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- Distinguish between Fact and Opinion (Y5/6 only)

This STRAND ENCOMPASSES ALL READING AT ELMHURST

Section 1: Develop Positive Attitudes to Reading

- A. Take Pleasure in Reading: Develop Positive Attitudes to Reading**
- B. Read Independently and in Groups: Enjoy Listening to Books Read to Them**
- C. Discuss Books: Participate in Discussion about What is Read to Them, Taking Turns and Listening to What Others Say**
- D. Extend their Range of Reading**

Section 1 Reading Skill A: Take Pleasure in Reading: Develop Positive Attitudes to Reading

Read regularly to children of all ages throughout the school.

Talk about books regularly – share enthusiasms, new finds, interesting snippets.

Have regular choosing times to replenish the classroom book stock.

Ensure book corners are enticing and welcoming. Give children time to access them.

Make sure non-fiction texts are not simply ‘props’ in cross curricular displays but are used to promote reading.

Celebrate reading successes.

Encourage independent reading and reading at home.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Select books for personal reading and give reasons for choices.	Select books for personal reading and give reasons for choices.	Read and listen to whole books, make choices for their personal reading.	Sustain their reading for enjoyment and to find out.	Read independently complete short texts and sections from information books.	Listen to texts read to them. Read favourite authors and choose books to read on the recommendation of others.	Listen to texts read to them and sustain their reading of longer and more challenging texts.

Section 1 Reading Skill B: Read Independently and in Groups. Enjoy Listening to Books Read to Them

Provide time for children to select and read books both independently and in groups.

- Read with children as part of guided groups.
- Encourage children's independent reading at home, where possible let them borrow books and talk about their home reading in class.
- Home reading – any reading is better than none!
- Ensure children of all ages are read to regularly.
- Be ambitious with the texts that are read to the class to extend their knowledge of books and authors, beyond those that they might meet independently.
- Where possible make multiple copies of a text that you are reading to the class available for children to examine, re-read or borrow.
- Share enthusiasms and new finds.
- Use the school and local 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.

Reception

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

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

Section 1 Reading Skill C: Discuss Books: Participate in Discussion about What is Read to Them, Taking Turns and Listening to What Others Say

There are overlaps between this element of the 'Develop Positive a Attitude to Reading' strand and discussion as part of the 'Express, Record and Present Understanding' strand. Here discussion is more general perhaps – more geared towards expressing thoughts and preferences about a text, rather than using discussion as a means of teasing out understanding. Obviously these book conversations are not mutually exclusive.

Provide time for discussion about books; let children talk about books and make recommendations to each other.

Make links between children's own experiences and the events and information they encounter in texts.

Encourage children to link texts to others that they have read or heard.

Encourage children to express and articulate personal opinions about texts.

Make it clear that alternative interpretations and views about texts are acceptable, as long as disagreements don't become personal or argumentative.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discuss books they like and give reasons for choices.	Discuss books they like and give reasons for choices.	Justify their choices of books and their preferences from the books they have read or have had read to them.	Discuss why they like particular books or authors with others, giving reasons.	Describe and review their own reading habits.	Talk about books referring to details and examples in the text.	Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader.

Section 1 Reading Skill C: Discuss Books: Participate in Discussion about What is Read to Them, Taking Turns and Listening to What Others Say

This strand is about extending children's reading repertoire, range and stamina. Whilst it is important to acknowledge, encourage and celebrate children's enthusiasms with reading, the teacher's role is also to extend their range and ability to read texts of greater length.

Compare the texts and authors read in different year groups to ensure a rich, varied diet of texts.
 Review the range of material read as part of topic work and in other curriculum subjects.
 Use reading diaries to record reading achievements, note suggested titles and set personal reading goals.
 Provide children with choice of reading material.
 Enable children to browse from a range of texts.
 Suggest follow up texts to supplement class or personal reading.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Select books to read and listen to.	Select books to read and listen to.	Make choices from a selection of texts to hear and to read themselves.	Extend the range of books read by browsing and selecting texts, including poetry, to read independently.	Develop their reading stamina as they read longer texts.	Plan personal reading goals which reflect their interests and extend their range.	Develop their reading stamina and complete the independent reading of some longer texts.

Section 2: Skills and Strategies to Read for Understanding

- A. Use Prior Knowledge to Support Understanding
- B. Check that Books Make Sense to Them
- C. Ask Questions to Improve their Understanding
- D. Skim, Scan and Read Closely
- E. Use Strategies to Locate or Infer the Meaning of Unfamiliar Words
- F. Annotate Text
- G. Visualise their Understanding of What they Read
- H. Make Predictions
- I. Summarise Understanding
- J. Adapt Reading Strategies for Different Purposes or According to the Text Type

Section 2 Reading Skill A: Use Prior Knowledge to Support Understanding

Using prior knowledge is an essential reading comprehension skill. The knowledge a reader brings to their reading is an essential check when retrieving information from a text, (is this sensible?) but even more important to the process of inferring from a text, where the reader needs to fill in the gaps (read between the lines) between what is written and what is implied. Prior knowledge is ‘the wall against which you bounce the ball of what you read.’ Recalling what is already known about a topic or event, using the jargon ‘**activating prior knowledge**’, should be the starting point for all reading lessons.

Begin reading by discussing what is already known about a topic or event.

Encourage children to make links between their reading and their own experience.

Consider what is known or might be expected from other, similar texts.

Use prior knowledge to inform predictions and speculations about a text, (but be prepared to modify these in the light of what is then actually read).

When reading non-fiction texts, discussing prior knowledge should lead easily into identifying questions that the group need answering.

Use KWL (what I know, want to know, have learnt) grids to collect what is known.

Expect children to discuss how their prior knowledge was useful, or not, as they read through the text.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
When hearing or reading a story, discuss what they already know about the topic/text and link to their own personal experience.	Think about what they know about events or topics prior to reading.	Link the events or topic from a text to their own experience and/ or information they know. Recognise how books are like others they have read or heard.	Link the events or topic from a text to their own experience and/ or information gathered. Begin to make links to similar books they have read.	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.	Use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is read to what was expected.	Comment on what they have read and compare this to what they expected to read, e.g., in relation to events, ideas etc. Make comparisons between a text and others they have read.

Section 2 Reading Skill B: Check that Books Make Sense to Them

Good comprehenders make a sense check at regular intervals. They expect a text to make sense and check their understanding throughout, stopping and acting 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.

Model how to read texts in short sections (rarely longer than a page of A5 text) so that children learn to stop and check their understanding.
 Use reciprocal reading techniques to identify elements in a short passage which they don't understand and take action to improve their understanding.
 Slow reading down – building in a pause when reading with a group so that children can 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.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ask questions to find out more and to check they understand what has been said to them.	Listen to their own reading, and that of others, and make a sense check at regular intervals.	Check that a text makes sense to them as they read, pausing when reading to check their understanding and, where necessary, re-reading to regain understanding.	Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read. Put into their own words their understanding of what they have read.	Monitor their understanding of a text and take steps to retrieve the meaning if comprehension has been lost.	Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters, and imagining events that are described.	Link parts of a text together to understand how details or specific sections support a main idea or point. Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning

Section 2 Reading Skill C: Ask Questions to Improve their Understanding

In real life we ask questions because we want to know something or to clear up confusion- asking questions is a basic strategy for understanding. As such we should be making sure that children ask more questions to clear up any confusions, they have about the text they are reading. Good readers ask questions of a text and continue to think through something they don't fully understand, until they reach a satisfactory explanation for what they've read. It is therefore vital that we provide opportunities for children to ask their own questions, rather than always responding to the teacher's predetermined questions. Children asking questions should be a part of every reading session that is focusing on comprehension.

It is often difficult to admit that you don't fully understand something so creating the conditions where it is permissible to ask for something to be explained is important.

Children may need to be encouraged to ask questions.

Teachers may also need to model the different kinds of questions, those which explore meanings, as well as those that retrieve details directly from the text.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ask questions to find out more and to check they understand what has been said to them.	Ask questions about aspects of a text they don't understand.	Ask questions about a text to ensure they understand events or ideas in a text.	Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand.	Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text.	Identify aspects of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more.	Identify where they do not fully understand a text. Ask effective questions that will help them clarify their understanding of the text or the topic they are researching.

Section 2 Reading Skill D: Skim, Scan and Read Closely

Although these skills are often referenced within the reading of information books, they are just as relevant to answering questions on any sort of text. Skimming and scanning are key skills when answering comprehension questions, arguably the inefficient use of these skills and the overuse of 'remembering' is what causes many problems among less effective readers. They are bracketed here with close reading as a reminder that once a particular section of a text has been located, this section needs to be read carefully to find the specific information required.

Skimming – getting an overview of a text by reading key signposts which indicate meaning – for example the title, subheadings, captions, labels and looking at photographs or illustrations in an information book, reading the first sentence of each paragraph in a narrative.

Scanning – reading down a text to locate a specific word or phrase in it.

Close reading – reading the identified section of text slowly and carefully to find specific information or collect 'evidence'. This slow reading is usually done for a specific, identifiable purpose.

Agree the use of school-wide language and metaphors to talk about the processes of skimming, scanning and close reading – e.g., based on the text detective surveying a crime scene, or the use of the fast forward/pause buttons on a DVD player to locate a particular scene or event in a film.

Teach readers to locate the specific section of the text and then read around the key word – by re-reading the sentence before it, the one containing it and the sentence after it.

Model and demonstrate the different processes of skimming, scanning and close reading in shared reading and apply them in guided group reading.

Use opportunities when reading in Project Guerrilla lessons or in subjects across the curriculum to demonstrate these important skills.

Apply these skills as part of the process of answering comprehension questions.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Scan and skim the pictures in a book to gain information.	Skim read to gain an overview of a page/ text by focusing on significant parts – names, captions, titles. Scan the text to locate specific information – using titles, labels.	Speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings, and sub-headings. Scan pages to find specific information, using key words or phrases and headings. Read sections of text more carefully, e.g., to answer a specific question.	Skim opening sentences of each paragraph to get an overview of a page or section of text. Scan contents, indexes, and pages to locate specific information accurately. Identify sections of a text that they need to read carefully to find specific information or answer a question.	Skim read a text to get an overview of it, scan for key words, phrases, and headings. Decide which sections of text to read more carefully to fulfil a particular purpose, e.g., to summarise a text.	Locate information accurately through skimming to gain an overall sense of the text. Scan a text to gain specific information. Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/read on as appropriate.	Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning. Carefully read sections of texts to research information and to answer questions.

Section 2 Reading Skill E: Use Strategies to Locate or Infer the Meaning of Unfamiliar Words

These objectives are repeated in the vocabulary strand.

Teach children to use the context to speculate about the meaning of the unknown word and to check the plausibility of their guess.

Show children how to use the information included in the text to understand the meaning of an unfamiliar word, e.g., by re-reading a sentence or reading on to where a word is reused or explained.

Demonstrate how to make use of a glossary to explain technical vocabulary.

Recognise where a word is not explained by its context and that using a dictionary is the best course of action.

Ensure new words learnt through reading are used frequently in class in order that they enter children's working vocabulary.

Find ways to focus upon and celebrate new words – word walls, words of the week, competitions to re-use particular words etc.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise when they do not understand the meaning of a word and uses the pictures to develop an understanding of what it means.	Speculate about the possible meanings of unfamiliar words met in reading. Check whether the suggested meanings make sense in the context of the text.	Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary. Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.	Practise re-reading a sentence and reading on to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.	Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning (e.g., re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) Identify where unfamiliar words are not explained in the	Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or inference of the word meaning.	Check the plausibility and accuracy of their explanation or inference about a word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.

				text and where a dictionary needs to be used to understand them.		
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Section 2 Reading Skill F: Annotate Text

This element is repeated in the 'express, record and present understanding' strand.

Establish a colour coding and/or mark scheme to be used consistently throughout the school, e.g.

Readers circle words they are unfamiliar with the meaning.

They underline information which will answer a literal retrieval question/ use green to mark information which helps them answer 'right there' questions.

They use a wavy line to mark information which might help answer an inferential question / use red to identify these questions as 'think about' questions.

Identify 'find out more' questions for future research or follow up.

Use orange to highlight significant moments where characters speak to each other.

Make simple summaries or marginal notes every 2 or 3 paragraphs.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
There is no Reception objective in this strand.	Mark significant incidents in a story or information in a non-fiction text.	Make simple notes on a text, e.g., underlining key words or phrases, adding headings etc.	Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading. Read and identify the main points or gist of the text, e.g., underlining or highlighting key words or phrases, listing key points, or marking important information.	Mark texts to identify vocabulary and ideas which they need to clarify. Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.	Annotate a text to identify key information or identify elements they don't understand or want to revisit or explore further. Note key points of what has been read, using simple abbreviations, diagrams, or other simple marking system. Use these as the basis of follow up and discussion if appropriate.	Identify and mark aspects of a text which are unclear to discuss or revisit on a second reading. As they read, identify, mark, and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful.

Section 2 Reading Skill G: Visualise their Understanding of What they Read

Visualising has been identified as important element in understanding what we read and is used to support understanding as part of inference training. It is far more valuable than simply copying pictures from a text. Using illustration to reflect information in a text is also a helpful way of encouraging retrieval of detail.

Talk to children about 'picturing' scenes and events in their minds as they read.

Encourage children to compare their idea about a character or event with the illustrations in a text.

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.

Use a graphic to re-interpret the information contained in a text.

Act out and freeze frame scenes from a text.

Follow up children's illustrations by asking them to locate evidence in the text to explain and justify what they have done.

Use illustration/graphic visualisation to support retrieval (e.g., map making) and inference (an emotions map).

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retell and/or re-enact the story through play	Visualise what they have been reading, e.g., through drawing or acting out.	Use illustrations and simple formats such as flow charts or diagrams to re-present and explain a process or a series of events.	Re-present information gathered from a text as a picture or graphic, labelling it with material from the text.	Visualise the information they have read about, e.g., by mapping, illustrating, representing information graphically, and acting out. Use information from the text to justify their visual representations.	Re-present information from a text graphically. Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.	Re-present information from a text graphically. Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.

Section 2 Reading Skill H: Make Predictions

A prediction is always an inference – as it is speculating about text that has not yet been read. Making predictions is an important inference skill.

Use reciprocal reading approaches to emphasise predictions.

Stop regularly as you read a text to enable children to think about what they've just read and to make predictions.

Give children the opportunity to modify their predictions in the light of events or new information.

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'.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Make predictions based on clues such as pictures, illustrations, titles.	Make predictions based on clues such as pictures, illustrations, titles.	Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out.	Update and modify predictions about the events, characters, or ideas in a text on a regular basis throughout their reading.	Make predictions about a text based on prior knowledge of the topic, event, or type of text. Modify predictions as they read on.	Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.	Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on.

Section 2 Reading Skill 1: Summarise Understanding

Summaries enable readers to put their understanding into their own words (a useful metaphor for comprehension) and begin to distinguish between key and less important information. The move from recounting in detail to summarising is a developed skill and one that takes practice.

Use reciprocal reading as a main vehicle for developing this skill.

Summaries do not need to be of large sections of text, little and often is best.

Use children's over-detailed recounts as the starting point for making briefer oral summaries.

Highlight the value of paragraph topic sentences to summaries.

Set constraints ('Can you summarise this section in 3 sentences?') as an aid to making effective summaries.

Get children to explain why a particular piece of information is 'key' to understanding.

Challenge incomplete summaries – when children leave out important information.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
There is no Reception objective in this strand.	There is no Year 1 objective in this strand.	Retell a story giving the main events. Retell some important information they've found out from a text. Draw together information from across several sentences to sum up what is known about a character, event, or idea.	Retell main points of a story in sequence. Identify a few key points from across a non-fiction passage.	Summarise a sentence or paragraphs by identifying the most important elements. Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.	Make regular, brief summaries of what they've read, identifying the key points. Summarise a complete short text or substantial section of a text. Summarise what is known about a character, event, or topic, explain any inferences and opinions by reference to the text.	Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read. Summarise 'evidence' from across a text to explain events or ideas. Summarise their current understanding about a text at regular intervals.

Section 3: Understand the Vocabulary used in Texts

- A. Build a Wide Vocabulary
- B. Use a Dictionary Effectively
- C. Use Strategies to Locate or Infer the Meaning of Unfamiliar Words (also included in the Skills and Strategies Strand)

Section 3 Reading Skill A: Build a Wide Vocabulary

According to researchers it takes between 10 and 12 usages to embed a word into a person's working vocabulary, so part of the teacher's role is to ensure that new words met through reading are used later in class. Promoting an interest in words and an understanding of them is a key role for the teacher of comprehension.

Ensure all classes have a word wall to highlight new or interesting vocabulary.

Take a consistent approach to introducing new vocabulary in all subjects, including developing topic dictionaries.

Use dictionaries in most lessons to check word meanings.

Use activities such as cloze procedure and word association 'maps' to highlight new vocabulary.

Use reciprocal reading techniques (particularly the clarify stage) as part of guided reading and as shared reading in Project Guerilla/cross-curricular work — to build vocabulary knowledge.

Use new words frequently in class discussion for a week (or more) to embed them in children's understanding.

Ensure new words met while reading are used subsequently as part of classwork.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learn new vocabulary and uses it in different contexts.	Make collections of interesting words and use them when talking about books and stories.	Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read.	Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.	Consider a writer's use of specific and precise nouns, adjectives, verbs, and adverbs and discuss the meanings conveyed. Investigate the meaning of technical or subject specific words they meet in their reading.	Distinguish between everyday word meanings and their subject specific use, e.g., the specific meaning of <i>force</i> in scientific texts.	Collect unfamiliar vocabulary from texts they have read, define meanings, and use the vocabulary when recording ideas about the text. Collect and define technical vocabulary met in other subjects, e.g., developing subject or topic glossaries.

Section 3 Reading Skill B: Use a Dictionary Effectively

Efficient use of a dictionary is a valuable skill which enables readers to make more sense of what they've read, without disrupting the flow of reading. The use of a dictionary may be taught as a standalone lesson or 'clinic', but all reading sessions provide a good opportunity to apply this knowledge in practice. It is important to check the quality of the dictionaries being used and ensure that they include the words which the class will wish to clarify.

Make dictionary use a routine part of shared and guided reading sessions and of reciprocal reading sessions. Look up a maximum of say 3 words a session, to emphasise using other strategies to find or infer the meanings of words.

Ensure all classes have age-appropriate dictionaries but also a more detailed dictionary for challenging vocabulary.

Use and explain language such as 'clarify', 'meaning', 'context', 'definition', as well as technical terminology such as 'quartiles'.

Teach alphabetical order and the use of dictionary quartiles for ease of locating information.

Use the dictionary to check meanings of words with which the children are familiar and consider alternative meanings.

Where applicable, link dictionaries and glossaries.

Compare alternative definitions given in different dictionaries.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
There is no Reception objective in this strand.	Use simple dictionaries and begin to understand their alphabetical organisation.	Use dictionaries to locate words by the initial letter. Use terms such as definition. Discuss the definitions given in dictionaries and agree which is the most useful in the context.	Locate words in a dictionary by the first two letters. Know the quartiles of the dictionary.	Locate words in a dictionary by the third and fourth place letters. Use the quartiles of the dictionary efficiently to locate words quickly.	Use dictionaries effectively to locate word meanings and other information about words, e.g., by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context. Use a dictionary to check a suggested meaning.	Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently to locate information about words met in reading. Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.

Section 3 Reading Skill C: Use Strategies to Locate or Infer the Meaning of Unfamiliar Words

Equipping children with strategies to find the meaning of words which are explained in the text and infer the meaning of words which are implied rather than stated, is to put children in charge of their own understanding. It gives them a way forward when they are lost in a jungle of unfamiliar and unknown words.

Ensure children are not inhibited to identify unfamiliar vocabulary.

Teach children to use useful strategies for inferring the meaning of unfamiliar vocabulary, such as: re- reading the text, reading on the next sentence, making use of glossaries, visualising the scene/ event/ information, deciding on what fits with the context, analysing parts of words for clues, using the syntax of a sentence.

Help children to reflect on the effectiveness of the different strategies they use to infer meanings of unfamiliar words.

Help children to understand when an unfamiliar word is explained, or its meaning can be inferred from the text and when it is necessary to use a dictionary.

Get children to check inferred or dictionary meaning for sense or plausibility by looking back at the original text. Even when children immediately know a word meaning, encourage them to check the sense of the definition in the specific context.

Annotate a text to identify unfamiliar words so they can reconsider their meanings later.

Use language and grammatical terms consistently to talk about vocabulary, explain word inference (working out) strategies and dictionary use.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen to adult explanations of a new word and engage in conversations to develop understanding.	Speculate about the possible meanings of new or unfamiliar words met in reading. Explain the meaning of the words they meet in a text.	Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary. Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.	Practise re-reading a sentence and reading on to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.	Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference (e.g., by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries).	Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or inference of the word meaning.	Check the plausibility and accuracy of their explanation of, or inference about, a word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re-reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.

				Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.		
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Section 4: Express, Record and Present their Understanding

- A. Develop and Express their Understanding
- B. Answer Questions about a Text and Record their Understanding
- C. Justify their Ideas about a Text
- D. Annotate the Text to Support Understanding
- E. Demonstrate Understanding of Stories, Poetry and Plays through Retelling and Reciting Orally

Section 4 Reading Skill A: Develop and Express their Understanding

This aspect is about encouraging children to talk about the books they read or have read to them. To encourage initial or tentative ideas, this discussion work might be done in pairs and small groups, but children should become more confident and able to contribute to class and large group discussions too. Progression involves backing up ideas with information from the text and listening to and taking account of other people's ideas.

Discussion is usually better when participants have had the chance to rehearse their ideas before presenting them formally.

The jigsaw (or rainbowning) technique – where children work initially in a 'home' group to discuss an idea and then are re-organised to work with children from other groups who have been discussing something slightly different – is a useful way of enabling rehearsal.

When children have independently explored ideas about a text, perhaps using a book journal activity, then this can provide a useful starting point for discussion and follow up in guided reading.

Drama structures and activities such as freeze frames, conscience alley, thought tapping and forum theatre techniques provide a good starting point for considering why things happen, why something is important and why characters respond as they do. More formal activities like debates and acting out court room scenes and significant situations will tend to arise from the exploratory work planned.

Focusing a discussion or exploration on key points in a text is likely to prompt more discussion, so look for moments of crisis, disagreements, unanswered questions etc. as starting points for consideration.

Many texts explore moral questions and issues. These too provide good discussion starters.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discuss and describe the main story events in some detail.	Discuss reasons why things happen in the texts they read or are read to them. Express their understanding orally, and use words, illustrations and given formats to record their understanding.	Discuss themes, plots, events, and characters, comparing stories by the same and different authors. Compare the information given about topics in non-fiction texts.	Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas. Use simple graphics or illustrations to record and explain their understanding of information.	Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so. Compare and contrast stories, justifying their preferences and opinions.	Contribute to a discussion where a group explore their understanding of a topic raised through reading. Discuss and comment on texts, and present their ideas in appropriate and helpful formats, including graphically.	Contribute constructively to a discussion about reading, responding to and building on the views of others. Comment critically, orally, in writing and using graphics where necessary to support them, on the impact

						of books they have read.
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Section 4 Reading Skill B: Answer Questions about a Text and Record their Understanding

Children need to be familiar with the different formats for comprehension questions and be confident in their use. If these become the backbone of a **book journal approach** and are used to teach as well as to text, then this will become second nature to them. We can learn from our practice in teaching mathematics and look for the same consistency across year groups in our work on comprehension.

Ensure that the teaching of reading includes lots of opportunities for children to engage actively with texts and collect ideas and information using different formats. Book journal work will support this approach. Use children's independent work as the basis for discussion and follow up in guided reading.

Formal comprehension work should build on the on-going effective teaching of texts. Teach comprehension questions in pairs or groups of 3. Use one to demonstrate and model the approach, the other 2 to allow children to explore and experiment independently.

Use a **limited number of question types over a half term**, so children meet the type often and become confident in answering them. Children's confidence in approaching the traditional comprehension exercise of a text with 10 different questions is the ultimate goal, but a diet of this type of exercise only confuses rather than builds skill.

Break the process for answering a comprehension question down into its constituent steps. Model the process from beginning to end, thinking/ talking aloud as you do so. Make sure you demonstrate how to write up the answer - this is an important use of shared reading. Then ask children almost the same question again and expect them to do likewise.

In Year 5 and 6: Discuss question types – some questions (retrieval questions) have the answer 'right there'. **Highlight these in green.** Other questions (inferential questions) are 'think about' questions. A reader needs to consider more evidence or information than in a right there question and needs to consider the situation more carefully. Colour code this **question yellow** and use this to mark any text which help you to answer. Some questions (deductions) require you to pull together information from different parts of the text – mark these questions and relevant information in the **text blue**. Some parts of the text may not really be understandable until you have researched the topic more fully – these sections too could be coloured coded.

Discuss the key trigger words in the question so children know what they are looking for.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Answer who, why and how questions related to book they have read or heard.	Match events to characters in narrative and detail and information to objects or topics in non-fiction texts.	Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering, tabulating, and copying. Use different formats (matching, ordering etc.) to answer questions on a text.	Use different formats to retrieve, record and explain information about what they have read in both fiction and non-fiction texts, e.g., flow charts, for and against columns, matrices, and charts of significant information. Record their understanding of a text in different ways, using a range of formats.	Retrieve and collect information from different sources and re-present it in different forms, e.g., chart, poster, diagram. Answer questions on a text using different formats (matching, ordering, tabulating, etc.).	Use different formats to capture, record and explain information about what they have read, e.g., flow charts, for and against columns, matrices, and charts of significant information. Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required	Record details retrieved from the text about characters, events, and ideas, e.g., by making a comparisons table, true or false grid etc. Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer will be explicitly stated or implied in the text.

					to answer will be explicitly stated or implied in the text. Vary the reading strategies they use to answer questions, depending on the different types asked. Answer questions by explaining their ideas orally and in writing, including questions requiring open-ended responses.	Vary the reading strategies they use and mode of answering according to what is expected of them by the question. Answer questions by explaining their ideas orally and in writing. Use confidently the different formats (matching, ordering etc.) to answer questions on a text.
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Section 4 Reading Skill C: Justify their Ideas about a Text

Good inferences are not plucked from the air, they are rooted in the text. Even though something is not explicitly stated doesn't mean that to come to that conclusion is based on a wild guess. A reader who is good at inference will have ideas about a text that are based on a collection of hints and suggestions and the careful balancing of events and information with experience and wider understanding of the world; they are grounding their speculation in their text knowledge. They can point to parts of the text which would support their opinion or idea. Good justifications summarise information to support a point of view in the reader's own words, quote selectively to establish the point, and paraphrase other information which reinforces the argument being made.

Encourage children to complete the 'evidence' column in the 'What do you know for certain?' table to collect literal information and the 'hints/ guesses' column in the 'What do I think is happening?' table for collecting inferential understandings and speculations.

Ask children consistently: 'how do you know?' and challenge unsupported ideas or opinions about a text or element of it.

Demonstrate how to justify a point of view, backing up the opinion by quoting from the text and summarising the argument succinctly.

Get children to reflect on which is the best evidence (quotation or paraphrase) from a selection to support an idea about a text. Encourage children to explain their thinking.

Give children a collection of quotations from a text (or alternatively get them to highlight all the references in a text to a particular point) and ask them to decide what the collection might suggest or mean.

Having agreed the main point, demonstrate how to construct an argument which makes the point and uses the best quotation to back it up. (Deciding on the best is itself an interesting discussion!) Discuss how to paraphrase or sum up the other quotations.

Give an opinion about a text or aspect of it and ask children to find the evidence to back up (or challenge) the argument. Following discussion, reflect on the best evidence and how to construct an answer to a formal comprehension question.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Answer simple questions where they recall information from a text.	Answer simple questions where they recall information from a text.	Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.	Re-read sections of texts carefully to find 'evidence' to support their ideas about a text. Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.	Support their ideas about a text by quoting or paraphrasing from it. Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.	Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Identify and summarise evidence from a text to support a hypothesis.	Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. Identify and summarise evidence from a text to support a hypothesis.

Section 4 Reading Skill D: Annotate the Text to Support their Understanding

This element is a repeat of the strand under 'skills and strategies to read for understanding'.

Make simple summaries or marginal notes every 2 or 3 paragraphs.

Consider establishing a colour coding and/ or mark scheme to be used consistently throughout the school, e.g.

Readers circle words they are unfamiliar with the meaning.

Underline information which will answer a literal retrieval question/ use green to mark information which answer 'right there' questions.

Use a wavy line to mark information which might help answer an inferential question/use red to identify these questions as 'think about' questions.

Identify 'find out more' questions for future research or follow up.

Use orange to highlight significant moments where characters speak to each other.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
There is no Reception objective in this strand.	Mark significant incidents in a story or information in a non-fiction text.	Make simple notes on a text, e.g., underlining key words or phrases, adding headings etc.	Read and identify the main points or gist of the text, e.g., underlining or highlighting key words or phrases, listing key points, or marking important information. Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading.	Mark texts to identify vocabulary and ideas which they need to clarify. Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.	Annotate a text to identify to identify key information or identify elements they don't understand or want to revisit or explore further. Note key points of what has been read, using simple abbreviations, diagrams, or other simple marking system. Use these as the basis of follow up and discussion if appropriate.	Identify and mark aspects of a text which are unclear to discuss or revisit on a second reading. As they read, identify, mark, and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful.

Section 4 Reading Skill E: Demonstrate Understanding of Stories, Poetry and Plays through Retelling and Reciting Orally

This strand is about children showing understanding of stories, poetry and plays through using intonation, tone, volume, and action in performance and is a requirement of the 2014 Programme of Study.

Consider how children can make oral and IT based presentations as well as directly performing in front of an audience.

Children should learn to annotate a text as if it were an actor's script, identifying where to place emphasis, change tone or suggest emotion.

Record first attempts so that children get used to listening critically to their work and can suggest amendments and alternative ways of approaching the text.

It is unlikely that a first reading will be as fluent or expert as subsequent readings. Rehearsal is vital to retelling or reciting effectively.

Acting out stories, poetry and other material provides a valuable context for recounting a narrative and exploring expressive language or dialogue. Working these up for performance in front of an audience requires introducing theatrical skills so that words and actions are clear to an audience.

There are numerous informal audiences available in school – younger and older children, classmates, staff – as well as more formal opportunities to perform – assemblies, performances, open events for parents.

Not all presentations need to be 'live'. Recorded performances allow for reconsideration, reflection, and improvement.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Retell stories and parts of stories, using some of the features of story language. Learn and recite simple poems and rhymes, with actions, and re-read them from the text.	Retell stories giving the main points or events in sequence and highlighting significant moments or incidents. Retell stories individually and through role play in groups, using dialogue and narrative from the text. Learn, re-read, and recite favourite poems, conveying meaning by taking account of punctuation.	Present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and characters. Read, prepare, and present poems and play scripts.	Choose and prepare stories, poems, and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds. Rehearse and improve their performance when reading texts aloud, to demonstrate their understanding.	Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters. Read, rehearse, evaluate, and modify a performance of a story, poem or play script to convey meaning and emotion.	Read aloud different texts, including poetry and prose, discussing, and drawing out similarities and relationships of theme, format, and language. Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience.

Section 5: Understand the Whole Text

- A. Identify Main Ideas and Themes in a Wide Range of Books and Understand how these are Developed over a Text
- B. Identify how Structure and Presentation Contribute to Meaning
- C. Make Comparisons Within and Across Texts
- D. Identify How Language Contributes to Meaning
- E. Evaluate the Text

Section 5 Reading Skill A: Identify Main Ideas and Themes in a wide range of books and understand how these are developed over a Text.

This aspect is focused on children identifying the theme or main ideas of a text.

Use language carefully to help readers distinguish between the events and the plot in a narrative and the theme and ideas that the events illustrate.

Link particular narrative themes to specific text types.

Use knowledge about how common ideas are used and developed across texts as an aid to making predictions.

Make use of formats, e.g., emotions graphs, to track the development of an idea or theme over a short text.

Trace key moments in the development of a theme by skimming, scanning and close reading across specific sections of a text.

The idea of change and development is one that young children find hard to grasp – their judgements about characters are, for example, once made, often fixed. A useful starting point is to focus on the characters who undergo change and development, because of what happens to them – this is at the heart of many children's books.

Work in this area needs to focus on change and development. This means looking at key parts or episodes or characters in the text and examining the differences with what was noticed before.

Narrative organisation formats – for example, the story mountain, 5 key scenes – provide a useful starting point for identifying differences and changes. Getting an overview of a text helps readers identify where changes occur. Concepts of beginning, middle and end can also be helpful.

Use of comparison charts and tables can help focus attention on similarities and differences.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pick out significant events, incidents or information that occur through a text.	Pick out significant events, incidents or information that occur through a text.	Discuss familiar story themes that they have read or heard.	Identify typical story themes, e.g., trials and forfeits, good and evil, weak over strong, wise, and foolish.	Identify social, moral, or cultural issues or themes in stories, e.g., the dilemmas faced and dealt with by characters or the moral of the story.	Begin to distinguish between plot events/ details and the main themes in the texts they read.	Understand how a writer develops themes, ideas, or points of view over a text.
Link familiar story themes to their own experiences, e.g., illness, getting lost, going away.	Link familiar story themes to their own experiences, e.g., illness, getting lost, going away.	Give reasons why things happen or change over the course of a narrative.	Discuss how characters' feelings, behaviour and relationships change over a text	Link cause and effect in narratives and recounts.	Identify how ideas and themes are explored and developed over a text, e.g., how a story opening can link to its ending or how	In non-fiction texts distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text,

				Explain how ideas are developed in non-fiction texts.	characters change over a narrative. Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.	e.g., in autobiographies. Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over the course of a text.
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Section 5 Reading Skill B: Identify how Structure and Presentation Contribute to Meaning

This aspect focuses on how writers organise and communicate their material, so that a reader can understand and enjoy the text. There is an objective linked to narrative, information texts and poetry.

Asking children to re-assemble sections of text which have been disassembled (reconstruction activities) is a useful way of making them pay attention to the features and organisational structure of a text.

Encourage children to give paragraphs a title as a kind of subheading or title,

Ask 'why has the author included this part? Why has she done it like this?'.

Draw attention to the author's specific way of organising or introducing something by trying out an alternative word/ title/ rhyme etc. Ask 'What difference does the change make?'.

Introduce children to common structures that authors use in different sorts of writing. Once a type has been explained provide other text examples for children to explore to look for similarities. Encourage colour coding and marking of text to identify different sections or elements.

The structure of a non-fiction text is usually much more obvious than the narrative structure. With narrative short texts make structural elements easier to grasp, e.g., it is easier to see where the problem is resolved, the section where the author summarises many events or the passing of many days is suggested but not explored in detail is much more obvious.

Presentation similarly is a more important feature in non-fiction than in narrative.

With the right text, the exploration of structure and presentation in poetry can be great fun!

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify features of a fiction or non-fiction text, e.g., title, front cover, speech bubble, label, pictures and/or illustrations.	Identify and compare basic story elements, e.g., beginnings and endings in different stories. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations, and diagrams. Recite poems with predictable and repeating patterns, extending, and inventing patterns and playing with rhyme.	Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved. Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks, and bullet points. Identify and discuss patterns of rhythm, rhyme, and other features which	Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved. Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic. Distinguish between rhyming and non-rhyming poetry and	Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action, and dialogue. Identify the main features of non-fiction texts (both print, and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining	Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication, and resolution. Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout, and purpose, e.g., recounts, instructions, explanations, persuasive writing, and argument.	Understand aspects of narrative structure, e.g., how paragraphs build up a narrative, how chapters or paragraphs are linked together. Understand how writers use the features and structure of information texts to help convey their ideas or information. Analyse how the structure or organisation of a poem supports the expression of moods,

		influence the sound of a poem.	comment on the impact of the poem's layout.	information efficiently. Identify different patterns of rhyme and verse in poetry, e.g., choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.	Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.	feelings, and attitudes.
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Section 5 Reading Skill C: Make Comparisons Within and Across Texts

There are two elements here: comparing elements within a text, e.g., characters, ideas, and topics, and comparing texts with other texts perhaps by the same author, or on the same topic or theme.

To focus on characters, events, and information within a text:

Collect information about different topics against headings.

Learn to list information and present it in table form. Similarities and differences tables and Venn diagrams are good formats for collecting comparisons and contrasts.

Use true and false formats to explore similarities and differences.

Give children explanations or opinions and ask them to find the information, or 'evidence' to back them up or challenge them.

Ask children to use the information they have collected about a topic to make decisions or choices, e.g., which of these 3 weapons would be better for an army attacking a castle?

To look across the text as a whole or compare with other texts:

Similarities and differences tables and Venn diagrams are good formats for collecting comparisons and contrasts.

Look at several texts by the same author to tease out comparisons.

Compare texts within the same genre to see similarities and differences.

Comparing a written text with the way that it is presented in another media is a useful starting point for identifying alternative approaches and differences in interpretation and presentation.

With non-fiction texts on the same topic discuss which text is the most useful and/ or trustworthy, depending on the purpose of the reading.

Try acting out scenes from a different point of view.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discuss and compare characters, settings and events within the same story.	Discuss and compare events or topics they have read about or have listened to.	Identify, collect, and compare common themes in stories and poems. Make comparisons of characters and events in narratives. Compare the information about different topics in non-fiction texts.	Make comparisons between events in narrative or information texts on the same topic or theme. Compare and contrast writing by the same author.	Collect information to compare and contrast events, characters or ideas. Compare and contrast books and poems on similar themes.	Make comparisons between the ways that different characters or events are presented. Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g., film) of the same text.	Make comparisons and draw contrasts between different elements of a text and across texts. Compare and contrast the work of a single author. Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.

Section 5 Reading Skill D: Identify how Language Contributes to Meaning

Although there will be an overlap with the vocabulary strand, the focus here is on an author's use of language for effect. Why will the author have chosen to use this particular word, or group of words?
Why is a character always described in terms of say, wild weather? Is this image used across a book or just in one section?

Cloze procedure, particularly when done as a pair activity, is a good way of focusing on alternative language choices and then back on the words an author actually chose to use.

Focus on shades of meaning that are implied by a particular word choice.

Play word and phrase association games – *what do you think of when you hear the words ...?*

Make up word sums – *'if we add these 2 adjectives to the 2 we collected in the last paragraph, what do they add up to?*

Collect evocative word use, e.g. the adjectives used to describe a character, the verbs used to describe her actions. Is there a pattern in the words chosen? What effect might the author be seeking?

Focus on the use of figurative language and idioms, e.g. metaphors, similes, embedded metaphors. Check understanding and discuss the effect they have. Talk about the comparisons being made.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore characters' feelings, what words mean and how punctuation adds to the meaning.	Explore the effect of patterns of language and repeated words and phrases. Identify and discuss some key elements of story language.	Speculate about why an author might have chosen a particular word and the effect they were wanting to achieve, e.g., by considering alternative synonyms that might have been used.	Discuss authors' choice of words and phrases that describe and create impact, e.g., adjectives and expressive verbs.	Understand how writers use figurative and expressive language to create images and atmosphere, e.g., to create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and other comparisons they have read.	Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices. Investigate how writers use words and phrases for effect, e.g., to persuade, to convey feelings, to entice a reader to continue.	Identify and discuss idiomatic phrases, expressions, and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary. Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them. Comment critically on how a writer uses language to imply

						ideas, attitudes, and points of view.
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Section 5 Reading Skill E: Evaluate the Text

There are some links between this strand and objectives in the attitudes strand. The progression here is to move from stating a preference to being able to explain and justify the preference. Later work focuses on evaluating elements of a text which work well and make it an effective text.

Encourage children to give reasons for their preferences about a text, e.g. I like this best *because*...

Compare key parts of different texts, e.g., openings, and discuss why some work better than others.

Give children the opportunity to make choices about the texts they read and use and then justify and review them. Ask 'What should we use as the basis for choosing a book to research a topic?' Evolve check lists and criteria.

Find real reasons for children to express opinions, e.g., to make recommendations for others to read, or to suggest a text for the book club to read.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talk about aspects of the text that they like.	Talk about aspects of the text that they like.	Explain why they like a particular text.	Say why they prefer one text to another. Begin to identify why one non-fiction text is more useful than another, according to their purpose.	Identify aspects or features that make a text entertaining, informative or useful.	Analyse the features of engaging or useful texts e.g., effective openings or endings, the presentation and resolution of problems (in narratives), clarity and enthusiasm for a topic in non-fiction.	Identify the features that make some texts more effective than others.

Section 6: Retrieve Information from Texts

- A. Retrieve and Record Information from Texts
- B. Retrieve the Meaning of Unfamiliar Vocabulary where this is Explained in the Text
- C. Identify how Language, Structure and Presentation Contribute to Meaning
- D. Ask Retrieval Questions about a Text
- E. Distinguish between Fact and Opinion (Y5/6)

Section 6 Reading Skill A: Retrieve and Record Information from Texts

Finding information in a text involves the reader in noticing what details are included about the topic and capturing this information in some form. The tendency is for children to try and remember details rather than use their skills to locate the right section of text and then read closely to check exactly what was written. The role for the teacher in promoting effective retrieval skills, including skimming, scanning and close reading, is to encourage careful reading and checking and then to help the children to convey their understanding in different ways.

Use a basic prompt like 'What can you tell me about...?' A basic question such as 'What do we know for certain?' also focuses on retrieval of information which is directly given in the text. Encourage children to visualise their understanding by drawing maps (e.g. the setting of the narrative), diagrams and illustrations of objects, people, and places. These need to be accurate, based on the text and often labelled with wording from the text.

When reading information books, it is often useful to get children to re-present information in another format, for example as a diagram or graphic.

Use prompts such as What did the ... do? Describe ... What are the reasons given for...?

Retrieval of information directly given in a text can be usefully practised when reading in other subjects.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Find information in a text about an event, character, or topic, using the pictures as a prompt.	Discuss character's appearance, behaviour and events that happen to them, using details from the text. Find specific information in simple texts they've read or that have been read to them (dependent on reading ability).	Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non-fiction. Give reasons why things happen where this is directly explained in the text.	Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). Take information from diagrams, flow charts and forms where it is presented graphically.	Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects, or ideas. Pick out key sentences and phrases that convey important information.	Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. Locate information confidently and efficiently, using the full range of features	Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects, and ideas in texts. Retrieve information from texts and

	Find information in a text about an event, character, or topic.	Locate information using contents, index, sub-headings, page numbers etc. Express and record their understanding of information orally, using simple graphics or in writing.	Express and record their understanding of information orally, using simple graphics or in writing.	Take information from diagrams, flow charts and forms where it is presented graphically.	of the information text being read, including information presented graphically.	evaluate its reliability and usefulness.
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Section 6 Reading Skill B: Retrieve the Meaning of Unfamiliar Vocabulary where this is Explained in the Text

This aspect includes elements which are identified in the 'Use strategies to locate or infer the meaning of unfamiliar words' strand, focusing specifically on the location of meaning. Many of these suggested approaches are the same as those detailed there.

Ensure children are not inhibited to identify unfamiliar vocabulary or words they are not certain of the meaning.

Use reciprocal reading techniques – particularly the clarify stage – to explore unfamiliar vocabulary.

Teach children to use useful strategies to locate the meaning of unfamiliar vocabulary, such as: re- reading the text, reading on the next sentence, making use of glossaries, visualising the scene/event/information, deciding on what fits with the context, analysing parts of words for clues, using the syntax of a sentence.

Annotate a text to identify unfamiliar words so they can reconsider their meanings later.

Get children to check the meaning given in a dictionary for sense or plausibility by looking back at the original text.

When children already know a word meaning, encourage them to check the sense of the definition in the specific context.

Help children to be aware of the strategies they use to locate meanings of unfamiliar words.

Use language and grammatical terms consistently to talk about vocabulary, working out strategies and dictionary use.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen to adult explanations of a new word and engage in conversations to develop understanding.	Identify new or unfamiliar words that they meet in reading. Explain the meaning of the words they meet in a text.	Learn to read on and re-read sentences to find the meaning of unfamiliar words which are explained in the text.	Practise re-reading a sentence and reading on to locate the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.	Decide where unfamiliar words are explained in the text or where they need to use a dictionary or glossary to find a word meaning. Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation.	Use a range of strategies, including the context and where necessary a dictionary, to make sense of the words used in a text. Explain the meaning of words used in a text.	Apply appropriate strategies (re-reading, reading on, visualising, word knowledge, syntax) to find the meaning of unfamiliar vocabulary met in independent reading. Check the plausibility and accuracy of their suggestions.

Section 6 Reading Skill C: Identify how Language, Structure and Presentation Contribute to Meaning

Because structure and presentation are such a significant feature of information books there is a close relationship with the Reading to Find Out strand. There is no Year 1 objective in this strand.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
There is no Reception objective in this strand.	There is no Year 1 objective in this strand.	Notice how information is presented.	Notice how information is presented across a range of texts.	Use knowledge of different organisational features of texts to find information effectively.	Use knowledge of different organisational features of texts to find information effectively. Comment on how information is presented on the page.	Use knowledge of different organisational features of texts to find information effectively. Identify and explain how complicated information is presented on the page to make reading easier.

Section 6 Reading Skill D: Ask Retrieval Questions about a Text

Ask retrieval questions (or explain the task) before reading a section of text – in that way children read the text with the question in mind.
Identify 'right there' questions, so that children begin to recognise the types of literal retrieval questions and to know that they are looking for information which is directly given in the text.
Asking questions is a core part of reciprocal reading.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ask questions to understand what has happened in stories they have read or been read to them.	Ask questions to understand what has happened in stories they have read or been read to them.	Ask what, where, and when questions about a text to support and develop their understanding.	Clarify their understanding of events, ideas, and topics by asking questions about them.	Identify elements of a text which they do not understand and ask questions about it.	Ask questions to clarify their understanding of words, phrases, events, and ideas in different texts.	Ask questions to clarify their understanding of words, phrases, events, and ideas in different texts.

Section 6 Reading Skill E: Distinguish between Fact and Opinion (Y5/6)

List words and sayings which express approval or disapproval and explore shades of meaning, e.g., from most to least positive.
 Investigate character's opinions of other characters by acting out scenes, 'thoughtscaping' characters (identifying what a character really thinks as opposed to what she/ he says).
 Explore how descriptions of settings and places convey a mood or atmosphere, contrast how this is done through colour, music, and sound in films.
 Investigate how authors show rather than tell.
 Examine non narrative texts, e.g., restaurant menus, advertisements, which express enthusiasm or opinion in implicit ways.
 Explore how authors express opinions through their word choices as well as through explicit statements.
 Enjoy texts which are written with a strong narrative voice, e.g. The True Story of the Three Little Pigs and discuss how this changes the traditional story.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
There is no Reception objective in this strand.	There is no Year 1 objective in this strand.	There is no Year 2 objective in this strand.	There is no Year 3 objective in this strand.	There is no Year 4 objective in this strand.	In persuasive writing and other texts investigate how language is used to present opinion. Distinguish between fact, opinion, and fiction in different texts, e.g., biography, autobiography, argument.	In autobiography and biographical writing, and in texts written for mixed purposes (e.g., leaflets that are both information giving and persuasive), distinguish between fact, opinion, and fiction. In non-fiction texts distinguish between explicit and implicit points of view.

Section 7: Inferential Understanding

- A. Infer from what Characters Say and Do
- B. Predict What Might Happen
- C. Identify How Language... contribute(s) to Meaning: How Meaning is Conveyed through the Writer's Language Choices
- D. Ask Inferential Questions
- E. Adapt Reading Strategies to Make Inferences

Section 7 Reading Skill A: Infer from what Characters Say and Do

What characters say and do is often a good place to start with making inferences because there is often a gap between words and actions. In addition, people in books do not always say exactly what they mean. The gap between expression and action is an area which authors often exploit, sometimes for comic effect and sometimes to drop hints and clues about what characters are really like. Focusing on dialogue and how characters act are easy ways to get children to understand that there is an underlying meaning to a text, or that things aren't exactly as they have been led to believe.

Encourage the language of speculation, but also the reference back to the text to check.

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, forum theatre*.

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?

Link any practical investigative activities back to the text, to check whether interpretations are consistent with the text.

Demonstrate to children how to take their ideas and inferences about a character and construct an extended answer to a comprehension question.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retell and re-enact familiar stories in play, taking on the role of the character.	Speculate about characters from what they say and do, <i>e.g.</i>, when role playing parts or reading aloud. Discuss what is suggested about a character from the way or how he/ she speaks.	Make inferences about characters from what they say and do, focusing on important moments in a text.	Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings in fiction.	Deduce the reasons for the way that characters behave from scenes across a short story.	Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.	Understand what is implied about characters through the way they are presented, including using a narrator or narrative voice, explaining how this influences the readers' view of characters.

Section 7 Reading Skill B: Predict What Might Happen

Teaching children to make predictions makes them more involved and engaged readers. Predictions set up a purpose for the reading and build interest and engagement. It is an important element of what good readers do to help them make sense of a text. A prediction is always a form of inference – it is making an informed guess about what you are going to read about next, based upon what has been read already, what is known about the topic and the text type, and the immediate hints and clues the reader picks up. It is important that teaching makes this process explicit to young readers. We must also encourage children to understand the importance of *plausible* predictions, based on these sources of information, rather than over emphasising correct predictions, because writers will always introduce new and unexpected ideas which we cannot foresee.

Use reciprocal reading strategies (particularly the prediction stage) as the default approach to guided reading, where appropriate, and as a basic approach to introducing text in cross curricular work.

Read texts section by section to allow children to make frequent predictions.

Focus on significant moments of the text, e.g., story openings, moments of crisis, to encourage engagement and prediction.

Discuss and demonstrate how a reader uses specific clues in the text as well as what we know from our own lives and our expectations from previous reading to make a prediction. Identify the specific elements in the text being drawn upon (e.g., by highlighting the clues) when demonstrating how a reader makes a prediction. Show how to use titles, subheadings, illustrations, and headings as a quick way into a text and making a prediction.

Demonstrate how to use skimming and scanning to identify key words and significant sentences in the next section of a text to make a prediction.

Note and revisit predictions frequently to review which are still plausible and which no longer seem appropriate, and to discuss why some predictions have ceased to be relevant.

Encourage children to reflect on how they made their predictions, what they based them on, their plausibility and how/ why they proved to be accurate or not.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use titles, cover pages, pictures, and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts.	Use titles, cover pages, pictures, and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts.	Make plausible predictions showing an understanding of the ideas, events, or characters they are reading about.	Predict from what they have read or had read to them how incidents, events, ideas, or topics will develop or be concluded.	Use information about characters to make plausible predictions about their actions.	Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. Discuss the plausibility of their predictions and the reason for them.	Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text. Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark.

Section 7 Reading Skill C: Identify How Language... contribute(s) to Meaning: How Meaning is Conveyed through the Writer's Language Choices

Making an inference often involves picking up on the implications of a word or phrase, or a cluster of words and phrases. A good author chooses words carefully to convey a precise meaning and by helping children to engage with and consider these word choices we give them the chance of picking up the implications or hints. A particular difficulty linked to word and phrase choice is an authors' use of idiomatic and figurative language. For children unused to reading or listening to books, or to talking about what they have read, seen or heard, then phrases like *'it's raining cats and dogs'*, *'in the nick of time'*, even *'a game of two halves'* etc. will be deeply confusing. Figurative language, such as comparisons made through the use of similes and metaphors, can be telling and illuminating, but also very difficult if, as a reader, you do not stop and work out what is being compared, how apt is the comparison, and what is being implied by it. Further, the choice of a single word can be used to imply significant information about a character or event, to say a character *stormed out of the room* is to use the verb storm as an embedded metaphor to imply that the character was angry, thunderous, wild. A reader who doesn't pick up such a meaning misses the point of the sentence. Whilst we are used to discussing powerful words in our teaching of writing we are often much less focused upon them in our reading. Teaching needs to take account of these rich but potentially challenging areas for readers by paying attention to words and phrases, highlighting them, and talking around the meaning stated and implied. It is an important area of focus in both shared whole class reading and guided reading, as well as an element of texts that can be explored through independent work.

Focusing on word choices:

In shared reading think aloud and speculate about an author's word choice.

Use cloze procedures to focus on particular word choices. Remove or cover interesting words, or a particular word class, e.g., adjectives, from a short section of text. Ask children to work in pairs or small groups to discuss what will fit or will make sense in the context. (The pair work rather than individual work is important to emphasise the need to discuss). Emphasise 'the best word' rather than the first word that makes sense. Consider alternatives, then refer to the author's original choices – and explore how and why they might differ from the children's ideas.

Encourage children to read text aloud as if they were actors interpreting a script. How will they read a particular passage or words? What kind of emphasis or tone of voice? Encourage children to listen to each other or record their attempts and discuss why particular words might be read in particular ways.

Collect clusters of words used in a text of a similar type, e.g. all the adjectives used to describe the building, or the words and phrases linked to a particular theme, topic or event. Ask: what do they notice about what they have collected? For example: *'Why might an author have used such violent words associated with stormy weather about ...?'*

Teach children to word associate on significant words used in a text.

Use prompts like *What does the word ... imply about ...? Which words suggest that (the king was a cruel man)? How did the choice of words create a feeling of ...? What do phrases such as ... tell you about ...?*

Why did the author choose to use verbs such as ... and ...?

Get children to highlight the words and phrases which create a particular atmosphere or feeling. Then working in a group get them to compare ideas and discuss how the language has created the effect. Sometimes it is better to give children a possible explanation / reason for using a particular pattern of words and phrases and ask them to support or contradict your argument, e.g. *What words tell you that ... was upset?*

Represent words from a text graphically, according to how often particular words are used in a text or to describe a character.

Get children to think about whether a writer's choices of words are implying a point of view. Ask for example *do you think the writer admires ... (the Celts more than the Romans)?*

Focusing on figurative language:

Use the meta or technical language to talk about metaphors, similes etc.

Make a collection of favourite sayings used by or about a character.

Use prompts like *Why did the author use this (simile)? What is being compared here? How did the metaphor help you understand? (A character) keeps saying 'it takes one to know one'. What does he mean? What does it suggest about him?*

Try inventing alternative metaphors or similes to describe or compare ideas or events from a text. How successful are the suggestions in saying something in a fresh, interesting way and implying something more about the things being compared?

Use reciprocal reading approaches (particularly the clarify and question stages) to focus on challenging vocabulary or the implied meanings of phrases)

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen to adults as they model reading	Explore the effect of patterned language	Investigate traditional story language, e.g.,	Discuss the language used to create	Understand how writers use figurative	Identify and discuss idiomatic phrases,	Identify the hints and suggestions that

with intonation and expression, and read the same word or sentence with expression.	or repeated words and phrases in familiar stories.	story openers and endings, scene openers, language which signals a time shift or magical event.	significant aspects of a text, e.g., opening, build up, atmosphere, and how a writer implies as well as tells.	and expressive language to hint at and suggest ideas and information to capture interest, e.g., how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and other comparisons that they read.	expressions, and comparisons (metaphors, similes, and embedded metaphors) met in texts, considering why authors might have used them. Consider the language used in a text and pick up the implications and associations being made by the writer.	writers make through their choices of words and phrases and the associations these evoke, e.g., about characters, events, or ideas.
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Section 7 Reading Skill D: Ask Inferential Questions

Asking inferential questions – as opposed to retrieval questions where the answer is given in the text – is a developed skill. Children need opportunities to practise asking questions that explore aspects which are implied rather than stated, or to understand the significance of things that are said and done. Focusing on characters and getting children to think and ask about what they mean when they say, why they might have done something, or how they might have felt all need explicit teaching and demonstration.

Use reciprocal reading – particularly the questioning stage – as a prime strategy for encouraging children to ask questions.

Discuss the difference between what a character says and means.

Encourage children to ‘put themselves into the picture’ and think what questions they would ask if that event was happening to them.

Help them to question important events or moments of crisis in a text – *why did it happen? Would they have behaved the same way? Who is to blame?*

Encourage children to ask why questions of the topics they read about.

Drama strategies like thought tracking and freeze frame are effective ways of exploring the gap between what is said and thought and often raises pertinent questions about characters and what they do.

Ensure that questions that are raised by readers are taken seriously and discussed. At times it might be necessary to re-read sections of text to find an answer. Conversely the group may need to learn to ‘hold onto’ a question until the answer becomes clearer as they read further.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ask questions to explore what characters do.	Ask questions to explore what characters say and do.	Ask questions to understand more about characters and events in narrative or the topic in non-fiction.	Ask questions to develop understanding of characters’ feelings and actions, or to understand significant details about a topic.	Ask questions to clarify their understanding of what is implied about main ideas, themes, and events in texts they have read.	Recognise where they don’t understand why something happens in a text and ask questions to clarify their understanding.	Ask questions to clarify and explore their understanding of what is implied in the text.

Section 7 Reading Skill E: Adapt Reading Strategies to Make Inferences

There is an overlap with the reading skills and strategies strand.

Readers who are good at inference have a range of reading strategies at their command. These include: Activating prior knowledge; Making and modifying predictions; Checking the sense of what they are reading by re-reading and reading on; Visualising what they have read; as well as Inferring the meaning of unfamiliar vocabulary from the context. If you are good at inferring then you can also put your understanding into your own words, summing up what you've read at regular intervals and adapt your reading strategies to a purpose – knowing when to skim and scan, when to read more closely, when to use an index to focus on a specific topic etc. As far as inference is concerned, the reader needs to deploy these different strategies appropriately and effectively. This means that they are self-aware as a reader, aware of the purpose of their reading, and make some principled decisions about what the most appropriate strategies are to use in these particular circumstances.

Ensure that the same language, metaphors and examples are used to talk about and describe the different reading processes in each year of the school.

Include a reading working wall in each class, focused on effective reading strategies to use for different purposes.

Demonstrate in shared reading how a good reader might adapt their reading strategies to different purposes. Talk through how to 'activate prior knowledge' succinctly, for example, without getting too bogged in detailed explanations.

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 – for example as a consistent element of shared and guided reading throughout the school from Year 2 onwards.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Link what they are reading to their own experience.	Link what they are reading to their own experience.	Talk around a topic prior to reading. Re-read sections of texts carefully to find answers to questions about characters and events.	Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts. 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. Re-read sections of texts carefully to	Link what they are reading to prior knowledge and experience and to their knowledge of similar texts. Make predictions and brief summaries at regular intervals when reading. Think about what they've read, re-read sections of texts carefully to find 'evidence' to support their speculations and interpretation of	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. 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.	Link what they have just read to what they know (prior knowledge and experience), their knowledge of texts, and what they have read in previous sections, to make inferences and deductions. 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.

			check their ideas about the text.	characters and events.	Build 'thinking time' into their reading, identifying questions that they want answered. Summarise their current understanding at regular intervals when reading an extended text.	Build 'thinking time' into their reading, identifying questions that they want answered. Summarise their current understanding at regular intervals when reading an extended text.
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Section 8: Reading to Find Out

- A. Retrieve and Record Information from Non-Fiction Texts
- B. Ask Questions to Find Out
- C. Identify How the Structure and Presentation of Non-Fiction Texts contributes to Meaning
- D. Identify How Language contributes to Meaning
- E. Apply Strategies for Reading Non-Fiction Texts
- F. Distinguish between Fact and Opinion (Y5/6 only)

Section 8 Reading Skill A: Retrieve and Record Information from Non-Fiction Texts

Finding information in the text involves the reader is noticing what details are included about the topic and capturing this information in some form. The tendency is for children to try and remember details rather than use their skills to locate the right section of the text and then re-read to check their ideas. The role for the teacher in prompting effective retrieval skills, including skimming, scanning and close reading, is to encourage careful reading and checking strategies and helping children to convey their understanding and retrieval in different ways.

Ask retrieval questions before reading a section of text – in that way they read the text with the question in mind. Similarly explain a task before the children read, e.g. *I will want you to find 2 pieces of information about (the way a river develops from its source). As you read look out for ideas you can share.*

Use a basic prompt like: *What can you tell me about...?*

Identifying ‘right there’ questions, so that children begin to recognise literal retrieval questions which are looking for information to be directly found in a text. Children could be taught to colour code these questions and the information relevant to answer them.

Get children to discuss which part of a text to focus on before they look for the information they need to retrieve. *Which part of the text will we need to look for information about ...? Which sentence told us ...?*

Encourage children to visualise their understanding by drawing maps (e.g. of the places mentioned in the text), diagrams and illustrations of objects, peoples and places. These need to be accurate – i.e. based on the text, or labelled with the wording from the text so the reference is clear.

In information books, understanding is often best expressed by asking readers to re-present detail in another format, for example in diagrammatic or graphic format.

Use prompts such as *What did the ...do? Describe.. What are the reasons given for ...?*

Encourage children to find and copy, match, sequence etc. using the words and phrases from the text.

When recording information:

Use the L section (for *what I have learnt*) of the KWL grid to record developing knowledge of a topic.

Represent ideas, where appropriate, in graphic and diagrammatic form, e.g. timelines, mind maps etc., adding labels to explain.

Use these graphic representations as a starting point for discussion in guided reading, asking children to explain and justify their ideas and representations.

Use techniques like jigsawing (or rainbowning) to encourage children to rehearse, discuss and reflect on the information they have found out about a topic.

Demonstrate to children how to develop a written account, answer to a question or presentation, using their notes and graphics.

Elements of the inference training approach (visualise, record a sentence) will be helpful.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use the pictures/illustrations to find information about an event, character, or topic.	Find information in a text about an event, character, or topic.	Locate information using title, contents, index, page numbers, illustrations, headings, subheadings etc. Express and record their understanding of information orally, using simple graphics, or in writing.	Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of information orally, using simple graphics, or in writing.	Pick out key sentences and phrases that convey important information. Take information from diagrams, flow charts and forms where it is presented graphically.	Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. Use different formats to capture, record and explain	Evaluate texts for their reliability and usefulness when researching a topic. Record important details retrieved from a text using an appropriate format, e.g., by making a comparisons table.

				Collect information from different sources and present it in a simple format, e.g., chart, poster, diagram.	information about what they have read, e.g., flow charts, for and against columns, matrices, and charts of significant information.	
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Section 8 Reading Skill B: Ask Questions to Find Out

Promote children's oral questioning as part of the reciprocal reading approach.

Record children's questions (e.g. in the 'W' section (What do we want to find out?) of the KWL grid) and use these as the basis for enquiry. Follow up the enquiries so that as many questions as possible get answered. Some answers will also be recorded using different formats, including graphic organisers.

Prompt children to ask different sorts of questions, both retrieval and inferential.

Give as much attention to the asking of good questions as to the answering of them.

Display prompt sheets of good questions to ask about a topic.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ask questions to develop understanding of what they have read or heard.	Pose questions and use a text to find answers.	Pose and record questions prior to reading to find something out. Ask follow-up questions about the topics they've read about.	Prepare and list questions as the basis for enquiry and decide which are the most important to follow up.	Prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search.	Prepare for research by identifying what they already know and what they need to find out. Plan their inquiry or research in the light of these questions. Adapt their questions as they read.	Locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information. Refine research questions in the light of initial findings.

Section 8 Reading Skill C: Identify How the Structure and Presentation of Non-Fiction Texts contributes to Meaning

The features of non-fiction texts which help readers locate information include contents, index, sub-headings, alphabetical order, and page numbers.



As well as introducing and explaining these structural features, teachers will need to demonstrate how writers use presentational features such as layout, diagrams, captions, hyperlinks, and bullet points to find information effectively.

It is important to identify and use these features but also encourage children be critical of how they are used – the emphasis should be less on whether the features are used in a text but focused rather on how well these features help the writer express ideas clearly and help the reader understand the topic being introduced.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify some features of a non-fiction text, e.g., labels, pictures, and headings.	Discuss different ways pages from an information book can be laid out and how this is different from story books. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations, and diagram.	Identify and explain the use of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions, hyperlinks, and bullet points.	Identify how different non-fiction texts are organised. Use the organisational features of non-fiction texts in their own reading and research.	Identify the main features of non-fiction texts (both print, and computer based) including headings, captions, lists, bullet points and understand how to use to find information efficiently.	Identify the features of different non-fiction texts, e.g., recounts, instructions, explanations, persuasive writing, and argument, including content, structure, vocabulary, style, layout, and purpose. Discuss the way that writers of non-fiction match text structure to their intentions.	Understand and explain how different conventions and presentational features are used across a range of information or non-narrative texts. Compare different types of information texts, including texts which are a mix of text types or were written for several purposes simultaneously, and identify differences in the way that they are structured.

Section 8 Reading Skill D: Identify How Language contributes to Meaning

This strand includes elements of Vocabulary

Non-fiction reading provides a good opportunity to introduce and develop understanding of subject specific or topic specific vocabulary. It is important to remember though that a single encounter with a word is not sufficient to embed it within our working vocabularies – so repeated opportunities to use and discuss specific language choices must be created. As well as topic vocabulary, the language used to introduce readers to the subject and maintain their interest, e.g. in newspaper reports or autobiographies, needs to be identified and discussed.

The non-fiction curriculum should include instructions, letters, diaries, and autobiographies as well as the range of non-narrative texts used as part of work across the curriculum.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discuss new language and listen to explanations/descriptions to find out more.	Discuss the language used in labels and captions. Notice how language is used in instructional writing and recounts. Discuss the meaning of significant words met in reading linked to particular topics.	Notice some of the language features of non-fiction texts, e.g. direct language, the language of explanation, time connectives etc. Speculate about the meaning of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding.	Begin to identify some of the language differences between fiction and non-fiction texts. Develop their understanding of key words met in reading non-fiction texts.	Investigate the language features of different sorts of non-fiction texts. Investigate the meaning of technical or subject specific words, e.g., by reading the text explanation or using a glossary or dictionary.	Investigate the use of language in different types of information text, e.g., words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority. Compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts.	Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc. Explain and use accurately the subject specific vocabulary used in different non-fiction texts.

Section 8 Reading Skill E: Apply Strategies for Reading Non-Fiction Texts

This strand includes aspects identified in the 'Skills and Strategies to Read for Understanding' strand.

Demonstrate the process of applying reading skills to find an answer and recording answers using different formats through shared reading.
Remind readers of the range of strategies they might use to locate information as a prelude to research and independent reading.
Focus on and demonstrate the different reading strategies in Project Guerrilla or wider curriculum lessons, wherever a text is used to support learning.
Non-fiction texts are particularly useful contexts for teaching and practising the key strategies of 'activating prior knowledge', and skimming, scanning and close reading.
The recording of answers will use appropriate formats like timelines, tables etc. Adapt the non-fiction book journal for work in different subjects.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locate parts of the text which give information, including labelled diagrams and charts.	Locate parts of the text which give information, including labelled diagrams and charts.	Scan a text to find specific sections using key words or phrases, subheadings. Decide on whether a text is useful by skim reading its title, contents page, illustrations, headings, and subheadings.	Skim and scan a text to locate information quickly and accurately. Draw together ideas and information from across a text, using simple signposts (contents, index, subheadings, page numbers etc.) in the text.	Clarify unfamiliar vocabulary met in information texts. Skim a text for an overview, Scan texts for key words, phrases, and sentences as well as useful headings to locate information. Pay particular attention to introductions and opening/ closing sentences in paragraphs to identify key information. Adapt reading strategies to the different sorts of text read, including IT texts, and to different purposes for reading.	Clarify unfamiliar vocabulary met in information texts. Apply the range of reading strategies to reading information texts i) thinking about what they already know; ii) skimming to gain an overall sense of the text; iii) scanning to locate specific information; iv) close reading to develop understanding; v) text marking. Plan research in other subjects, considering how best to read different sources, and find and record the information they need.	Clarify unfamiliar vocabulary met in information texts. Read effectively for different research purposes, e.g. skim and scan a text to gain an overview of a text, identify which part of the text needs to be read more carefully to find particular information, read slowly and carefully a section, annotating the text as appropriate. Plan research in other subjects, considering how best to read different sources, and find and record the information they need.

Section 8 Reading Skill F: Distinguish between Fact and Opinion (Y5/6 only)

These are repeated objectives from the 'Retrieve Information from Texts' strand.

- List words and sayings which express approval or disapproval and explore shades of meaning, e.g., from most to least positive.
- Investigate character's opinions of other characters by acting out scenes, 'thoughtscaping' characters (identifying what a character really thinks as opposed to what she/ he says).
- Explore how descriptions of settings and places convey a mood or atmosphere, contrast how this is done through colour, music, and sound in films.
- Investigate how authors show rather than tell.
- Examine non narrative texts, e.g. restaurant menus, advertisements, which express enthusiasm or opinion in implicit ways.
- Explore how authors express opinions through their word choices as well as through explicit statements.
- Enjoy texts which are written with a strong narrative voice, e.g. The True Story of the Three Little Pigs and discuss how this changes the traditional story.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
There is no Reception objective in this strand.	There is no Year 1 objective in this strand.	There is no Year 2 objective in this strand.	There is no Year 3 objective in this strand.	There is no Year 4 objective in this strand.	In persuasive writing and other texts investigate how language is used to present opinion. Distinguish between fact, opinion, and fiction in different texts, e.g., biography, autobiography, argument.	In autobiography and biographical writing, and in texts written for mixed purposes (e.g., leaflets that are both information giving and persuasive), distinguish between fact, opinion, and fiction. In non-fiction texts distinguish between explicit and implicit points of view.