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| **V - VOCABULARY** | | | |
|  | **Year 2** | **Years 3 and 4** | **Years 5 and 6** |
| **NC Objectives** | **1a: Draw upon knowledge of vocabulary in order to understand the text.** | **2a: Find and explain the meaning of words in context** | **2a: Find and explain the meaning of words in context** |
| **Key Reading Skills** | * discussing and clarifying the meanings of words; link new meanings to known vocabulary * discussing their favourite words and phrases * recognise some recurring language in stories and poems | * use dictionaries to check the meaning of words that they have read * discuss words that capture the readers interest or imagination * identify how language choices help build meaning * find the meaning of new words using substitution within a sentence. * use a thesaurus to find synonyms * discuss why words have been chosen and the effect these have on the reader * explain how words can capture the interest of the reader * discuss new and unusual vocabulary and clarify the meaning of these | * explore the meaning of words in context, confidently using a dictionary * explore the meaning of words in context by ‘reading around the word’ and independently explore its meaning in the broader context of a section or paragraph. * Discuss and evaluate how the author’s choice of language impacts the reader * evaluate the authors use of language * investigate alternative word choices that could be made * begin to look at the use of figurative language * use a thesaurus to find synonyms for a larger variety of words * re-write passages using alternative word choices * read around the word’ and \*explore its meaning in the broader context of a section or paragraph. * find examples of figurative language and how this impacts the reader and contributes to meaning or mood. * discuss how presentation and structure contribute to meaning. |
| **Suggested Question Stems** | * Can you find a noun/adjective/verb that tells/shows you that...? * Why do you think that the author used the word... to describe...? * Which other word on this page means the same as...? * Find an adjective in the text which describes... * Which word do you think is most important in this section? Why? * Which word best describes…? | * What does this word/phrase/sentence tell you about the character/setting/mood? * Can you find this word in the dictionary? * By writing in this way…, what effect has the author created? * What other words/phrases could the author have used here? Why? How has the author…? * How has the author made you feel by writing...? * Which word tells you that…? * Find and highlight the word that is closest in meaning to…? Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? * Do you think they intended to? * Which word is closest in meaning to…? | * Can you quickly find…in the dictionary and thesaurus? * What does this word/phrase/sentence tell you about the character/setting/mood? * By writing..., what effect has the author created? Do you think they intended to? * How has the author made you/this character feel by writing...? Why? * Find and highlight the word which is closest in meaning to … * Find a word which demonstrates… * Can you rewrite this in the style of the author using your own words? * How have simile and metaphor been used here to enhance the text? * Can you find examples of simile, metaphor, hyperbole or personification in the text? * Why has the text been organised in this way? Would you have done it differently? * What other words/phrases could the author have used here? Why? |
| **I - INFER** | | | |
|  | **Year 2** | **Years 3 and 4** | **Years 5 and 6** |
| **NC Objectives** | **1d: Make inferences from the text.** | **2d: Make and justify inferences using evidence from the text.** | **2d: Make and justify inferences using evidence from the text.** |
| **Key Reading Skills** | * make inferences about characters’ feelings using what they say and do. * infer basic points and begin, with support, to pick up on subtler references. * answering and asking questions and modifying answers as the story progresses * use pictures or words to make inferences | * children can infer characters’ feelings, thoughts and motives from their stated actions. * justify inferences by referencing a specific point in the text. * ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives. * make inferences about actions or events * consolidate the skill of justifying them using a specific reference point in the text * use more than one piece of evidence to justify their answer | * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. * make inferences about actions, feelings, events, states backing these up with evidence. * infer characters’ feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text * use figurative language to infer meaning * begin to draw evidence from more than one place across a text. * discuss how characters change and develop through texts by drawing inferences based on indirect clues. |
| **Suggested Question Stems** | * What do you think.... means? * Why do you think that? * Why do you think...? * How do you think....? * When do you think...? * Where do you think...? * How has the author made us think that...? | * What do you think.... means? * Why do you think that? Could it be anything else? * Why do you think...? * How do you think....? * Can you explain why based on two different pieces of evidence? * What do these words mean and why do you think that the author chose them? * Find and copy a group of words which show…? * How does the description of … show that they are…? * Who is telling the story? * Why has the character done this at this time? * I think....; do you agree? Why / why not? * What impression of …do you get from this paragraph? | * What do you think… means? Why do you think that? Could it be anything else? * I think....; do you agree? Why/why not? * Why do you think the author? decided to...? * Can you explain why...? Can you give me evidence from somewhere else in the text? * What do these words mean and why do you think that the author chose them? * How does the author make you feel? * What impression do you get from these paragraphs? * How do other people’s descriptions of …show that…? * Where else in the text can we find the answer to this question? |

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| **P - PREDICTION** | | | |
|  | **Year 2** | **Years 3 and 4** | **Years 5 and 6** |
| **NC Objectives** | **1e: Predict what you think will happen based on what you already know.** | **2e: Predict what might happen from the details given and implied.** | **2e: Predict what might happen from the details given and implied.** |
| **Key Reading Skills** | * predicting what might happen on the basis of what has been read in terms of plot, character and language so far * make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them | * justify predictions using evidence from the text. * use details from the text to form further predictions. * use relevant prior knowledge as well as details from the text to form predictions and to justify them. * monitor these predictions and compare them with the text as they read on | * predicting what might happen from details stated and implied * support predictions with relevant evidence from the text. * confirm and modify predictions in light of new information. |
| **Suggested Question Stems** | * Where do you think.... will go next? * What do you think... will say/do next? * What do you think this book will be about? Why? * How do you think that this will end? What makes you say that? * Who do you think has done it? * What might.... say about that? * How does the choice of character affect what will happen next? | * What happened before this and what do you think will happen after? * Do you think the setting will have an impact on plot moving forward? * Can you think of another text with a similar theme? How do their plots differ? * Which stories have openings like this? Do you think that this story will develop the same way? * Why did the author choose this setting? Will that influence the story? * What does this paragraph suggest what will happen next? * Do you think … will happen? Explain your answers with evidence from the text. | * Can you think of another story with a similar theme? How do their plots differ? * Which stories have openings like this? Do you think that this story will develop the same way? * Why did the author choose this setting? Will that influence the story? |

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| **E - EXPLANATION** | | | | |
|  | **Year 2** | **Years 3 and 4** | **Years 5 and 6** | |
| **NC Objectives** | **Explain your preferences, thoughts and opinions about the text.** | **2f, g, h: Explain how content is related and contributes to the meaning as a whole, including themes and patterns.** | **2f, g, h: Explain how content is related and contributes to the meaning as a whole, including themes and patterns.** | |
| **Key Reading Skills** | * explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves * express my own views about a book or poem * discuss some similarities between books * listen to the opinion of others | * discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books * identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts * recognise authorial choices and the purpose of these * discussing words and phrases that capture the reader’s interest and imagination | * provide increasingly reasoned justification for my views * recommend books for peers in detail * give reasons for authorial choices * begin to challenge points of view * begin to distinguish between fact and opinion * identifying how language, structure and presentation contribute to meaning * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader * explain and discuss their understanding of what they have read, including through formal presentations and debates. * distinguish between fact, opinion and bias explaining how they know this. | |
| **Suggested Question Stems** | * What is similar/different about two characters? * Explain why... did that.. * Is this as good as...? * Which is better and why? * Does the picture help us? How? * What would you do if you were...? * Would you like to live in this setting? Why? * Is there anything you would change about this story? * Do you agree with the author’s…? Why? | * What is similar/different about two characters? Did the author intend that? * Explain why... did that. * Describe different characters’ reactions to the same event. * Is this as good as...? * Which is better and why? * Why do you think they chose to order the text in this way? * What is the purpose of this text and who do you think it was written for? * What is the author’s viewpoint? How do you know? * How are these two sections in the text linked? * What can you tell me about how this text is organised? * Why is the text arranged in this way? * How does the author engage the reader here? * Which section was the most …? Why? | * What is similar/different about two characters? Did the author intend that? * Explain why... did that. * Describe different characters’ reactions to the same event. * Does this story have a moral? * Which is better and why? * How is the text organised and what impact does this have on you as a reader? * Why has the text been written this way? * How can you tell whether it is fact and opinion? * How is this text similar to the writing we have been doing? * How does the author engage the audience? * Can you identify where the author has shown bias towards a particular character? * Is it fact or is it opinion? How do you know? * How does the author make you feel at this point in the story? Why did they do that? * Can you explain it in a different way? | |
| **R - RETRIEVE** | | | |
|  | **Year 2** | **Years 3 and 4** | **Years 5 and 6** |
| **NC Objectives** | **1b: Find information in the text** | **2b: Retrieve and record information and identify key details from fiction and non-fiction.** | **2b: Retrieve and record information and identify key details from fiction and non-fiction.** |
| **Key Reading Skills** | * independently read and answer simple questions about what they have just read. * asking and answering retrieval questions * draw on previously taught knowledge * remember significant event and key information about the text that they have read * Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read | * use contents page and subheadings to locate information * learn the skill of ‘skim and scan’ to retrieve details. * begin to use quotations from the text. * retrieve and record information from a fiction text. * retrieve information from a non-fiction text * confidently skim and scan texts to record details, * using relevant quotes to support their answers to questions. | * confidently skim and scan, and also use the skill of reading before and after to retrieve information. * use evidence from across larger sections of text * read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. * retrieve, record and present information from non-fiction texts. * ask my own questions and follow a line of enquiry. |
| **Suggested Question Stems** | * Who is/are the main character(s)? * When/where is this story set? How do you know? * Which is your favourite/worst/funniest/ scariest part of the story? Why? * Tell me three facts you have learned from the text. * Find the part where... * What type of text is this? * What happened to … in the end of the story? | * Who are the characters in this text? * When / where is this story set? How do you know? * How might I find the information quickly? * What can I use to help me navigate this book? * How would you describe the story? * Find the... in this text. Is it anywhere else? * Find the part of the story that best describes the setting. * What do you think is happening here? Why? * What might this mean? * Whose perspective is the story told by and how do you know? * How can you use the subheading to help you here? | * Find the... in this text. Is it anywhere else? * When/where is this story set? Find evidence in the text. * Find the part of the story that best describes the setting. * What do you think is happening here? Why? * Who is telling this story? * Can you skim/scan quickly to find the answer? * Can you skim the next… and find me the answer to…? * What genre is…? * Can you look at these other texts and find me what is similar and what is different? |

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|  | **S - SEQUENCE** | **S - SUMMARISE** | |
|  | **Year 2** | **Years 3 and 4** | **Years 5 and 6** |
| **NC Objectives** | **1c: Sequence the key events in the text.** | **2c: Summarise the main ideas from more than one paragraph.** | **2c: Summarise the main ideas from more than one paragraph.** |
| **Key Reading Skills** | * discuss the sequence of events in books and how items of information are related. * retell using a wider variety of story language. * order events from the text. * begin to discuss how events are linked focusing on the main content of the story. | * identifying main ideas drawn from a key paragraph or page and summarising these * begin to distinguish between the important and less important information in a text. * highlight key information and record it in bullet points, diagrams, maps etc * give a brief verbal summary of a story. * teachers begin to model how to record summary writing. * identify themes from a wide range of books * make simple notes from one source of writing * summarise whole paragraphs, chapters or texts | * summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. * make connections between information across the text and include this is an answer. * discuss the themes or conventions from a chapter or text * identify themes across a wide range of writing * summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. * summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs. |
| **Suggested Question Stems** | * What happens in the story’s opening? * How/where does the story start? * What happened at the end of the...? • * What is the dilemma in this story? * How is it resolved? * Can you retell the story to me in 20 words or less? * Can you summarise in 3 sentences the beginning, middle and end of this story? | * What is the main point in this paragraph? * Sum up what has happened so far in X words or less. * Which is the most important point in these paragraphs? Why? * Do any sections/paragraphs deal with the same themes? * Have you noticed any similarities between this text and any others you have read? * What do I need to jot down to remember what I have read? * How might I record this to ensure the best possible outcome? | * What is the main point in this paragraph? Is it mentioned anywhere else? * Sum up what has happened so far in… words/seconds or less. * Which is the most important point in these paragraphs? Why? * Do any sections/paragraphs deal with the same themes? * Can you find a text with a similar theme? * What is the main point of the text? * Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? * Can you read the text and summarise what has happened? * Which is the most important point in these paragraphs? Why? |