|  |
| --- |
| **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?
 |

|  |
| --- |
| **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?
 |

|  |
| --- |
| **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?
 |

|  |  |  |
| --- | --- | --- |
|  | **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?
 |