BVS Reading progression document

Word reading

Decoding and phonics

Year 1 prior learning	apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs ⬚ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading
Year 2 prior learning	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading.

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	Year 1 prior learning	Year 2 prior learning	Year 3	Year 4	Year 5	Year 6
National curriculum links	**Listed above**		**apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet** **read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.**		**apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.**	
Decoding and phonics	-To secure phonic decoding until reading is fluent. -To read accurately by blending -To read common suffixes. -To read exception words,	-To secure phonic decoding until reading is fluent. -To read accurately by blending, including alternative sounds for graphemes. -To read multisyllable words containing these graphemes -To read common suffixes. -To read exception words, noting unusual correspondences. -To read most words quickly & accurately without overt sounding and blending.	-To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). -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- to begin to read aloud. * -To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*	-To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). -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- to begin to read aloud. * -To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*	-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. -Generally reads most age appropriate texts (Y4/5) fluently, decoding most new words outside everyday spoken vocabulary.	-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 -Fluently applies their growing knowledge of root words, prefixes and suffixes as listed in Y5/6 Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
Common exception words	-To read Y1 common exception words*	-To read Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound	-To read Y3/4 common exception words	-To read the further exception words for Y3/Y4 as set out in Appendix 1, noting the unusual correspondences between	-To read most Y5/ Y6 exception words set out in Appendix 1, discussing the unusual correspondences between spelling and	-Can read all Y5 and some Y6 further exception words set out in Appendix 1.

				spelling and sound, and where these occur in the word.	sound and where these occur in the word.	
	and where these occur in the word.					
Fluency	-To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. -To reread these books to build up fluency and confidence in word reading. -Children should be reading approximately 30 – 40 words per minute - Pupils to check that the text makes sense to them as they read and correcting inaccurate reading.	-To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. -To reread these books to build up fluency and confidence in word reading. -To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. -Checking that the text makes sense to them as they read and correcting inaccurate reading.	-Read accurately and at a speed that is sufficient to focus on understanding rather than decoding individual words. -Reads with fluency more challenging texts (including those beyond their chronological age), selecting strategies to decode new words. -Is beginning to clarify meaning of words through contextual cues. -Reads independently both aloud and silently. -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -	-Reads accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. -Reads with appropriate intonation. Re-reads passages to ensure understanding. -Reads and re-reads a variety of texts, but sticks closely to known text types or authors. -Reads a wider range of challenging texts that are above chronological age with fluency and understanding. -Reads silently with increasing stamina and appraises the text. -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	-Reads silently and discusses what they have read. Reads aloud with appropriate intonation. -Checks that the text makes sense, questioning understanding with unfamiliar words or phrases. -Reads a wider range of challenging texts that are above chronological age with fluency and understanding. -Shows a deeper understanding of morphology and etymology. -Shows awareness of the audience when reading out loud, using a range of devices for effect. -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	-Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry. -Fluently reads a wider range of challenging texts that are above chronological age with fluency and understanding. -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

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Reading retrieval

	Year 1 prior learning	Year 2 prior learning	Year 3	Year 4	Year 5	Year 6
National curriculum links	-Becoming very familiar with key stories and retelling them -Explain clearly their understanding of what is read to them	-Becoming increasingly familiar with and retelling a wider range stories -answering and asking questions -Discussing the sequence of events in books and how items of information are related	-Increasing their familiarity with a wide range of books and retelling some of these orally -Asking questions to improve their understanding of a text -Identifying main ideas drawn from more than one paragraph and summarising these - -Retrieve and record information from non-fiction		-Asking questions to improve their understanding - Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas -Retrieve, record and present information from non- fiction	
Range of genres texts	Age appropriate texts: Reading for themselves key stories, fairy stories and traditional tales Listening to a wide range of poems, rhymes, stories and nonfiction at a level beyond that at which they can read independently.	Age appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales Listening to a wide range of contemporary and classic poetry, stories plays and non- fiction at a level beyond that at which they can read independently	Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes		Reading for themselves an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways reading for a range of purposes a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	
Retelling	-Retell story read or heard, retell parts of a story using props e.g. puppets/ pictures	-Orally retell a wider range of stories, fairy stories and traditional tales using actions and visual cues from the story	-Retell a wide range of stories orally using actions and visual cues	-Retell a wide range texts orally which is balanced and clear	See summarising and sequencing	

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Sequencing/ summarising	-Sequence pictures for the beginning, middle and end of a story read	-Sequence events from a story, explaining reasons for choices -Discuss the sequence of events in books and how items of information are related	-Sequence pictures or texts from a story or non-fiction text read justifying reasons for choices -Identify main ideas drawn from more than one paragraph	-Show understanding of the text by sequencing a selection of unknown text so that they make sense as a whole, justifying reasons for choices	-Sequence sections/ outlines of unknown texts based upon knowledge of genre features -Identify the key details to support the main ideas	-Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas -Summarise key information from across the text in a clear and concise manner
Answering find it questions	-Answer simple questions about characters, setting and key events in a story	-Answer questions about characters, setting/s and key events -Answer find it questions about key information in a non-fiction text	-Find and select the word/s in a section of a text to answer find it questions	-Find and select words and phrases to answer find it questions from different sections of unknown texts -Navigate increasingly longer texts to retrieve specific information	-Find and select words and phrases from across a whole text to answer find it questions -Retrieve key facts and information where question words and text language vary	-Find, select and combine relevant words and phrases from more than one text/source to support answers to find it questions -Find, select and combine relevant words and phrases from more than one text/source to support answers to find it questions
Skimming and scanning	-'Fastest finger' to find specific words or sounds	-Scan text to find given words and phrases	-Skim and scan to identify and use headings and sections in books (glossaries, indexes, contents) to retrieve information	-Scan different sections of unknown texts (fiction and nonfiction) to find specific words or dates	-Scan different texts to find evidence to support answers to questions	-Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum e.g. history and geography

					-Speed read or skim the text to gain the gist or main idea	
Determining validity and importance					-Prior to reading, select from a range of texts/ sources of information with a key question or heading in mind.	-Appraise a text quickly, deciding on its value, quality or usefulness
Summarising						

Inference

Predicting

	Year 1 prior learning	Year 2 prior learning	Year 3	Year 4	Year 5	Year 6
National curriculum links	-Explain clearly their understanding of what is read to them -Predicting what might happen on the basis of what has been read so far -Discussing the significance of the title and events, -Making inferences on the basis of what is being said and done	-Making inferences on the basis of what is being said and done -Answering and asking questions - Predicting what might happen on the basis of what has been read so far	-Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context -Predicting what might happen from details stated and implied -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -Asking questions to improve their understanding of a text		-Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context -Asking questions to improve their understanding -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -Predicting what might happen from details stated and implied -Distinguish between statements of fact and opinion - Provide reasoned justifications for their views	

	-Predict whether a book will be story or non- fiction based upon the cover and title -Predict what might happen based on what has been read so far	-Make predictions prior to reading based upon the title, cover and skim reading of illustrations -Make predictions based upon events in the text so far -Make predictions using experience of reading books based on other familiar texts	-Make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings -Make predictions based upon events and actions of characters so far in a story -Make predictions drawing upon knowledge from other texts -Make predictions based upon background knowledge of the topic	-Make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and different genres of writing -Make plausible predictions based upon events and actions of characters so far in a story – identifying evidence in the text -Make predictions drawing upon knowledge from other texts -Predict what might happen from details stated or implied	-Make predictions about characters based upon reading so far – identifying a range of evidence within and beyond the text to support opinion -Categorise predictions as likely/unlikely based upon what has been read so far -Predict what might happen from details stated or implied	-Make predictions about characters, plots and themes of stories based upon knowledge of fiction genres and other books by the same author -Make predictions using evidence stated and implied

Identify evidence to support and justify opinion

	Year 1 prior learning	Year 2 prior learning	Year 3	Year 4	Year 5	Year 6
National curriculum links	-Explain clearly their understanding of what is read to them -Predicting what might happen on the basis of what has been read so far -Discussing the significance of the title and events, -making inferences on the basis of what is being said and done	-Making inferences on the basis of what is being said and done -Answering and asking questions -Predicting what might happen on the basis of what has been read so far	-Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context -Predicting what might happen from details stated and implied -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -Asking questions to improve their understanding of a text		-Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context -Asking questions to improve their understanding -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -Predicting what might happen from details stated and implied -Distinguish between statements of fact and opinion Provide reasoned justifications for their views	
	-Make links to personal experiences -Make inferences about character types based on actions E.g. infer stock character types (good/bad/evil /hero etc.) based upon their actions	-Draw upon personal experiences when commenting on a text -Draw upon knowledge of the topic outside of the book including other similar books -Make simple inferences about character feelings -Make inferences on the basis of what is being said and done	-Justify inferences with evidence -Infer characters' feelings, thoughts and motives -Pupils make inferences to help them understand a sentence or paragraph within a text.	-Justify inferences with evidence from within the text and experiences and/or reading beyond the text -Infer characters' feelings, thoughts and motives from their actions at different points in a story	-Justify inferences backed by one type of textual evidence from across the text -Infer and explain how a character's thoughts, feelings or motives have changed over the course of the text -Identify statements of fact and opinion.	-Justify inferences backed by a range of types of evidence from across the text -Infer and compare different characters' thoughts, feelings and motives at the same points in a story -Discuss how characters change and develop through texts by drawing inferences based on indirect clues. -Distinguish between statements of fact

Text structure

	Year 1 prior learning	Year 2 prior learning	Year 3	Year 4	Year 5	Year 6
National curriculum links	-Becoming very familiar with key stories, fairy stories and traditional tales and considering their particular characteristics	-Being introduced to non-fiction books that are structured in different ways	-Recognising some different forms of poetry -Retrieve and record information from non-fiction - Identifying how structure, and presentation contribute to meaning -Reading books that are structured in different ways and reading for a range of purposes		- Reading books that are structured in different ways and reading for a range of purposes - Identifying and discussing conventions in and across a wide range of writing -Identifying how structure and presentation contribute to meaning	
Use and function of structural organisers	-Understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line -Identify the title, blurb and author of a story or non-fiction book -Discuss the significance of the title	-Read non-fiction texts that are structured in different ways -Begin to identify and name a range of common organisers in non-fiction texts e.g. contents, headings, index, glossary	-Read fiction and non-fiction texts that are structured in different ways -Name and describe the function of a range of common organisers in non-fiction texts (Y2: contents, headings, index, glossary + Y3: sub-headings, diagrams) -Use a range of structural organisers (see previous bullet point) to retrieve information from non-fiction texts	- Read fiction and non-fiction texts that are structured in different ways -Name, use and describe the function of a wider range of common organisers in non-fiction texts (Y2/3: contents, headings, index, glossary, sub-headings, diagrams + Y4: captions and labels, bibliography) -Use a range of structural organisers (see previous bullet point) to retrieve information from non-fiction texts	-Read fiction and non-fiction texts that are structured in different ways -Identify structural organisers and make comparisons within and across books -Explain why the author has chosen to structure/present the text in particular way or use a particular structural organiser	-Read fiction and non-fiction texts that are structured in different ways -Identify structural organisers and make comparisons within and across books -Discuss the effectiveness of different structures/ presentations of fiction and non-fiction
Features of different text types	- Recognise some typical characters and settings of fairy stories and traditional tales (book work) -Understand the difference between fiction and non-fiction -Begin to describe the overall structure of a story e.g. being about to	-Recognise and describe some typical features, similarities and differences between fiction and non-fiction texts -Describe the overall structure of a story, e.g. including how the beginning introduces	-Recognise and name some different forms of poetry (e.g. free verse and narrative poetry) -Compare and contrast features of stories read e.g. characters, settings, themes	-Recognise and describe the typical features of a wider range of forms of poetry -Recognise and describe some features of fiction genres -Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms	-Identify, compare and contrast the features of a range of poetry, non-fiction and fiction genres	-Identify, compare and contrast the features of a range of fiction genres -Explain major differences between text types

	answer: "What is the problem in the story?"	story and the ending concludes the action		such as chapter, scene, and stanza		
Audience and purpose			-Begin to read for a range of purposes e.g. research, pleasure, locate specific information -Recognise the intended audience and purpose of some non-fiction genres	-Read for a range of purposes e.g. research, pleasure, locate specific information	-Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview	-Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview, compare and contrast

Vocabulary

	Year 1 prior learning	Year 2 prior learning	Year 3	Year 4	Year 5	Year 6
National curriculum links	-Discussing word meanings, linking new meanings to those already known	-Discussing and clarifying the meanings of words, linking new meanings to known vocabulary -Discussing their favourite words and phrases -Recognising simple recurring literary language in stories and poetry	-Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet -Using dictionaries to check the meaning of words that they have read -Explaining the meaning of words in context - Discussing words and phrases that capture the reader's interest and imagination - Identifying how language contributes to meaning - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context		- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet -Identifying how language contributes to meaning -Asking questions to improve their understanding -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader -Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	
Identifying vocabulary	-Recognise vocabulary associated with different genres provided by the teacher	-Recognise simple recurring literary language in stories and poems e.g. repetition	-Identify patterns in language e.g. repetition, rhyme, alliteration -Identify and generate words with similar meanings or linked to a specific focus	-Identify and generate words with similar and opposite meanings	-Identify figurative language devices	-Identify words and phrases that create a particular mood, feeling or attitude including figurative language
Explain the meanings of words	-Discuss word meanings, linking new meanings to those already known	-Discuss and clarify the meanings of new words, linking new meanings to known vocabulary	-Apply their growing knowledge of root words, prefixes and suffixes to	-Apply their growing knowledge of root words, prefixes and suffixes to	-Apply their growing knowledge of grammar, morphology and etymology to understand	-Apply their growing knowledge of grammar, morphology and etymology to understand

		-Begin to use a range of skills (such as morphology and word classes) to identify the meaning of unknown words to help place them into context	understand the meaning of new words they meet - Explain the meaning of words in given contexts -Begin to discuss language to extend their interest in the meaning and origin of words -Begin to use dictionaries to check the meaning of words they have read	understand the meaning of new words they meet -Explain the meaning of words in given contexts -Discuss language to extend their interest in the meaning and origin of words -Use dictionaries to check the meaning of words that they have read	the meaning of new words that they meet in context -Ask questions about vocabulary to improve their understanding	the meaning of new words that they meet in context -Ask questions to help clarify their understanding of vocabulary
Explain the intended impact of words and phrases on the reader	-Recognise and join in with predictable phrases	-Recognise and join in with predictable phrases	-Discuss words and phrases that capture the reader's interest and imagination	-Discuss words and phrases that capture the reader's interest and imagination giving reasons for their choices -Explain why the author has used a particular word or phrase	-Discuss how language contributes to the overall meaning -Discuss how authors use figurative language and the impact of these on the reader -Compare the impact of different language devices within a text	-Explain how words and phrases create a particular mood, feeling or attitude -Consider the impact on the reader of a range of vocabulary and language devices -Compare the impact of language devices across texts
Recognise and explain how language is linked to audience and purpose	-Collect and apply new vocabulary in writing	-Begin to recognise key words and phrases for different text types e.g. narrative/ instructions	-Begin to recognise key vocabulary and language features from different genres and apply to writing.	-Recognise key vocabulary and language features from different genres and apply to writing.	-Recognise language and vocabulary used by an author for a specific genre and compare to another author, considering impact on reader.	-Discuss and evaluate how authors use of language, including figurative language has an impact on the reader. -Suggest how language would need to change for different audiences

Compare and contrast

	Year 1 prior learning	Year 2 prior learning	Year 3	Year 4	Year 5	Year 6
National curriculum links	-Pupils are encouraged to link what they read or hear read to their own experiences	-Discussing the sequence of events in books and how items of information are related -Being introduced to non-fiction books that are structured in different ways	-Identifying themes and conventions in a wide range of books -Reading books that are structured in different ways and reading for a range of purposes		-Making comparisons within and across books - Reading books that are structured in different ways and reading for a range of purposes -Identifying and discussing themes and conventions in and across a wide range of writing (text types) Non statutory - Pupils should be shown how to compare characters, settings, themes and other aspects of what they read	
Identify, discuss and record similarities and differences	-Understand the difference between fiction and non-fiction	-Read non-fiction books which are structured in different ways -Identify and describe some differences between fiction and non-fiction books -Compare and contrast two or more versions of the same story	-Compare and contrast features of stories read e.g. characters, settings, openings, endings	-Compare and contrast character development in a play to characterisation in stories or narrative poetry -Compare and contrast information from different sources about the same topic, identifying similarities in content and structure -Compare and contrast the themes, settings, and plots of stories	-Compare and contrast purpose and viewpoint and evaluate the usefulness of each source -Begin to compare and contrast authors' styles	-Compare information, ideas, values and attitudes represented within and across texts -Analyse how an author develops and contrasts the points of view of different characters or narrators in a text -Compare and contrast authors' style, purpose and viewpoint.
Identify, compare and contrast vocabulary	-Begin to identify similar and repeated language which occurs in more than one story e.g once upon a time	-Compare and contrast language within a type of story read e.g. traditional tales – one early morning/ once upon a time	-Compare and contrast language within a type of story read e.g. fairy tales and plays	-Compare and contrast language across different types of stories read e.g. fairy tales, myths and legends and science fiction	-Compare the language of poetry, prose and non-fiction for the same theme or information	-Compare and contrast different language within and across books
Making links	-Link reading to personal experiences	-Discuss the sequence of events in stories -Discuss how items of information are related in a book	-Identify and compare themes and conventions in books	-Identify and compare themes in a wider range of fiction and non-fiction	-Compare how common themes/ conventions are presented in a range of texts	-Compare and contrast themes and topics in stories of the same genre e.g. mysteries and adventure stories

		-Make links between current and prior reading					-Explain the relationship between characters, plot, setting, point of view and theme

Reviewing and performing

	Year 1 prior learning	Year 2 prior learning	Year 3	Year 4	Year 5	Year 6
National curriculum links	-Participate in discussion about what is read to them, taking turns and listening to what others say -Learning to appreciate rhymes and poems, and to recite some by heart -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	-Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently -Answering and asking questions -Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear -Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say -Explain and discuss their understanding of books, poems and other material, both those that they listen	- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say -Asking questions to improve their understanding of a text		-Learning a wider range of poetry by heart -Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience -Asking questions to improve their understanding -Recommending books that they have read to their peers, giving reasons for their choices -Participate in discussions about books, building on their own and others' ideas and challenging views courteously -Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	

		to and those that they read				
Discussing and debating	-Participate in discussion about what is read to them (stories, poems and non-fiction at a level beyond which they can read independently), - Take turns and listen to what others say	-Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently -Participate in discussion about books, poems & other works that they can read for themselves, -Take turns and listen to what others say -Explain their understanding of books poems and other materials that they have read and which have been read to them	-Discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them -Take turns, listen to what others say -Discuss specific events, characters or sections of a text -Discuss words and phrases which captures the readers interest and imagination	-Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them -Take turns, listen to what others say and ask follow up questions to contributions made by others -Identify and discuss the purpose of a text and the intended impact on the reader -Identify and discuss the difference between fact and opinion -Discuss the impact words and phrases which capture the readers interest and imagination	-Participate in discussions about books, building on their own and others' ideas -Ask questions to clarify others' opinions -Explain and discuss their understanding of what they have read -Provide reasoned justifications for their views -Identify and discuss themes and points of view within and across texts	-Participate in discussions about books, building on their own and others' ideas -Challenge views courteously -Explain and discuss their understanding of what they have read through formal debates -Provide reasoned justifications and a wider range of evidence to support their views -Comment on the overall impact of a text on the reader
Evaluating and Reviewing	-State whether they like a story or poem	-State whether they like a story and characters within the story -State which text they prefer and give a reason to support their opinion	-Write structured reviews of a text, stating which were their favourite parts and why	-Write structured reviews of a text, evaluating the overall text as well as reviewing specific elements	-Recommend to their peers orally and in writing books that they have read -Give reasons for recommendations -Write independent reviews of a text	-Recommend books that they have read to wider audiences e.g. on-line, local library -Write independent reviews and give reasons for specific recommendations
Presenting and performing	-Recognise and join in with predictable phrases -Recite some poems and rhymes by heart	-Continue to build up a repertoire of poems learnt by heart, reciting some, with appropriate	-Prepare poems and play scripts to read aloud and to perform, showing understanding through volume and action	-Prepare poems and play scripts to read aloud and to perform, showing understanding through	-Learn a range of poetry by heart -Prepare poems and plays to read aloud and to perform, showing	-Learn a wider range of poetry by heart -Prepare poems and plays to read aloud and to perform, showing

	- Retell key fairy stories and traditional tales verbally.	intonation to make the meaning clear -Retell a wider range of fairy stories and traditional tales verbally		intonation, tone, volume and action	understanding through intonation, tone and volume so that the meaning is clear to an audience -Explain their understanding by presenting some of their ideas to others	understanding through intonation, tone and volume so that the meaning is clear to an audience -Explain and discuss their understanding of what they have read through formal presentations

Sentence stem examples

Retrieval Stem Questions:	Sequencing/Summarising Stem Questions:	Prediction Stem Questions:	Inference Stem Questions:
• How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ..... is ....? • What can you learn about ...... from this section? • Give one example of...... • The story is told from whose perspective?	• Can you number these events 1-5 in the order that they happened? • What happened after ....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter	• From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.	• Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ...... show that they are .... ? • How can you tell that...... ? • What impression of ...... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... ? • Who is telling the story?

Vocabulary Stem Questions

• What do the words ...... and ...... suggest about the character, setting and mood?
• Which word tells you that....?
• Which keyword tells you about the character/setting/mood?
• Find one word in the text which means......
• Find and highlight the word that is closest in meaning to.......
• Find a word or phrase which shows/suggests that.......