. <i>'The process of comprehending texts is an interaction between the author and the reader that occurs in a social and cultural context and is driven by the purpose of the reader, their motivation and their interest'</i> Kevlynn Annandale et al <i>Reading Map of Development</i>
Reading Strategies	An active, integrated problem solving process of making sense of texts. Readers need to use a variety to become proficient : Seven key ones are set out within the progressions statements and Appendix F : Skimming, scanning, Inference, Prediction, Clarifying, Questioning, Summarising, A wider image of the reading process is set out below.

Language for Effect	Different genres use different language/word features that are intended to impact on a reader. (The language features are set out in more detail within the writing progression statements).
Themes and Conventions	These are the structures and features of texts that are linked to genres and the purpose of writing. They can also include spelling, punctuation, grammar and layout to support the reader's understanding and clarity. The key genres are shown separately below (taken from and developed further in the writing progression statements) as they need to be explicitly taught to children to help them understand how an author is affecting them through techniques.
– Genres & Distinctive Language features*	
*See Appendices A to E Writing Progression for specific language features/devices to be learned in reading by the end of Year 6	
Fiction	Fiction generally is a narrative (story) form, consisting of people, events, or places that are imaginary—in other words, not based strictly on history or fact. Latin (fictiō) “a shaping” “a feigning”
Non-Fiction	Writing that is about real events and facts, rather than stories that have been invented
Instruction	<i>tells how to do or make something, usually in a sequential way</i>
Recount	<i>Retells events in time order (chronological)</i>
Report	<i>describes the characteristics of things, animals, places or people not in time order (non-Chronological)</i>
Explanation	<i>tells how or why a process happens (or how something works) and often looks at causes and effects</i>
Persuasion	<i>argues the case for a point of view with clear points and elaboration</i>
Discussion	<i>presents a balanced argument eg the case for and against a particular view as in a debate</i>
Poetry	the art of rhythmical composition, written or spoken for pleasure, by beautiful, imaginative, or elevated thoughts.
Plays	A play is a work of drama , usually consisting mostly of dialogue between characters and intended for theatrical performance rather than just reading.

5. i. Reading and Writing Skills – an explicit & combined process:



5.ii. Reading Skills – developing Reading Strategies

Early readers will use phonics for decoding and word recognition strategies (see separately). Beyond this children will need to become fluent and efficient in their reading and have strategies to assist them in understanding a variety of texts. The main strategies are set out below with ideas for teachers to develop them in Appendix F.

Three main approaches are used to ensure that by Year 6 our pupils are fluent, efficient and proficient readers:

a) Modelled Reading:

- The teacher demonstrates the reading strategy and behaviour explicitly
- The teacher verbalises and reveals the cognitive process in the strategy that would otherwise be hidden from the children
- The children practice and verbalise in the same way

b) Efficiency discussions:

- Efficient readers are active as they read, simultaneously using a range of processes to identify unknown words, locate information and comprehend text
- As this involves cognitive strategies that are not observable these need to be discussed during reading to make explicit the decisions readers are making

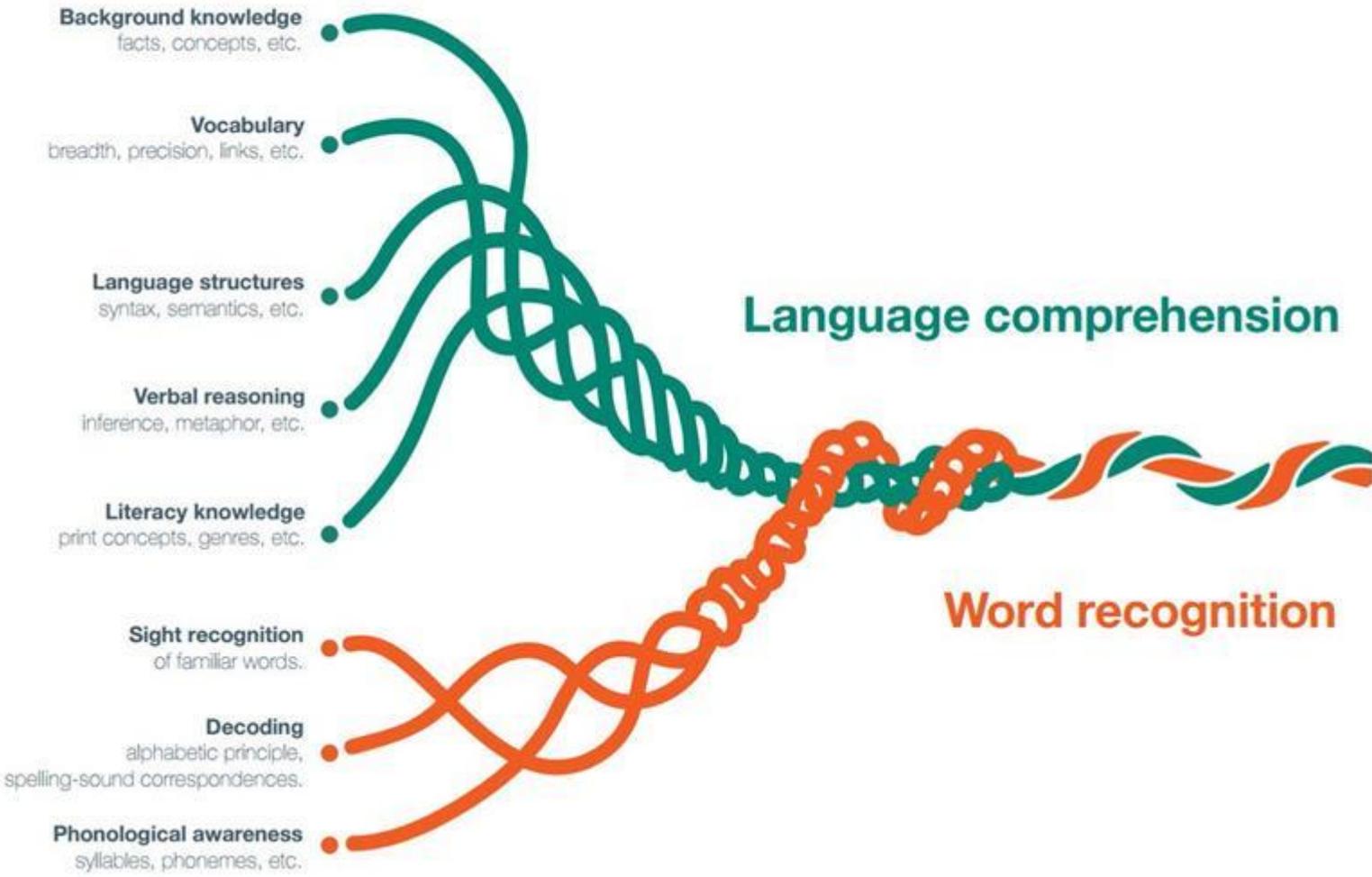
c) Revisiting in Different Contexts:

- Reading strategies are revisited on a spiral basis so that they become automated processes
- They apply the strategy in different contexts, deepening their understanding and proficiency

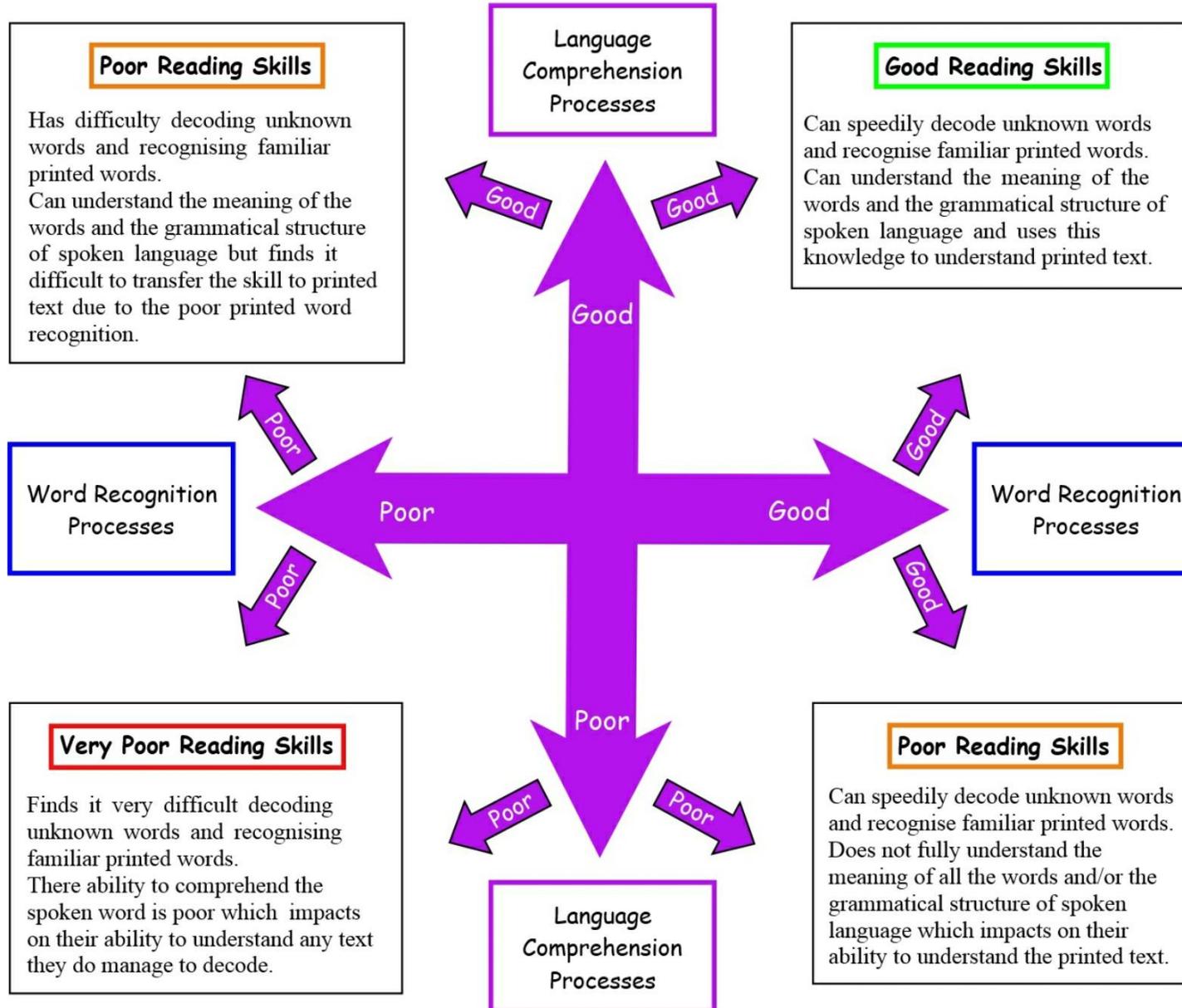
These approaches enable children to:

- Understand how effective readers read and process text
- Gain a deeper understanding of when, how and why particular reading strategies are used by effective readers
- See how a particular text form can be read
- Build their understanding of the English language and extend their vocabulary
- Understand how reading and writing are related

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING?



The Simple View of Reading



READING STRATEGIES

Overarching Purposes	ENGAGEMENT : to connect prior knowledge and understanding with new learning and experiences creating enjoyment and challenge.
	FLUENCY: so that readers have the ability to read aloud and internally to gain an understanding of the author's message
	EFFICIENCY : to be able to locate and understand the key points of a text through an active process using a range of strategies
PREDICTION	
	Activating their prior knowledge to be able to suggest and then refine what might happen in the new material in the text being read
INFERENCE	
	Goes beyond the literal meaning of the text. The reasoning involved in drawing a conclusion or making a logical judgment on the basis of circumstantial evidence and prior conclusions rather than on the basis of direct observation or facts (which would be systematic deduction).
CLARIFYING (including synthesising & creating images)	
	Efficient readers use all their senses to create an image in their head based on their prior knowledge, helping them to make sense of and understand a text. Stopping at specific places helps them bring together information from different sources to put together like a jigsaw, to keep track of and monitor what they have read.
QUESTIONING (including connecting & comparing)	
	Efficient readers continually think of questions before, during and after reading to assist them in understanding the text and engaging actively with it. As readers identify similarities and differences by connecting to their own experience and knowledge this helps to raise comparative questions (to themselves, to other texts and to the wider world)
SUMMARISING (including determining importance)	
	A process of reducing a large piece of text by identifying and recording the main points linked to its purpose
SKIMMING	
	Glancing through material to gain a general impression or overview of the content rather than the detail to see its relevance
SCANNING	
	Glancing through material to locate specific details such as names, places, dates which the reader requires without having to read everything.

Specific Skills to Improve Efficiency & Understanding

Re-Reading	Deciding to read a text more than once may be needed to gain greater clarity or a deeper understanding
Reading On	Efficient readers make a decision when they come across an unknown word or part of a text by skipping it and reading to the end of the sentence or paragraph which will often give them a context that helps them understand.
Adjusting reading rate	Efficient readers make conscious decisions to slow down when they need to really understand and know the detail of something or speed up if they just need to scan for specific detail.

<p>Early Learning Goals</p>	
<p>Comprehension</p> <ul style="list-style-type: none"> • 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, non-fiction, rhymes and poems and during role-play. 	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • Print has meaning. • Print can have different purposes. • We read English text from left to right and from top to bottom. • The names of the different parts of a book. • Page sequencing. • Engage in extended conversations about stories, learning new vocabulary. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Re-read what they have written to check that it makes sense.
<p>Word Reading</p> <ul style="list-style-type: none"> • 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 	<p>Phonological awareness</p> <ul style="list-style-type: none"> • Spot and suggest rhymes. • Count or clap syllables in a word. • Recognise words with the same initial sound, such as money and mother. • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

<p>knowledge, including some common exception words.</p>	
<p>Listening, Attention and Understanding- Links to reading</p> <ul style="list-style-type: none"> • 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. • Understand how to listen carefully and why listening is important. 	<ul style="list-style-type: none"> • Listen to simple stories and understand what is happening, with the help of the pictures. • Enjoy listening to longer stories and can remember much of what happens. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

YEAR 1 Word Reading		Comprehension			
Decoding	By year end	Reading for Pleasure & Purpose	Reading Strategies: Inference, Prediction, Clarifying, Questioning, Summarising	Language for Effect	Themes and Convention
<p>Apply phonic knowledge and skills to decode words:</p> <ul style="list-style-type: none"> Blend accurately and speedily using known graphemes Re-read with fluency and confidence Read accurately Recognise when a word does not make sense Read common exception words accurately. 	<p>Phonically decodable texts – phase 5 or set 3</p> <p>Book bands: use turquoise+ and beyond as a general guide but any assessment needs to take into account the wider reading skills and a range of evidence of the child.</p> <p>Accessing and applying skills to age appropriate texts.</p>	<p>Participate actively in listening and sharing a wide range of books.</p> <p>Choose to read.</p> <p>Through shared and guided reading experiences, listen to and discuss a wide range of stories, poems and non-fiction at a level beyond that at which they can read independently.</p>	<p>Infer - In texts read to them and simple texts read themselves, make inferences on the basis of what is being said and done e.g. How a character feels, why a character does something.</p>	<p>Recognise and join in with predictable phrases.</p>	<p>Retell familiar stories and rhymes and talk about their key features.</p>
			<p>Predict - With support can link own experiences to what they read.</p> <p>Make predictions about reading:</p> <ul style="list-style-type: none"> from a title and front cover of a book. on the basis of what has been read so far. 		
			<p>Clarify - Discuss word meanings, making links to known vocabulary.</p>		

<p>GDS</p> <ul style="list-style-type: none"> When reading, check that a text makes sense to them as they read and self-correct 	<p>Applying skills to above age appropriate, relevant texts.</p>	<ul style="list-style-type: none"> Choose and read familiar books with attention, discussing preferences and giving reasons. 	<ul style="list-style-type: none"> Make inferences on the basis of what has been said and done and discuss reasons for, or causes of, incidents in stories. Use the terms 'fiction' and 'non-fiction' and share texts with an understanding that the reader does not need to go from start to finish but selects according to what is needed. Make links between the books that they have read. 		

YEAR 2 Word Reading		Comprehension			
Decoding	By year end	Reading for Pleasure & Purpose	Reading Strategies: Inference, Prediction, Clarifying, Questioning, Summarising	Language for Effect	Themes and Convention
<p>Read age-appropriate books: -sounding out unfamiliar words - beginning to self-correct</p> <p>EXS: Read accurately, automatically and without undue hesitation including:</p> <ul style="list-style-type: none"> Words of 2 or more syllables Words containing common suffixes Most common exception words. 	<p>AR level 1.9+</p> <p>Book bands: gold+</p> <p>Reading age 7.0 +</p>	<p>Read independently, demonstrating increasing stamina.</p> <p>Show developing preferences through book choice.</p> <p>Actively engage in discussions about texts, explain their understanding and asking and answering questions, beginning to refer to the text to support them.</p>	<p>Infer – EXS: Make some inferences from texts that they read themselves, on the basis of:</p> <ul style="list-style-type: none"> what’s being said and done cause and effect. <p>drawing on what they already know or on background information or vocabulary (provided by the teacher).</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>Identify simple literary language in stories and poetry.</p> <p>Discuss favourite words and phrases and their impact on the meaning.</p>	<p>Identify key aspects of texts, e.g. fiction: characters, setting, plot, Non-fiction: titles/headings, contents, index, Glossary.</p> <p>With support, justify personal response to texts.</p>
<p>EXS: Read most words quickly and accurately without blending out loud, e.g. over 90 words per Minute.</p> <p>Begin to read silently with understanding.</p>			<p>Clarify - Discuss and clarify the meaning of words to understand texts further.</p> <p>EXS: In familiar books, check that it makes sense, correcting inaccurate reading.</p> <p>Question - Ask questions about the text EXS: Answer questions about texts.</p> <p>Begin to use skimming and scanning skills to find key words.</p>		
			<p>Summarise - Identify and explain the sequence of events in texts.</p> <p>EXS: Explain what has happened so far in what they have read.</p>		

<p>GDS</p>			<p>Can make inferences based on what is being said or done.</p> <p>Make plausible predictions as to what might happen on the basis of what they have read so far.</p> <p>Can make links between the book they are reading and other books they have read.</p> <p>Is beginning to refer to the text to support their predictions and inferences (suggested guidance for Year 2 GD curriculum).</p>	<p>To identify parameters, use of language features within non-fiction texts (suggested guidance for Year 2 GD curriculum).</p>	
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<p>Relevant information to support judgement</p>					
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<p>COMMON EXCEPTION WORDS</p>	<p>a, are, ask, be, by, come, do, friend, full, go, has, he, here, his, house, I, is, love, me, my, no, of, once, one, our, pull, push, put, said, says, school, she, so, some, the, there, they, to, today, was, we, were, where, you, your...</p> <p>...and/or others, according to the programme used (Y1)</p>	<p>after, again, any, bath, beautiful, because, behind, both, break, busy, child, children, Christmas, class, climb, clothes, cold, could, door, even, every, everybody, eye, fast, father, find, floor, gold, grass, great, half, hold, hour, improve, kind, last, many, mind, money, most, move, Mr, Mrs, old, only, parents, pass, past, path, people, plant, poor, pretty, prove, should, steak, sugar, sure, told, water, who, whole, wild, would.....and/or others according to programme used (Y2)</p>
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YEAR 3 Word Reading		Comprehension			
Decoding	By year end	Reading for Pleasure & Purpose	Reading Strategies: Inference, Prediction, Clarifying, Questioning, Summarising	Language for Effect	Themes and Convention
Decode most new words outside of spoken vocabulary.	Year 3 AR level 2.9+	Read for a range of purposes independently.	Infer - draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience.	Identify language, structural and presentational features of texts and discuss how they contribute to the meaning.	Begin to make connections between texts.
Read longer words with support.	Book band Sapphire+	Read a range of books including those of an age appropriate level accurately without overt sounding out.	Predict - what might happen from details stated and implied based on: - content - simple themes/ text types.	Discuss words and phrases that engage the reader.	Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices.
Use the context of a sentence to read unfamiliar words.	Reading Age: 8+	Choose appropriate texts with support.	Justify predictions with evidence.	Give extended explanations of the impact of language choices on meaning.	Begin to identify conventions of different types of writing.
Self-correct consistently	Collins Big Cat – Copper / Topaz Band. Oxford Level – Brown / Grey – stages 11- 14.	Demonstrate engagement with reading: - reading for sustained periods of time - complete books - engaging actively in book discussion - respond to reading in a written form	Clarify - use dictionaries to check the meanings of words they have read. Use their knowledge of root words, suffixes and prefixes to understand the meaning of new words. Understand what they read by checking that the text makes sense and by explaining their understanding of what they have read.		Comment on the use of conventions in different types of writing.
Read simple chapter books independently and silently.			Question - ask and answer questions to improve understanding of a text.		
Read a range of common exception words from yr3/4.			Use skimming and scanning skills to find key words. Refer back to the text to find evidence when answering questions.		

			<p>Summarise - identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Retrieve and record information from non-fiction Re-tell the main points of a story in sequence.</p>		
<p>GDS</p> <ul style="list-style-type: none"> Beginning to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and to understand the meaning of new words pupils meet. Beginning to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 		<p>Actively seek out different reading experiences and text types.</p>	<p>Make inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p>	<p>Discuss words and phrases that capture the reader's interest. Identify how language, structure and presentation contribute to meaning.</p>	<p>Identify themes and conventions in a range of books.</p>

YEAR 4 Word Reading		Comprehension			
Decoding	By year end	Reading for Pleasure & Purpose	Reading Strategies: Inference, Prediction, Clarifying, Questioning, Summarising	Language for Effect	Themes and Convention
Decode most new words outside of spoken vocabulary.	Year 4 AR level 3.9+	Read for a range of purposes, including for information, independently.	Infer - draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience.	Identify language, structural and presentational features of fiction and non-fiction texts and discuss how they contribute to the meaning.	Begin to make connections between texts.
Read longer words with support.	Reading Age: 9+	Choose appropriate texts with support.	Predict - what might happen from details stated and implied based on: - content - simple themes/ text types Justify predictions with evidence	Discuss words and phrases that engage the reader.	Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices.
Use the context of a sentence to read unfamiliar words.		Demonstrate engagement with reading: - reading for sustained periods of time - complete books - engaging actively in book discussion - respond to reading in a written form	Clarify - use dictionaries to check the meanings of words they have read. <ul style="list-style-type: none"> Use their knowledge of root words, suffixes and prefixes to understand the meaning of new words using the context of the sentence and be able to make a plausible attempt at pronunciation. 	Give extended explanations of the impact of language choices on meaning	Begin to identify conventions of different types of writing. Comment on the use of conventions in
Self -correct consistently					

<p>Read simple chapter books independently and silently.</p> <ul style="list-style-type: none"> Read a range of common exception words from yr3/4 list fluently when encountered in books. 		<p>Read a range of books of an age appropriate level accurately without overt sounding out.</p> <ul style="list-style-type: none"> Collins Big Cat – Ruby / Emerald Band. Oxford Level – Grey / Dark Blue – stages 14-16. Listen to, read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 	<ul style="list-style-type: none"> Understand what they read by checking that the text makes sense and by explaining their understanding of what they have read. <p>Question - ask and answer questions to improve understanding of a text.</p> <ul style="list-style-type: none"> Refer back to the text to find evidence when answering questions. Practise scanning and skimming a text effectively, tracking for information <p>Summarise - identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none"> Re-tell the main points of a story in sequence. 	<p>of fiction and non-fiction texts.</p>	<p>different types of writing.</p>
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<p>GDS: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and to understand the meaning of new words pupils meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>		<p>Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>Discuss understanding in further depth, checking the text makes sense and explaining the meaning of words in context. Encourage pupils to ask questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, dialogue and justifying inferences with evidence. Think about how the reader responds to characters and why. Recognise how the setting of a poem or story may affect the way a text is read and understood.</p> <p>Scanning and skimming a text effectively, tracking for information.</p>	<p>Develop reading responses so that children can express their thoughts and feelings, referring to the text to support their views.</p> <p>Discuss the words and phrases that capture the reader's interest and imagination. Begin to explain why a simile has been used.</p>	<p>Identify myths and conventions in a wide range of books</p>
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YEAR 5 Word Reading		Comprehension			
Decoding	By year end	Reading for Pleasure & Purpose	Reading Strategies: Inference, Prediction, Clarifying, Questioning, Summarising	Language for Effect	Themes and Convention
<p>Read age-appropriate books with confidence and fluency, including whole novels</p> <p>Use a range of reading strategies to work out any unfamiliar word.</p> <p>Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience.</p>	<p>Year 5</p> <p>AR 4.9+</p> <p>RA 10+</p>	<p>Begin to read a broader range of texts including classic fiction and books from other cultures and tradition those from literary heritage and more challenging texts.</p> <p>Recommend books they have read to their peers, giving reasons for their choices.</p> <p>Demonstrate continuing engagement with reading:</p> <ul style="list-style-type: none"> reading for sustained periods of time 	<p>Infer - Make inferences drawn from across and between texts and justify with evidence. Use PEE (Point, Evidence, and Explanation) to support inferences.</p>	<p>Discuss how the structural and presentational choices impact on meaning, theme and purpose.</p> <p>Discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language.</p>	<p>Identify the themes and conventions of a range of texts.</p> <p>Discuss/comment on themes and conventions in different genres and forms.</p> <p>Make comparisons and contrasts within and across texts.</p> <p>Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text.</p> <p>Provide reasoned justifications for</p>
			<p>Predict - Predict what might happen from details stated and implied based on:</p> <ul style="list-style-type: none"> themes conventions knowledge about the author genres 		
			<p>Clarify - Give the meaning of words in context.</p> <p>Explore and explain the meaning of words in context.</p> <p>Distinguish between fact and opinion.</p> <p>Clarify concepts and ideas at sentence, paragraph and whole text level.</p>		
			<p>Question - Ask and answer questions to improve understanding of themes and authorial intent.</p> <p>To use retrieval skills to locate a range of information including from multi-media sources.</p>		

		<ul style="list-style-type: none"> complete a wider range of more challenging and lengthier books engage actively in book discussions with and without adult support. <p>Respond to reading in a written form, beginning to develop a critical stance.</p>	<p>Summarise - Identify and summarise main ideas from across a text.</p> <p>Identify key details that support main ideas using quotation for illustration</p> <p>Retrieve, record and present key information from non-fiction.</p> <ul style="list-style-type: none"> Distinguish between statements of fact and fiction. With non-fiction, appraise a text quickly, retrieve information and evaluate its value. Develop the skills of skimming and scanning and efficient reading so that research becomes more effective. 		<p>opinions about a book.</p>
<p>GDS</p>		<p>Read a broader range of texts including classic fiction and books from other cultures and tradition those from literary heritage and more challenging texts.</p>	<p>Explore and explain the meaning of words in context.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>Begin to lead different reading activities and shared reading discussions, asking questions to improve their understanding.</p> <p>Identify key details that support the main ideas in a text, using quotes to illustrate.</p> <p>Discuss viewpoints (of the author and fictional characters) within a text and across more than one text.)</p>		

YEAR 6 Word Reading		Comprehension			
Decoding	By year end	Reading for Pleasure & Purpose	Reading Strategies: Inference, Prediction, Clarifying, Questioning, Summarising	Language for Effect	Themes and Convention
<p>Read age-appropriate books with confidence and fluency, including whole novels</p> <p>Use a range of reading strategies to work out any unfamiliar word.</p> <p>Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience.</p>	<p>Year 6</p> <p>AR 5.9+</p> <p>RA 11+</p>	<p>Read a broader range of texts including those from literary heritage and more challenging texts.</p> <p>Recommend books they have read to their peers, giving reasons for their choices.</p> <p>Demonstrate continuing engagement with reading:</p> <ul style="list-style-type: none"> reading for sustained periods of time complete a wider range of more challenging and lengthier books 	<p>Infer - Make inferences drawn from across and between texts and justify with evidence.</p> <p>Use PEE (Point, Evidence, and Explanation) to support inferences.</p>	<p>Discuss how the structural and presentational choices impact on meaning, theme and purpose.</p> <p>Discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language.</p>	<p>Identify the themes and conventions of a range of texts.</p> <p>Discuss/comment on themes and conventions in different genres and forms.</p> <p>Make comparisons and contrasts within and across texts.</p> <p>Discuss viewpoints (both of the author and fictional characters), within a text and</p>
			<p>Predict - Predict what might happen from details stated and implied based on:</p> <ul style="list-style-type: none"> themes conventions knowledge about the author genres. 		
			<p>Clarify - Give the meaning of words in context.</p> <p>Explore and explain the meaning of words in context.</p> <p>Distinguish between fact and opinion.</p> <p>Clarify concepts and ideas at sentence, paragraph and whole text level.</p>		
			<p>Question - Ask and answer questions to improve understanding of themes and authorial intent.</p> <p>Secure the skills of skimming and scanning and efficient reading so that research is fast and effective.</p>		

		<ul style="list-style-type: none"> engage actively in book discussions with and without adult support. Respond to reading in a written form, beginning to develop a critical stance. 	<p>Summarise - Identify and summarise main ideas from across a text.</p> <p>Identify key details that support main ideas using quotation for illustration</p> <p>Retrieve, record and present key information from non-fiction.</p>		<p>across more than one text.</p> <p>Provide reasoned justifications for opinions about a book.</p>
<p>GDS: Explore the meaning of new words in context, checking for sense.</p>		<p>Prepare poems and plays to read aloud and perform, to show understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Encourage children to select and present pertinent and relevant quotations and references using the headings: <i>Point, Evidence and Explanation</i>.</p> <p>Explore and discuss how to 'read between the lines' for hidden meanings in texts, backing up my quotations and/or use evidence. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>To take into account viewpoints and differing perspectives in a text</p> <p>Discuss and develop an understanding and show how a writer creates or describes different layers of meaning.</p> <p>Lead different reading activities and shared reading discussions, asking questions to improve their understanding. Build on their own and other's ideas, challenging viewpoints.</p>	<p>Give specific comments about a writer's intentions as well as their style.</p> <p>Explain the effect the text has on a reader explaining the writer's purpose and effects of a text such as paragraphing techniques.</p> <p>Identify what a writer is trying to achieve by choosing certain words and sentences including figurative language devices.</p> <p>Discuss, and sometimes evaluate why, a writer has chosen to shape/order</p>	

					a text in a particular way, including flashbacks and foreshadowing.	
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Appendix F – Developing Reading Strategies

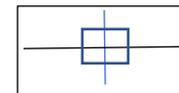
READING STRATEGIES															
FLUENCY:	so that readers have the ability to read aloud and internally to gain an understanding of the author's message														
<i>Proficiency</i>	<p>A Fluent oral reader (an internal reader should therefore be able to do the same)</p> <ul style="list-style-type: none"> ● Reads and re-reads the text ● Uses different facial expressions to show mood ● Looks up from the text to make eye contact with the audience ● Reads groups of words together ● Changes voices for different characters ● Voice rises and falls, changes pace according to what is happening. 														
Teaching Strategies	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 15%; vertical-align: top;">Echo</td> <td> <ul style="list-style-type: none"> ● Teacher with small group reading a text a sentence at a time. Children read same sentence ● Use of expression to convey meaning ● After practice children read fluently by themselves & receive feedback ● Gradually work towards to full paragraph </td> </tr> <tr> <td style="vertical-align: top;">Shadow</td> <td> <ul style="list-style-type: none"> ● Same as for Echo but whole paragraph read expressively by teacher ● Then read teacher and group ● Then individual students read & receive feedback </td> </tr> <tr> <td style="vertical-align: top;">Assisted</td> <td> <ul style="list-style-type: none"> ● 1:1 with modelling where required. ● To develop fluency if the child gets stuck on a word it is given (decoding would be taught and used elsewhere – the emphasis here is on the child's fluency and confidence) </td> </tr> <tr> <td style="vertical-align: top;">Choral/Shared</td> <td> <ul style="list-style-type: none"> ● Larger group. Text that all can see ● Reading modelled with expression for different parts ● Smaller groups have different parts/voices including sound effects </td> </tr> <tr> <td style="vertical-align: top;">Recording assisted</td> <td> <ul style="list-style-type: none"> ● Child/group listen to and then afterwards read along to pre-recorded (commercial or teacher/volunteer recorded) with text in front of them ● Continue until fluent with text chosen then remove recording </td> </tr> <tr> <td style="vertical-align: top;">Reader's Theatre</td> <td> <ul style="list-style-type: none"> ● Small group/pair practising oral performance of a script. ● Focus is on interpreting the script with expression rather than memorising it. </td> </tr> <tr> <td style="vertical-align: top;">Radio Reading</td> <td> <ul style="list-style-type: none"> ● Small group present/record rehearsed text to peers who act as audience and provide feedback ● Children develop marking key to prompt them how to speak e.g. P==pause, E=emphasise, F= show feelings, LV = loud voice, </td> </tr> </tbody> </table>	Echo	<ul style="list-style-type: none"> ● Teacher with small group reading a text a sentence at a time. Children read same sentence ● Use of expression to convey meaning ● After practice children read fluently by themselves & receive feedback ● Gradually work towards to full paragraph 	Shadow	<ul style="list-style-type: none"> ● Same as for Echo but whole paragraph read expressively by teacher ● Then read teacher and group ● Then individual students read & receive feedback 	Assisted	<ul style="list-style-type: none"> ● 1:1 with modelling where required. ● To develop fluency if the child gets stuck on a word it is given (decoding would be taught and used elsewhere – the emphasis here is on the child's fluency and confidence) 	Choral/Shared	<ul style="list-style-type: none"> ● Larger group. Text that all can see ● Reading modelled with expression for different parts ● Smaller groups have different parts/voices including sound effects 	Recording assisted	<ul style="list-style-type: none"> ● Child/group listen to and then afterwards read along to pre-recorded (commercial or teacher/volunteer recorded) with text in front of them ● Continue until fluent with text chosen then remove recording 	Reader's Theatre	<ul style="list-style-type: none"> ● Small group/pair practising oral performance of a script. ● Focus is on interpreting the script with expression rather than memorising it. 	Radio Reading	<ul style="list-style-type: none"> ● Small group present/record rehearsed text to peers who act as audience and provide feedback ● Children develop marking key to prompt them how to speak e.g. P==pause, E=emphasise, F= show feelings, LV = loud voice,
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		<p>W=whisper etc</p> <ul style="list-style-type: none"> • Can be used with questions to develop further understanding of the text
	Poetry Club	<ul style="list-style-type: none"> • Forum for performing poetry to a group with children exploring different ways of presenting – pace, intonation, different voices and expression for effect
	Buddy Reading	<ul style="list-style-type: none"> • Using older readers (including those who find reading difficult but would find this a more acceptable way of reading younger age texts) to model fluent reading to younger children using the echo/shadow/assisted methods above.
<p>ENGAGING & CONNECTING to connect prior knowledge and understanding with new learning and experiences creating enjoyment and challenge.</p>		
<i>Proficiency</i>	<p>An engaged reader:</p> <ul style="list-style-type: none"> • Understands texts through making strong connections between their prior experiences and knowledge with new information within the text • They do this continuously as they read a text • They understand that not all connections are relevant, and they need to limit to the most important that help them understand • They will often use the phrases 'This reminds me...' 'I remember when...' 'This is linked to....' 	
Connecting	Connecting with the Text	<ul style="list-style-type: none"> • (See also Connect 5) • Provide children with post-it notes as they read a text. As they feel a connection they place it by this part with an image/word to remind them • It can be about personal experiences, other texts, particular words/vocab/ similar characters, some knowledge they know or have done • After reading they can complete sentence stems – 'This story reminds me of when....' 'This story reminds me of another story....' 'It has helped me to understand this text by already knowing... etc'
	KWLA Charts	<ul style="list-style-type: none"> • What is KNOWN before reading, WHAT they would like to find out, What they have LEARNED by the end, What further questions they would now like to ASK • Adapt – what would be the best search words on a computer?
	Think and Share	<ul style="list-style-type: none"> • Small groups think of the key events of a story/biography • They link to the thoughts/feelings/actions of different characters individually or in pairs • Use Jigsaw group work or Connect 5 and Freeze Frames to make further connection across the class
	Linking Lines	<ul style="list-style-type: none"> • Makes connections between different favourite texts • Children talk about/re-read favourite texts • Put titles of each in different parts of a large sheet. • Children then make connections by drawing lines between the different titles and write what that connection is. • Share connections with another group • Adapt – make links to different films/TV/ experiences

		•
PREDICTION	Activating their prior knowledge to be able to suggest and then refine what might happen in the new material in the text being read	
<i>Proficiency</i>	<p>A proficient predictor will</p> <ul style="list-style-type: none"> • Use clues within the text: pictures, illustrations, subtitles and plot to suggest what might happen • Use clues drawn from their own prior knowledge such as the author, type of text form or content • As they read refine and adjust their predictions as they gather more information and new connections • Be able to justify their suggestion using explanations drawn from clues e.g.: <i>“from what I know about fishing I don’t think that he will be able to catch a shark with that size line and hook....now I know that they are small sharks and that the line is made of a special substance I think he will...”</i> 	
Teaching Strategies	Split Images	<ul style="list-style-type: none"> • Pairs with different pictures/illustrations taken from a text that has a strong, progressive plot. • Pupil A describes picture without other seeing <i>‘There are two cats in a basket. One is sleeping, the other has a bandage on its paw’</i> • Individually or as a pair they can then talk about a prediction from questions that are forming... I wonder why one cat has a bandage. <i>“I think the cat hurt its paw by putting it in a mousetrap” “I think differently...”</i> • Alternate the describing and predicting • Review their predictions at the end with what happened in the text – <i>did they change their prediction? What made them do this?</i>
	Personal Predictions	<ul style="list-style-type: none"> • Builds expectations of a text by activating their background knowledge & preview material before reading. It also teaches the process of revising thinking as we get to know more about the text. • Individually or in pairs look at title, author & cover page and record an initial prediction • Provide a selection of key words/vocabulary from the text and ask in pairs to sort into categories. Does this change their prediction – record and discuss this change – why? Justify • Having read the text go back to predictions and compare/reflect – what gave the strongest/misleading clues
	Check the Text	<ul style="list-style-type: none"> • Provide pairs with a page that only has pictures, diagrams or photographs – with the text hidden e.g. explanation text/newspaper • Ask children to create text that they think matches • Compare with the original version and discuss the similarities and differences.
	Crystal Ball	<ul style="list-style-type: none"> • Draws on explicit and implicit information from a text to speculate about a character’s future • Give groups different characters from a text once it has been read. Get them to pool all of their information about this character • Group to suggest a future for their character which they share with the other groups • Set up a dynamic where other groups ask questions / once all different characters have been completed are there connections between the character’s futures to suggest a further plot?
	Think Sheet	<ul style="list-style-type: none"> • Using the title of chapters/ headings of non-fiction books create questions e.g. What is the ozone layer? • Children in pairs discuss before they have read the text what the text might say and record on their think sheet

		<ul style="list-style-type: none"> • After reading the text what was the actual information? - compare
Extended Anticipation Guides		<ul style="list-style-type: none"> • Write a series of statements drawn from a text. These should also contain key misconceptions about a topic e.g. Some animals grow a new body part where one has been lost • Ask them to pit true or false next to this and discuss with a partner why they think this. • Let them read the text and confirm or reject their prediction – showing the evidence they have now got from the text.
INFERENCE	Goes beyond the literal meaning of the text. It draws a conclusion or a logical judgment on the basis of circumstantial evidence and prior knowledge rather than on the basis of direct observation or facts (which would be systematic deduction).	
<i>Proficiency</i>	<ul style="list-style-type: none"> • Readers create their own interpretations of a text based on <ul style="list-style-type: none"> - Known information (literal text) - Their own prior knowledge - Assumptions from what might be implied by the text or the situation a character is in • Understand that their inferences may not be confirmed one way or the other by the writer at the end of the text 	
Teaching Strategies	Character self-portrait	<ul style="list-style-type: none"> • Combines information from a text with prior knowledge but allows for opinions/inferences/interpretations • Framework of sentence stems related to text (varied according to text) e.g. My personality is, I eat, I live • Children then discuss relating to a chosen character and complete stems. • Children compare what was actually evidence from the text and what they have assumed and why
	Interviews (Hot seating)	<ul style="list-style-type: none"> • One role play, a partner/group ask questions which have been prepared to draw out things that are known & unknown about the character from the text. • Discussion- Which parts of the text influenced the answers?
	Rating Scales	<ul style="list-style-type: none"> • Children select character attributes e.g. bossy, friendly, emotional then list the opposite of each trait • Discuss the traits and they then rate e.g. cowardly ←very, a bit, neither, a bit, very→ brave • Justify to partner • Adapt – do this at different points in the story – have they changed? <ul style="list-style-type: none"> - Different perspective – does another character have a different view?
	Report Card	<ul style="list-style-type: none"> • Children write an end of term report on a chosen character. Teacher or they decide the ‘appropriate subject areas’ relevant to that character e.g. Little Red Hen • Children write a comment based on their knowledge and opinion • Adapt – would a different character give a different report and comments?
	What’s my Point of View?	<ul style="list-style-type: none"> • Children list key events from a text and questions that can be asked e.g. Boy Who Cried Wolf – which way was the boy looking and why? • They take parts for different characters – the boy, villagers, sheepdog, wolf to provide answers from different perspectives • The ‘character’s then share their views

		<ul style="list-style-type: none"> This can be linked with freeze frames and forum theatre to discuss the different viewpoints and what is inferred.
	Developing Dialogue	<ul style="list-style-type: none"> Using a freeze frame in a situation (such as in What's my Point of View above) the children can role play what characters might be saying to each other based on the type of character they are They can write these down as a script or perform to the class who can work out what was 'known' and what was 'inferred'
CLARIFYING (including synthesising & creating images)	helps readers to bring together information from different sources to put together like a jigsaw, to keep track of and monitor what they have read.	
<i>Proficiency</i>	<ul style="list-style-type: none"> Efficient readers use all their senses to create an image in their head based on their prior knowledge, helping them to make sense of and understand a text. They go through process of mental checking of whether new information they are reading makes sense with what they already know and whether it has changed They synthesise other reading strategies of connecting, comparing, determining importance and questioning to monitor their understanding 	
Teaching Strategies (Creating images/making sense)	Picture this!	<ul style="list-style-type: none"> Children listen to a text/read it without seeing any illustrations. It needs to have a strong setting/ character/ non-fiction description/explanation Children then draw/create a visual representation of the image that has been created by them of these words Children compare their images and discuss why they might be different based on their prior knowledge
	Connect 5	<ul style="list-style-type: none"> A key piece of text is chosen An A4 page is split into 4 boxes entitled with a fifth box in the centre – What I See/ Touch/ Emotions/ Hear/ Connects Children then draw/put in words against each of these senses in the 4 areas Children put any experience they have had that connects and put this in the middle They can discuss the similarities and differences and why this might be so based on their prior experiences and the way they are 'clarifying the text to themselves.
	Post - it	<ul style="list-style-type: none"> Children have post it notes as they read text. As they come to a key bit of information that has a strong image, they stick a post it on it. They can then draw/write brief notes on the image Discuss how these have helped them understand the story/non-fiction
	Changing Images	<ul style="list-style-type: none"> This helps children understand that as they read their mind is making sense and changing as it receives new information Read a text that has a strong image and which you know will change as more as read. Stop after the first part and ask them to create a mixed drawing with some key words phrase that represents the image in their head. Discuss this with a partner who might have picked up other information – they can alter theirs.



		<ul style="list-style-type: none"> • Read on and stop after a change has occurred. Children can either re-draw the scene or add to theirs (perhaps in a different colour). Repeat as required • Discussion with partners / groups as to how their image has evolved and why? What were the main changes?
	Open Mind	<ul style="list-style-type: none"> • Pick a key turning point in a story/biography where there is likely to be an emotional wrestling/decision • Children fold paper in half. They draw character on one side but then put a heart, speech bubbles and thought bubbles on the other side which they can put known information in and inferences to help them make sense of /visualise a deeper picture than just the physical image, revealing thoughts and emotions (which might be different to what they are saying!) • (This can also be acted as a 'drama' picture freeze frame with children then bringing up words on hearts/speech bubbles, thought bubbles to build and clarify a picture)
	Information Images	<ul style="list-style-type: none"> • After reading an informational text ask students to create a visual image representing the key parts/process • Use their poster to explain to others what they have found out • Compare with others or ask them to represent the image in two different ways
Teaching Strategies (Synthesizing)	Turn On the Lights	<ul style="list-style-type: none"> • Makes children consciously aware of how they are piecing information together as they read. • Put separate mind map bubbles on a page for key questions – How? When? Where? Who? What? Why? • As they read stop after a section and then add information to their mind maps • Discuss and share noting similarities and differences – poach other's information to show a growing picture emerging of the story/ biography etc
	Emotional Events	<ul style="list-style-type: none"> • Enables the children to link key events with the pace and emotion of a story • Draw the two axis of a line graph with emotion/tension/action on the left-hand side vertical graph. Along the horizontal children put in separate places the key events on the story. • Discuss each event in terms of its emotion/tension/action and whether this is heightened or lessened in comparison to other events. Place dots and then join to create the line graph creating a 'tension graph' • Discuss how this shows how the plot is fitting together and engaging the reader • Adapt – using the writing technique list can they plot how the author has created this feeling <ul style="list-style-type: none"> - Compare with other texts
	Great Debate	<ul style="list-style-type: none"> • Enables the drawing together of all the information sources they have been using • Create an open ended 'debate' question • Individuals, pairs or groups then take sides and collate the information for and against
	Synthesis Journal	<ul style="list-style-type: none"> • With careful modelling shows how a complex process of gaining information from different sources can be brought together. • Children find/are given 2-3 (increase to make more complex) different sources of information on a topic. Children begin to select themes that are appearing (will need to be guided initially) • They then plot the different information from sources using the grid which they can then organise and write up together to form

		<p>'My synthesis'</p> <table border="1"> <thead> <tr> <th>Theme</th> <th>Source 1</th> <th>Source 2</th> <th>Source 3</th> </tr> </thead> <tbody> <tr> <td>Clothing</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Food</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Work</td> <td>•</td> <td>•</td> <td>•</td> </tr> </tbody> </table>	Theme	Source 1	Source 2	Source 3	Clothing	•	•	•	Food	•	•	•	Work	•	•	•
Theme	Source 1	Source 2	Source 3															
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QUESTIONING (including comparing)	<p>Efficient readers continually think of questions before, during and after reading to assist them in understanding the text and engaging actively with it.</p> <p>As readers identify similarities and differences by connecting to their own experience and knowledge this helps to raise comparative questions (to themselves, to other texts and to the wider world)</p>																	
<i>Proficiency</i>	<p>Proficient self-questioners:</p> <ul style="list-style-type: none"> • Are active readers, asking questions as they go in search of answers (and realise that they may or may not be in the text) • They ask questions before, during and after reading • The questions are varied and relate to content, style, structure, importance, events, actions, inferences, predictions, author's purpose, clarifying meaning, techniques the author is using, awareness of their own connections/emotions. 																	
Teaching Strategies Questioning	Clouds of wonder	<ul style="list-style-type: none"> • Pairs read a page of a key text together • Put 5-6 thought bubbles on a page with the words I wonder.... • Pairs then agree questions/wonderings they have e.g. I wonder why she has a scar? • Pairs share with another pair to see different 'wonderings' • Continue on through the text – do they have new wonderings? Are some of their wonderings now answered? 																
	Stop and Think	<ul style="list-style-type: none"> • Create a card (below) sufficient for children to have three each which they can place randomly in their book/text. • When they get to these places it encourages them to ask questions • Children can then explain and share their questions with a partner <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">Stop and Think Card</p> <p>Do I understand what that was about?</p> <p>Were there any parts I didn't understand?</p> <p>Could I explain what I've just read to someone else?</p> <p>What might the next part be about?</p> <p>Are there any questions I need to have answered?</p> <p>Great! Read On!</p> </div>																
	BDA Questions	<ul style="list-style-type: none"> • BEFORE, DURING and AFTER helps the generation of questions which sets a purpose for their reading which can also be shared as pairs or as a whole class. • Model the forming of questions and key question words – Why? How? When? If? Etc 																

Comparing		<ul style="list-style-type: none"> • Link with other skills such as scanning subheadings etc to give an overall impression of the text and what questions they might ask • Stop at key points for further questions during the reading to be added • Are they left other questions at the end – have any been answered?
	Written conversations	<ul style="list-style-type: none"> • Pairs. A sheet of paper each. Each writes a question of the other they have after reading a text. • Swap sheets and each gives a written answer • Write back and forth then about the same topic as a conversation would recording their further thoughts,
	Venn Diagrams	<ul style="list-style-type: none"> • Completing a Venn Diagram on a character / discussion texts allows for similarities and differences to be revealed • List all the things known about two different characters • Place them into the Venn diagram • Compare with other groups
	Like or Unlike?	<ul style="list-style-type: none"> • Makes connections and comparisons between what they know and characters that are represented. • Select a character and their role e.g. Ben is a Teenage boy • Before reading ask them to discuss all they know about real-life people who have this role – what are they like • Compare with the character in the story once read and discuss • Adapt – how could the author have changed the character?
SUMMARISING (including determining importance)	A process of reducing a large piece of text by identifying and recording the main points linked to its purpose	
<i>Proficiency</i>	A proficient summariser is able to <ul style="list-style-type: none"> • Read a text and note the main points/issues/features linked to the main purpose of the text or what they need as a reader • They are then able to paraphrase this into their own words in succinct form 	
Teaching Strategies	Oral Summaries	<ul style="list-style-type: none"> • Groups read a section of text. • Together they discuss/highlight what the main points are • Present to other groups and compare
	Reciprocal retells	<ul style="list-style-type: none"> • After children Identify main themes of a non-fiction text or events of a story in groups. • Individually they take on of the themes and events and bullet point the key aspects of that event/themes • They then tell each other and analyse is there too much/too little information
	Skeleton Babble Gabble	<ul style="list-style-type: none"> • After reading a story that children are beginning to know well pair them A and B. (First occasion they may need pictures/main events on board to support • Tell them they have a minute to retell the story

		<ul style="list-style-type: none"> • A starts to retell the story – teacher after 10/15 secs shouts @Change’ and B takes over from where A left off a so on until the minute is up. • Children are having to condense to the skeleton of the story which is helpful prior to a story mapping/planning stage • Adapt – when you then need the richness of the story language take off the time limit and they need to retell using as much as they can remember. Early finishers swap over B becomes A so is telling different part of story <ul style="list-style-type: none"> - Children can begin to add their own ideas in the retelling – change the plot structure as they begin to innovate
	Main Idea Sort	<ul style="list-style-type: none"> • Identify key words and phrases to support summaries/ main concept • Cut these and put randomly with group. • After reading children then resort into an order that outlines the text, showing their relationship
	News Report	<ul style="list-style-type: none"> • Children ned to know main features of news reports and can then turn a story/ key event/ scientific breakthrough into a news story which will need to detail to the reader a summarised version
	66 words	<ul style="list-style-type: none"> • Children have grid with 66 rectangles in. • Challenge them to retell story/text in 66 words. • What was left in, what was taken out? Compare • Can they do it in 55? 44? Whilst still making sense?
Determining Importance	Famous Five	<ul style="list-style-type: none"> • Children read a text in a group – they discus and decide which are the most important words for the understanding of the text. • Adapt – link with scanning – provide the 5 words and they have a time challenge to find them in the text <ul style="list-style-type: none"> - Provide them with 10 – they need to condense down to 5 and justify their reasons
	VIPs	<ul style="list-style-type: none"> • Very Important points • Children have thin strips of post-its which they place on what they consider the most important points. • Compare with another group – what is different and why? • Adapt – what if they had to take two away?
	Main Idea Pyramid (also diamond 9)	<ul style="list-style-type: none"> • Children either create or are given 9 main ideas for a text. • They have to sort the most important to go at the top of the pyramid and then the layers below • Adapt – include some ‘irrelevancies’ <ul style="list-style-type: none"> - Change the pyramid now to a tower and argue why one is more important than another.
SKIMMING	Glancing through material to gain a general impression or overview of the content rather than the detail to see its relevance	
<i>Proficiency</i>	Proficient readers scan: <ul style="list-style-type: none"> • To gain a quick overview of the purpose of the text and what it contains • They assess quickly whether it is relevant for their purpose using titles and subtitles, illustrations • Decide which parts need to be read in more detail and which do not • Activate their prior knowledge of text types and content 	

Teaching Strategies	Picture Flick	<ul style="list-style-type: none"> • Taking a brief look at illustrations of a text prepares readers as well as stimulating prediction and connections • Look at front cover, title • Glance through text titles and illustrations • Predict the 'story' at this point and think what will happen next 											
	Graphic overlays	<ul style="list-style-type: none"> • Helps to clarify the text organisation that might otherwise be very 'busy' • Take a non-fiction text with lots of features on a page. • Get a clear overlay (Overwrite if on screen) and with marker pens draw around different sections naming them – e.g. Map, Title, picture, quote, sub-heading etc 											
	Sneak preview	<ul style="list-style-type: none"> • Let the children explore the text and then bring evidence (either written or oral) of what they have found within a 2-3-minute time frame. Who has got too detailed? Who already has the best overview? What method did they use? 											
SCANNING													
<i>Proficiency</i>	Proficient readers <ul style="list-style-type: none"> • Locate information quickly and efficiently through choosing specific methods • Understand how the text is organised and whether there are quick entry methods e.g. index, contents, glossaries • Know how to 'flick' through with the conscious thought of having a particular phrase, starting letter, symbol (such as speech marks) to find information • Use picture clues to find information 												
Teaching Strategies	Hunt the text	<ul style="list-style-type: none"> • Create a variety of challenge cards that act like a quiz where the children will have to find a specific piece of information quickly. They can be done one at a time whole class or given a set time to work through a set of 5/10 with first to finish. • Set the questions so that they have to go to different parts of the text to locate information • Discuss what their strategies were and build a bank of scanning strategies • Adapt – children could set each other their own quizzes 											
	Scan the room	<ul style="list-style-type: none"> • Helps the children to understand that their eyes can be told to look for specific things and track around a room as well as a text. • Teacher can 'hide' things that are just visible or set questions for them to find something e.g. purple/with a Y in it/particular book title etc • Children remain in their seats – first to see it wins • What strategies have they used? 											
	Retrieval Charts	<ul style="list-style-type: none"> • Helpful to use where children need to collect categories of information • The chart is set out for them to find specific information that they will then use to compare – e.g. wild cats <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Animal</th> <th>Size</th> <th>Colour</th> <th>Speed</th> </tr> </thead> <tbody> <tr> <td>Tiger</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Lion</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Animal	Size	Colour	Speed	Tiger				Lion		
Animal	Size	Colour	Speed										
Tiger													
Lion													

		Cheetah			
QI - Quite Interesting	<ul style="list-style-type: none"> • Identifies and clarifies new vocabulary • Ask children to skim a new text to identify key vocabulary/words they don't know • Take suggestions from contextual clues as to what they might be • Use dictionaries/glossary to then help children understand new word meaning before fully reading the text so they have more understanding • Are there different meanings? Is this the right one? • Build up a vocab and meaning list for the topic for display, use on their tables. 				