

## Sherdley Primary School Progression in Reading Document

Year 3		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
<b>Phonics and decoding</b>	<ul style="list-style-type: none"> <li>◆ To use their phonic knowledge to decode quickly and accurately (may still need support to red longer unknown words).</li> <li>◆ To apply their growing knowledge of root words and prefixes including: in-, im- il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto.</li> <li>◆ To begin to read aloud.</li> <li>◆ To apply their growing knowledge of root words an suffixes/word endings including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Spellings linked to Y3 English curriculum, suffixes, prefixes etc.</li> <li>◆ Spelling focus: Y3/4 words</li> <li>◆ Termly check on reading and writing the Y3/4 words.</li> <li>◆ Children reading aloud in other areas of the curriculum.</li> </ul>
<b>Common exception words</b>	<ul style="list-style-type: none"> <li>◆ To read all of the Y3 and some of the Y4 common exception words.</li> </ul>	
<b>Fluency</b>	<ul style="list-style-type: none"> <li>◆ At this stage, teaching comprehension skills should take precedence over teaching word reading and fluency specifically. Any focus upon word reading should support the development of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Weekly comprehension lessons</li> <li>◆ Daily reading sessions, focusing upon: words in context, questioning and summarising</li> </ul>

Year 3		
Reading - Comprehension		What should be seen in the classroom?
<b>Understanding</b>	<ul style="list-style-type: none"> <li>◆ Checking the text makes sense.</li> <li>◆ Discussing their understanding and explaining the meaning of words in context.</li> <li>◆ Asking questions to improve their understanding of a text.</li> <li>◆ Identifying main ideas drawn from more than one paragraph and summarising these.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Daily individual reading (reading for pleasure)</li> <li>◆ Daily reading sessions focussing upon: questioning, summarising, comprehension and words</li> <li>◆ Daily reading of class novel.</li> </ul> <p>Children will be asking questions to help to understand the text.</p>

	<ul style="list-style-type: none"> <li>◆ Asking questions to improve their understanding of a text.</li> </ul>	
<b>Connecting and becoming familiar with texts</b>	<ul style="list-style-type: none"> <li>◆ Increasing their familiarity with a wide range of books including; fairy tales, myths and legends and retelling some of these orally.</li> <li>◆ Identify themes and conventions (different types of writing, first person in diary etc) in a wide range of books.</li> <li>◆ Listening to and discussing wide range of fiction, poetry, plays, non-fiction and reference books.</li> </ul>	<ul style="list-style-type: none"> <li>◆ A range of genres in English</li> <li>◆ Variety of genres in reading comprehension and reading sessions.</li> <li>◆ Reading to the class, a range of genres, not just fiction</li> </ul>
<b>Non fiction</b>	<ul style="list-style-type: none"> <li>◆ Retrieve and record information from non-fiction.</li> <li>◆ Listening to and discussing a range of non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ch to use non-fiction texts to locate information.</li> <li>◆ Class reader/reading session to use a range of genres including non-fiction.</li> </ul>
<b>Poetry and performance</b>	<ul style="list-style-type: none"> <li>◆ Recognising different forms of poetry.</li> <li>◆ Preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume, fluency and action</li> </ul>	<ul style="list-style-type: none"> <li>◆ Drama linked to the poems</li> <li>◆ Reading of poems.</li> <li>◆ Reading and acting playscripts.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>◆ Discussing their understanding and explaining the meaning of words in context.</li> <li>◆ Use dictionaries to check the meaning of words that they have read.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Class reader/daily reading sessions, children discuss word that are unfamiliar in context.</li> <li>◆ Children to use dictionaries to find the meaning of words.</li> </ul>
<b>Inference.</b>	<ul style="list-style-type: none"> <li>◆ To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Weekly comprehension lessons.</li> <li>◆ Within the daily reading session although inference may not be done every day.</li> <li>◆ Skills linked to this are taught to the children</li> </ul>
<b>Prediction</b>	<ul style="list-style-type: none"> <li>◆ To justify prediction using evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Regular opportunities: class reader, daily reading sessions, DEAR time and stop and predict activities.</li> </ul>
<b>Explanation</b>	<ul style="list-style-type: none"> <li>◆ Discuss words and phrases that capture the readers' interest and imagination.</li> <li>◆ Identifying how language, structure and presentation contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Lots of emphasis on phrases</li> <li>◆ English reading lessons</li> <li>◆ Individual reading with adult – focusing upon phrases.</li> </ul>
<b>Retrieval</b>	<ul style="list-style-type: none"> <li>◆ To retrieve and record information from a text</li> </ul>	<ul style="list-style-type: none"> <li>◆ Daily reading.</li> </ul>
<b>Sequence and summarise</b>	<ul style="list-style-type: none"> <li>◆ Identifying the main ideas drawn from more than one paragraph and summarising these.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Daily reading sessions.</li> <li>◆ Comprehension sessions</li> </ul>

Year 4		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	<ul style="list-style-type: none"> <li>◆ To use their knowledge to decode words quickly and accurately.</li> <li>◆ To apply their growing knowledge of root words and prefixes, including: in-, im-, il, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto.</li> <li>◆ Being to read aloud</li> <li>◆ To apply their, growing knowledge of root words and suffixes/word endings including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cain.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Daily spelling sessions; play games, write out as many times as they can in .... Minutes and write in sentences.</li> <li>◆ Handwriting practise uses weekly spelling words for practise.</li> <li>◆ Lists are laminated and used in lessons if appropriate.</li> <li>◆ Testing of words in spelling tests</li> </ul>
Common exception words	<ul style="list-style-type: none"> <li>◆ To read Y3/4 common exception words (appendix 1: word list Y3 &amp; Y4)</li> </ul>	
Fluency	<ul style="list-style-type: none"> <li>◆ At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Weekly comprehension lessons</li> <li>◆ Daily reading sessions, focusing upon: vocabulary, summarising and comprehension skills</li> </ul>

Year 4		
Reading - Comprehension		What should be seen in the classroom?
Understanding	<ul style="list-style-type: none"> <li>◆ Checking the text makes sense to them.</li> <li>◆ Discussing their understanding and explaining the meaning of words in context.</li> <li>◆ Asking questions to improve their understanding of a text.</li> <li>◆ Identifying the main ideas drawn from more than one paragraph and summarising these.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Daily reading sessions, focusing on: clarifying, vocabulary, summarising.</li> <li>◆ Weekly comprehension sessions</li> <li>◆ Daily discussion around the class novel/text if appropriate.</li> </ul>
Connecting and becoming familiar with texts	<ul style="list-style-type: none"> <li>◆ Increasing familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.</li> </ul>	<ul style="list-style-type: none"> <li>◆ English lessons</li> <li>◆ Daily reading sessions, class text will use a range of genres.</li> </ul>

	<ul style="list-style-type: none"> <li>◆ Identifying themes and conventions in a wide range of books.</li> <li>◆ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks.</li> <li>◆ Reading books that are structured in different ways and reading for a range of purposes.</li> <li>◆ Participate in discussion about both books that are to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Children’s reading for pleasure texts may include a range of genres.</li> <li>◆ Daily reading sessions, comprehension sessions to discuss theme, layout and opinion of the text</li> </ul>
<b>Non fiction</b>	<ul style="list-style-type: none"> <li>◆ Retrieve and record information from non-fiction.</li> <li>◆ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks.</li> <li>◆ Reading books that are structured in different ways and reading for a range of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Comprehension sessions will use a range of genres including non-fiction.</li> <li>◆ Children will read a levelled reading book and reading for pleasure text, which may be different genres.</li> <li>◆ Daily reading sessions.</li> </ul>
<b>Poetry and performance</b>	<ul style="list-style-type: none"> <li>◆ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks.</li> <li>◆ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>◆ Recognising some different forks of poetry.</li> </ul>	<ul style="list-style-type: none"> <li>◆ English poetry lessons.</li> <li>◆ Class assembly – collaborate to write a playscript and then perform it.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>◆ Using dictionaries to check the meaning of words that they have read.</li> <li>◆ Discussing their understanding and explaining the meaning of words in context.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Daily reading sessions: vocabulary and clarifying.</li> <li>◆ Class reader – discussing unfamiliar words.</li> </ul>
<b>Inference.</b>	<ul style="list-style-type: none"> <li>◆ To ask and answer questions appropriately, including some simple inference based on characters feelings, thoughts and motives.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Weekly comprehension lessons</li> <li>◆ Daily reading sessions – questioning</li> </ul>
<b>Prediction</b>	<ul style="list-style-type: none"> <li>◆ To justify predictions using evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>◆ English lessons</li> <li>◆ Reading sessions</li> <li>◆ Individual reading with adult</li> </ul>
<b>Explanation</b>	<ul style="list-style-type: none"> <li>◆ Discussing words and phrases that capture the readers’ interest and imagination.</li> <li>◆ Identifying how language, structure and presentation contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>◆ English lessons – write stuff – sentence writing.</li> <li>◆ Daily reading – discussion about words/phrases</li> </ul>

<b>Retrieval.</b>	<ul style="list-style-type: none"> <li>◆ To retrieve and record information from fiction texts and non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Comprehension sessions</li> <li>◆ Daily reading sessions</li> </ul>
<b>Sequence and summarise.</b>	<ul style="list-style-type: none"> <li>◆ Identifying main ideas drawn from more than one paragraph and summarising these.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Daily reading session - summarising</li> </ul>

<b>Year 5</b>		
<b>Reading – Word reading</b>		
<b>Skills</b>	<b>Objectives</b>	<b>What should be seen in the classroom?</b>
<b>Phonics and decoding</b>	<ul style="list-style-type: none"> <li>◆ Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Weekly spelling lesson and spelling test.</li> <li>◆ Practise handwriting write the word as many times in ... minutes.</li> </ul>
<b>Common exception words</b>	<ul style="list-style-type: none"> <li>◆ To read most Y5 and Y6 exception words (Appendix 1, Y5&amp;Y6 word list) discussing the unusual correspondences between spelling and sound and where these occur in the world.</li> </ul>	<ul style="list-style-type: none"> <li>◆ These words are laminated for the children to use when necessary.</li> <li>◆ Links with spelling sessions.</li> <li>◆ Weekly spelling test.</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>◆ At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Timed reading</li> <li>◆ Comprehension</li> <li>◆ Daily reading (class reader and reading for pleasure)</li> </ul>

<b>Year 5</b>		
	<b>Reading - Comprehension</b>	<b>What should be seen in class?</b>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>◆ Checking the books makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>◆ Asking questions to improve their understanding.</li> <li>◆ Provide reasoned justifications for their views.</li> <li>◆ Participate in discussions about books that are read to them and those they can read for</li> </ul>	<ul style="list-style-type: none"> <li>◆ Daily reading sessions starting with vocabulary.</li> <li>◆ Weekly comprehension sessions.</li> <li>◆ Daily reading in class and reading for pleasure.</li> <li>◆ When the children have read a book (reading for pleasure or levelled reading book) children to write a book review and to recommend it to a friend and why they think their friend would like it.</li> </ul>

	<p>themselves, building on their own and others' ideas and challenging views courteously.</p> <ul style="list-style-type: none"> <li>◆ Recommend books that they read, to their peers, giving reasons for their choice.</li> </ul>	
<b>Connecting and becoming familiar with texts</b>	<ul style="list-style-type: none"> <li>◆ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference and textbooks.</li> <li>◆ Reading books that are structured in different ways and reading for a range of purposes.</li> <li>◆ Making comparisons within and across books.</li> <li>◆ Increasing their familiarity with a wide range of books including: myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> <li>◆ Identifying and discussing themes and conventions in and across a wide range of writing.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Using a range of genres throughout the curriculum.</li> <li>◆ Reading for pleasure</li> <li>◆ Comprehension questions.</li> </ul>
<b>Non fiction</b>	<ul style="list-style-type: none"> <li>◆ Distinguish between fact and opinion.</li> <li>◆ Retrieve, record and present information from non-fiction.</li> <li>◆ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference and textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Daily reading sessions and comprehension sessions.</li> <li>◆ Use of Ipads to retrieve a range of information.</li> <li>◆ Within daily reading sessions – questioning – children answer retrieval questions.</li> <li>◆ Have use of a range of texts to retrieve facts and opinions</li> <li>◆ Teach Fact and opinion.</li> </ul>
<b>Poetry and performance</b>	<ul style="list-style-type: none"> <li>◆ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference and textbooks.</li> <li>◆ Learning a wider range of poetry by heart.</li> <li>◆ Preparing poems and plays to be read aloud and to perform them, showing an understanding through: intonation, tone and volume so that the meaning is clear to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Poetry through the curriculum in English: Rehearse a poem and perform Write own poem and perform Write a play script Perform or read playscript</li> <li>◆ Reading for pleasure books may include a range of texts.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>◆ Using dictionaries to check the meaning of words that they have read.</li> <li>◆ Discussing their understanding and explaining the meaning of words in context.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Daily within reading sessions – each session starts with vocabulary.</li> <li>◆ Children using dictionaries to find the meaning of words.</li> </ul>

<b>Inference</b>	<ul style="list-style-type: none"> <li>◆ Drawing inferences such as inferring characters' feelings, thoughts and motives through their actions and justifying inferences with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Daily reading sessions – questioning</li> <li>◆ Comprehension lessons</li> <li>◆ Individual reading with an adult.</li> </ul>
<b>Prediction</b>	<ul style="list-style-type: none"> <li>◆ Predicting what might happen from details stated and implied.</li> <li>◆ Provide reasoned justifications for their views.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Individual reading with an adult.</li> <li>◆ Daily reading sessions – Predicting.</li> <li>◆ Comprehension sessions</li> </ul>
<b>Explanation</b>	<ul style="list-style-type: none"> <li>◆ Identifying how language, structure and presentation contribute to meaning.</li> <li>◆ Discuss and evaluate how authors use language, including figurative language, considering the impact these may have on the reader.</li> <li>◆ Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>◆ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</li> <li>◆ Provide reasoned justifications for their views.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Daily reading sessions – Clarifying and questioning.</li> <li>◆ Use of Ipads to present presentations – Slavery and discrimination.</li> <li>◆ When reading non fiction texts look at features</li> <li>◆ Discussions about texts reading in class at the moment, giving reasons for their views.</li> </ul>
<b>Retrieval</b>	<ul style="list-style-type: none"> <li>◆ Retrieve, record and present information from non-fiction and fiction</li> </ul>	<ul style="list-style-type: none"> <li>◆ Use of Ipads to create presentations and retrieve information.</li> <li>◆ Comprehension sessions.</li> <li>◆ Daily reading sessions – Questioning.</li> </ul>
<b>Sequence and summarise</b>	<ul style="list-style-type: none"> <li>◆ Summarising the main ideas drawn from more than one paragraph.</li> <li>◆ Identifying key details to support the main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Daily reading sessions – summarising.</li> <li>◆ Individual reading with an adult.</li> <li>◆ Cross curricular links; Science, history, geography etc.</li> </ul>

<b>Year 6</b>		
<b>Reading – Word reading</b>		
<b>Skills</b>	<b>Objectives</b>	<b>What should be seen in the classroom?</b>
<b>Phonics and decoding</b>	<ul style="list-style-type: none"> <li>◆ Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Use of words across different contexts.</li> <li>◆ Spelling activities</li> <li>◆ Looking at word roots, word families</li> <li>◆ Discussions during whole class reading</li> </ul>

<b>Common exception words</b>	<ul style="list-style-type: none"> <li>◆ To read most Y5 and Y6 exception words (Appendix 1, Y5&amp;Y6 word list) discussing the unusual correspondences between spelling and sound and where these occur in the world.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Putting word in context.</li> <li>◆ Antonym and synonym work with words.</li> <li>◆ Discussion about words.</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>◆ At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Timed reading</li> <li>◆ Comprehension</li> <li>◆ Daily reading</li> <li>◆ Reading with others</li> <li>◆ Echo reading</li> </ul>

Year 6		
Reading - Comprehension		What should be seen in the classroom?
<b>Understanding</b>	<ul style="list-style-type: none"> <li>◆ Checking the books makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>◆ Asking questions to improve their understanding.</li> <li>◆ Provide reasoned justifications for their views.</li> <li>◆ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</li> <li>◆ Recommend books that they read, to their peers, giving reasons for their choice.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Discuss unfamiliar words when reading and putting them in context.</li> <li>◆ Model PJ/PEE answers to questions (point and justify or point, explain, evidence)</li> <li>◆ Book reviews completed and shared with others.</li> <li>◆ Reading for meaning</li> <li>◆ Clarify words – read around words for deeper meaning/definition.</li> <li>◆ Write down questions</li> <li>◆ Read aloud</li> </ul>
<b>Connecting and becoming familiar with texts</b>	<ul style="list-style-type: none"> <li>◆ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference and textbooks.</li> <li>◆ Reading books that are structured in different ways and reading for a range of purposes.</li> <li>◆ Making comparisons within and across books.</li> <li>◆ Increasing their familiarity with a wide range of books including: myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Class readers – a range of texts.</li> <li>◆ Discuss how they are similar/different</li> <li>◆ Share unfamiliar authors</li> <li>◆ Compare texts across contexts</li> <li>◆ Read for pleasure</li> <li>◆ Discussions</li> </ul>

	<ul style="list-style-type: none"> <li>◆ Identifying and discussing themes and conventions in and across a wide range of writing.</li> </ul>	
<b>Non fiction</b>	<ul style="list-style-type: none"> <li>◆ Distinguish between fact and opinion.</li> <li>◆ Retrieve, record and present information from non-fiction.</li> <li>◆ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference and textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>◆ SATs skill and used when reading non-fiction texts.</li> <li>◆ Cross curricular: making notes, research.</li> <li>◆ Teaching fact and opinions</li> <li>◆ Discuss and have opportunities to explore non-fiction features.</li> </ul>
<b>Poetry and performance</b>	<ul style="list-style-type: none"> <li>◆ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference and textbooks.</li> <li>◆ Learning a wider range of poetry by heart.</li> <li>◆ Preparing poems and plays to be read aloud and to perform them, showing an understanding through: intonation, tone and volume so that the meaning is clear to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Opportunities to present/read and discuss poems.</li> <li>◆ Answer questions based on texts</li> <li>◆ Y6 production/ end of year assembly and class assembly.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>◆ Using dictionaries to check the meaning of words that they have read.</li> <li>◆ Discussing their understanding and explaining the meaning of words in context.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Daily in whole class reading sessions – vocabulary</li> <li>◆ Use vocabulary across context.</li> <li>◆ Shades of meaning (English lessons)</li> <li>◆ Have opportunities to use the words in their writing.</li> </ul>
<b>Inference</b>	<ul style="list-style-type: none"> <li>◆ Drawing inferences such as inferring characters' feelings, thoughts and motives through their actions and justifying inferences with evidence.</li> <li>◆ To discuss how character's change and develop through texts by drawing inferences based on indirect clues.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Drawing inferences across a range of concepts.</li> <li>◆ Daily whole class reading sessions – questioning.</li> <li>◆ Practise SATs comprehension</li> </ul>
<b>Prediction</b>	<ul style="list-style-type: none"> <li>◆ Predicting what might happen from details stated and implied.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Discussions when reading</li> <li>◆ Daily reading sessions verbal or written</li> </ul>
<b>Explanation.</b>	<ul style="list-style-type: none"> <li>◆ Provide reasoned justifications for their views.</li> <li>◆ Identify how language, structure and presentation contribute to meaning.</li> <li>◆ Discuss and evaluate how authors use language, including figurative language, to have impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>◆ PJ and PEE answers (point and justify or point, explain and evidence) discussed or written</li> <li>◆ When reading non-fiction look for features of different genres.</li> <li>◆ Present findings</li> </ul>
<b>Retrieval</b>	<ul style="list-style-type: none"> <li>◆ Retrieve, record and present information from non-fiction and fiction</li> </ul>	<ul style="list-style-type: none"> <li>◆ Comprehension timed</li> <li>◆ Cross curricular with science, Geography and History</li> <li>◆ Pick out key information</li> <li>◆ Pick out key vocabulary</li> </ul>

<b>Sequence and summarise</b>	<ul style="list-style-type: none"> <li>◆ Summarising the main ideas drawn from more than one paragraph.</li> <li>◆ Identifying key details to support the main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Pick out key information</li> <li>◆ Daily reading sessions – summarise chapters, stories etc</li> <li>◆ Practise SATs comprehension questions.</li> <li>◆ Ordering/numbering key events</li> </ul>
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### Question Stems

<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>◆ What do the words ... and.... suggest about the character, setting and mood?</li> <li>◆ Which word tells you that ...?</li> <li>◆ Which keyword tells you about the setting/character/mood?</li> <li>◆ Find one word in the text which means .....?</li> <li>◆ Find and highlight the word which is the closest in meaning to ....</li> <li>◆ Find a word or phrase which shows/suggests that .....</li> </ul>
<b>Inference</b>	<ul style="list-style-type: none"> <li>◆ Find and copy a group of words which show that .....</li> <li>◆ How do these words make the reader feel?</li> <li>◆ How does this paragraph suggest this?</li> <li>◆ How do the descriptions of .... show that they are. ....?</li> <li>◆ How can you tell that .....</li> <li>◆ What impression of ..... do you get from these paragraphs?</li> <li>◆ What voice might these characters use?</li> <li>◆ What was ... thinking when ....?</li> <li>◆ Who is telling the story?</li> </ul>
<b>Prediction</b>	<ul style="list-style-type: none"> <li>◆ From the cover what do you think this text is going to be about?</li> <li>◆ What is happening now?</li> <li>◆ What happened before this?</li> <li>◆ What will happen after?</li> <li>◆ What does this paragraph suggest will happen next? What makes you think this?</li> <li>◆ Do you think the choice of setting will influence how the plot will develop?</li> <li>◆ Do you think ..... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>
	<ul style="list-style-type: none"> <li>◆ Why is the text arranged this way?</li> <li>◆ What structure has the author used?</li> <li>◆ What is the purpose of this text feature?</li> <li>◆ Is the use of ..... effective?</li> <li>◆ The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>◆ What is the author's point of view?</li> </ul>

<p><b>Explanation</b></p>	<ul style="list-style-type: none"> <li>◆ What effect does ... have on the audience?</li> <li>◆ How does the author engage the reader here?</li> <li>◆ Which words and phrases did ... effectively?</li> <li>◆ Which section was the most interesting/exciting part?</li> <li>◆ How are these sections linked?</li> </ul>
<p><b>Retrieval</b></p>	<ul style="list-style-type: none"> <li>◆ How would you describe this story/text?</li> <li>◆ What genre is it? How do you know?</li> <li>◆ How did.....?</li> <li>◆ How often ...?</li> <li>◆ Who had ..?</li> <li>◆ Who is ...?</li> <li>◆ Who did ...?</li> <li>◆ What happened to ...?</li> <li>◆ What does ... do?</li> <li>◆ How ... is ....?</li> <li>◆ What can you learn about .... From this section?</li> <li>◆ Give one example of ....?</li> <li>◆ The story is told from whose perspective?</li> </ul>
<p><b>Sequence/summarise</b></p>	<ul style="list-style-type: none"> <li>◆ Can you number these events 1-5 in order that they happened?</li> <li>◆ What happened after ....?</li> <li>◆ What was the first thing that happened in the story?</li> <li>◆ Can you summarise in a sentence the opening/middle/end of the story.</li> <li>◆ In what order do these chapters come in</li> </ul>