Year 1 Reading Knowledge

Vocabulary	Identify vocabulary	Explain the meanings of words	Explain the intended impact of words and phrases on the reader	NC End points
	• Identify simple patterns in language e.g. repetition, rhyme • Identify simple synonyms. *E.g. Which word means the same as…?* • Which word/s tell us they are… *e.g at the beach?*	• Explain the meaning of words in given contexts • Show curiosity about the meaning of new words.	• Discuss words and phrases that they enjoy and say why. • Find a word that tells you the character is funny… they are feeling upset… the weather is nice etc	• **discuss word meanings, linking new meanings to those already known** • **draw on what they already know or on background information and vocabulary provided by the teacher**

Age appropriate texts:
Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.
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

Question stems for vocabulary:
- What do the words ..... and ..... suggest about the character/setting?
- Which word tells you that....?
- Which keyword tells you about…?
- 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 makes you feel…?

Retrieval skills	Checking	Retelling	Sequencing	Answering 'find it' questions	Summarising	Visualising	Skimming and scanning	NC End points
	Self correct when reading to ensure the text makes sense.	Retell stories orally using actions and visual cues	Sequence 3 to 5 pictures from a story or nonfiction text read	Find a word, phrase or sentence to answer a basic retrieval question. e.g. where did the character go next? What did they eat? Who did they meet at the shop? *Who what where when how*	Make some general statements *e.g. this story had a happy ending.*	Draw a picture to represent a character or part of the text. Include some accurate details *e.g. brown hair.*	Go back to the text not the pictures when answering a 'find it' question.	• **listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently** • **check that the text makes sense to them as they read and correcting inaccurate reading** • **explain clearly their understanding of what is read to them.** • **draw on what they already know or on background information and vocabulary provided by the teacher**

Age appropriate texts:
Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.
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

Question stems for retrieval:
- 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.....
- Can you sequence these pictures 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?

Inference skills	Predicting	Cause and Effect	Identifying evidence to support and justify opinion	Drama/ writing in role	Asking and answering inference questions	NC End points
	• Make a prediction before reading based upon the title and cover. • Make simple predictions based upon events and actions of characters so far in a story • Make simple predictions based on what a character says or does.	• Identify the cause of an event – *why did the character do …?*	• Make simple inferences about characters *e.g. I know they are sad because they cried.*	• Use different voices/expression for characters and to show emotion.	• Answer simple inference questions on the basis of what a character has said or done.	• **discuss the significance of the title and events** • **predict what might happen on the basis of what has been read so far** • **make inferences on the basis of what is being said and done**

Age appropriate texts:
Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.
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

Question stems for inference:
- How do the descriptions of ..... show that they are ..... ?
- How can you tell that..... ?
- What impression of ..... do you get from these words/this sentence?
- What voice might these characters use?
- What was .... thinking when..... ? Who is telling the story?
- 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 do you think will happen next? What makes you think this?
- Do you think... will happen? Yes, no or maybe? Why do you think this?

Text Structure	Use and function of structural organisers	Features of different text types	Audience and purpose	Supporting meaning	NC End points
	• Identify the title of a book and other structural features such as headings in non-ficiton.	• Recognise and name some different fairytales and traditional tales. • Know and identify some features of traditional tales *e.g. royal characters, good and bad characters, making a wish.*	• Know that stories are written for people to read and enjoy. (an audience)	• Recognise that pictures/photographs can give us information as the text in non-fiction.	• **become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics**

Age appropriate texts:
Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.
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

Question stems for text structure:
- Why is the text arranged in this way?
- How does the title/heading help us?

Compare and Contrast	Identify, discuss and record similarities and differences	Identify, compare and contrast vocabulary	Making links	NC End points
	• Compare and contrast features of stories read with things that have happened to them. *E.g. a time they ere happy like a character/their birthday if a character has a birthday.*	• Identify once upon a time and happily ever after in different stories.	• Make links between their life and events in stories. • Make links between other stories read to them.	• **Begin to link what they read or hear read to their own experiences**

Age appropriate texts: Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books. 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		Question stems for compare and contrast: • What is similar about these stories/books? What is different? • Has this ever happened to you? • Have you ever felt like this character? • Which section was the most interesting/exciting part from each text?

Discussion and performance	Discussing and debating	Evaluating and Reviewing	Presenting and performing	NC End points
	• Give an opinion on a text read e.g. likes/dislikes • Take turns, listen to what others say	• State their favourite parts of a text and why.	• Join in with repeated phrases in stories. Learn and recite some simple poems by heart.	• **recognise and join in with predictable phrases** • **learn to appreciate rhymes and poems, and to recite some by heart.** • **participate in discussion about what is read to them, taking turns and listening to what others say** • **explain clearly their understanding of what is read to them.**

Age appropriate texts: Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books. 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		Question stems for discussion and performance: • What did you think of the book? • Did you like the central character? Why/why not? • Explain why you liked _____ part of the story. • Why did you choose to raise/lower your voice when reading aloud here?

Year 2 Reading Knowledge

Vocabulary	Identify vocabulary	Explain the meanings of words	Explain the intended impact of words and phrases on the reader	NC End points
	• Identify simple patterns in language e.g. repetition, rhyme • Identify words and phrases used to describe characters or settings in narrative. • Identify technical vocabulary in non-fiction texts.	• Explain the meaning of words in given contexts • Show curiosity about the meaning of new words. • Understand tier 2 words.	• Discuss words and phrases that they enjoy and say why. • Find a word that tells you the character is funny… they are feeling upset… the weather is nice etc	• **Recognise simple recurring literary language in stories and poetry** • **Discuss and clarifying the meanings of words, linking new meanings to known vocabulary** • **Discuss their favourite words and phrases** • **Draw on what they already know or on background information and vocabulary provided by the teacher**

Age appropriate texts:
Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.
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

Question stems for vocabulary:
• What do the words ..... and ..... suggest about the character/setting?
• Which word tells you that....?
• Which keyword tells you about…?
• 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 makes you feel…?

Retrieval skills	Checking	Retelling	Sequencing	Answering 'find it' questions	Summarising	Visualising	Skimming and scanning	NC End points
	Self correct when reading to ensure the text makes sense.	Retell a wide range of stories orally using actions and visual cues	Sequence pictures or texts from a story or nonfiction text read	Find a word, phrase or sentence to answer a basic retrieval question. e.g. where did the character go next? What did they eat? Who did they meet at the shop? *Who what where when how*	Select from a choice of 3 the most appropriate summary of a text. *e.g.* *This text was about how to bake a cake.* *This text was a story about baking a cake.* *This text was a recipe for how to bake a cake.*	Draw a picture to represent part of the text that includes some accurate details.	Use titles in non fiction to find information. Begin to find words or phrases in a text (see 'find it' questions.)	• **Listen 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** • **Check that the text makes sense to them as they read and correcting inaccurate reading** • **Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.**

Age appropriate texts:
Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.
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

Question stems for retrieval:
• 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.....
• Can you sequence these pictures 1-5 in the order that they happened?
• What happened after .....?
• What was the first thing that happened in the story?

Inference skills	Predicting	Cause and Effect	Identifying evidence to support and justify opinion	Drama/ writing in role	Asking and answering inference questions	NC End points
	• Make a predictions before reading based upon the title, cover and blurb. • Make simple predictions based upon events and actions of characters so far in a story • Make simple predictions based upon background knowledge of the topic • Make simple predictions based on synonyms. *E.g. I think she will shout at him because it says she is angry.*	• Identify the cause of an event • Say why something has happened.	• Make a simple inference using vocabulary provided by the teacher. *E.g. if I am livid, how am I feeling? What might have happened?* • Make simple inferences about characters *e.g. I know they are sad because they cried.*	• Freeze frame a character at part of the text. • Use different voices/expression for characters and to show emotion. • Write a speech bubble as a character at a point in the story.	• Answer simple inference questions on the basis of what a character has said or done. • Ask a simple inference question *e.g. how dos the character feel when…*	• **draw on what they already know or on background information and vocabulary provided by the teacher** • **make 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** • **Check that the text makes sense to them as they read and correcting inaccurate reading**

Age appropriate texts:
Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.
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

Question stems for inference:
- How do these words make the reader feel?
- How do the descriptions of ..... show that they are ..... ?
- How can you tell that..... ?
- What impression of ..... do you get from these words/this sentence?
- What voice might these characters use?
- What was .... thinking when..... ? Who is telling the story?
- 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 do you think will happen next? What makes you think this?
- Do you think... will happen? Yes, no or maybe? Why do you think this?

Text Structure	Use and function of structural organisers	Features of different text types	Audience and purpose	Supporting meaning	NC End points
	• Start to read fiction and non-fiction texts that are structured in different ways • Name and describe the function of a range of common organisers in nonfiction texts (Y2: title, contents, headings, index, glossary) • Use a range of structural organisers (see previous bullet point) to retrieve information from nonfiction texts	• Recognise and name some different forms of poetry • Know and identify some features of traditional tales *e.g. good and evil, magic, 3 wishes etc*	• Begin to identify that you can read for a range of purposes *e.g. instruction, pleasure, locate specific information, entertainment*	• Recognise that pictures/photographs can give as much information as the text in non-fiction.	• **become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales** • **be introduced to non-fiction books that are structured in different ways**

Age appropriate texts:
Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.
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

Question stems for text structure:
- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ..... effective?
- How are these sections linked?

Compare and Contrast	Identify, discuss and record similarities and differences	Identify, compare and contrast vocabulary	Making links	NC End points
	• Compare and contrast features of stories read e.g. characters, settings, openings, endings • Compare and contrast two or more versions of the same story *e.g. comparing a play script of a story to the narrative or 2 versions of Cinderella from different countries.*	• Compare and contrast language within fairy tales *e.g. Once Upon a time*	• Identify and compare themes of fairy tales. • Compare how different non-fiction texts are laid out.	• **Discuss the sequence of events in books and how items of information are related**

Age appropriate texts: Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books. 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		Question stems for compare and contrast: • What is similar about these stories/books? What is different? • What is similar about these characters/settings? What is different? • Are there any common words, phrases or themes? • Which section was the most interesting/exciting part from each text? • How are these texts linked?

Discussion and performance	Discussing and debating	Evaluating and Reviewing	Presenting and performing	NC End points
	• Discuss a range of fiction, poetry, plays, non-fiction books 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 • Give an opinion about a story, poem or non-fiction text.	• Create a short review of a text, stating which were their favourite parts and why.	• Prepare poems to read aloud and to perform • Use intonation and expression.	• **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** • **Continue 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 and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say**

Age appropriate texts: Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books. 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		Question stems for discussion and performance: • What did you think of the book? • Did you like the central character? Why/why not? • Explain why you liked _____ part of the story. • Why did you choose to raise/lower your voice when reading aloud here?

Year 3 Reading Knowledge

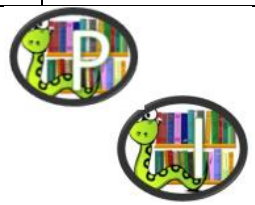
Vocabulary	Identify vocabulary	Explain the meanings of words	Explain the intended impact of words and phrases on the reader	Recognise and explain how language is linked to audience and purpose	NC End points
	• Identify patterns in language e.g. repetition, rhyme, alliteration • Identify and generate words with similar meanings or linked to a specific focus	• Apply their growing knowledge of root words, prefixes and suffixes to 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 that they have read	• Discuss words and phrases that capture the reader's interest and imagination	• Begin to recognise key vocabulary and language features from different genres and apply to writing.	**• 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**

Age appropriate texts: 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		Question stems for vocabulary: • 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..... • Which words and phrases did .....use effectively? • The mood of the character changes throughout the text. Find and copy the phrases which show this.

Retrieval skills	Retelling	Sequencing	Answering and asking 'find it' questions	Summarising	Visualising	Skimming and scanning	NC End points
	Retell a wide range of stories orally using actions and visual cues	Sequence pictures or texts from a story or nonfiction text read justifying reasons for choices	Find and select the word/s in a section of a text to answer find it questions Generate find it questions for a section of fiction and non-fiction texts (which are relevant)	Summarise orally and in writing the main points from a paragraph using a wider range of prompts	Produce an annotated picture or visual map to represent a text that has been read	Skim and scan to identify and use headings and sections in books (glossaries, indexes, contents) to retrieve information	**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**

Age appropriate texts: 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	 	Question stems for retrieval: 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 chapters occur in the text?

Inference skills	Predicting	Cause and Effect	Identifying evidence to support and justify opinion	Drama/ writing in role	Asking and answering inference questions	NC End points
	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	Identify the cause of an event • Infer an effect of a specific event or action	Justify inferences with evidence • Infer characters' feelings, thoughts and motives	Explore characters' actions and feelings through role play such as hot seating • Create short improvisations in role	Ask and answer inference/ detective relevant questions about a story or non-fiction text which begins to develop character's feelings and actions	**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**

Age appropriate texts: 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		Question stems for inference: 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? • 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.

Text Structure	Use and function of structural organisers	Features of different text types	Audience and purpose	Supporting meaning	NC End points
	Read fiction and non-fiction texts that are structured in different ways • Name and describe the function of a range of common organisers in nonfiction texts (Y2: contents, headings, index, glossary + Y3: sub-headings, diagrams) • Use a range of structural organisers (see previous bullet point) to retrieve information from nonfiction texts	Recognise and name some different forms of poetry • Compare and contrast features of stories read e.g. characters, settings, themes	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	Recognise that pictures/photographs can give as much information as the text • Describe how each successive parts of a text builds on the meaning of earlier sections	**• 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**

Age appropriate texts: 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		Question stems for text structure: • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • How are these sections linked?

Compare and Contrast	Identify, discuss and record similarities and differences	Identify, compare and contrast vocabulary	Making links	NC End points
	• Compare and contrast features of stories read e.g. characters, settings, openings, endings • Compare and contrast two or more versions of the same story e.g. comparing a play script of a story to the narrative	• Compare and contrast language within a type of story read e.g. fairy tales and plays	• Identify and compare themes of fictional stories	**• 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**

Age appropriate texts: 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		Question stems for compare and contrast: • How are the authors points of view different? • What effect does each text have on the audience? Do they differ? • How do the authors engage the reader here? Do they use different strategies? • Which words and phrases did each other use most effectively? • Which section was the most interesting/exciting part from each text? • How are these texts linked?

Discussion and performance	Discussing and debating	Evaluating and Reviewing	Presenting and performing	NC End points
	• 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	• Create reviews of a text, stating which were their favourite parts and why	• Prepare poems and play scripts to read aloud and to perform, showing understanding through volume and action	**• 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** **• Ask relevant questions to extend their understanding and knowledge** **• Articulate and justify answers, arguments and opinions** **• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** **• Participate in discussions, presentations, performances, role play/improvisations and debates** **• Consider and evaluate different viewpoints, attending to and building on the contributions of others**

Age appropriate texts: 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		Question stems for discussion and performance: • What did you think of the book? • Did you like the central character? Why/why not? • Explain why you liked _____ part of the story. • Why did you choose to raise/lower your voice when reading aloud here?

Year 4 Reading Knowledge

Vocabulary	Identify vocabulary	Explain the meanings of words	Explain the intended impact of words and phrases on the reader	Recognise and explain how language is linked to audience and purpose	NC End points
	• Identify and generate words with similar and opposite meanings	• Apply their growing knowledge of root words, prefixes and suffixes to 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	• 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	• Recognise key vocabulary and language features from different genres and apply to writing	**• 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**

Age appropriate texts: 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

Question stems for vocabulary:
- 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.....
- Which words and phrases did .....use effectively?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.

Retrieval skills	Retelling	Sequencing	Answering and asking find it questions	Summarising and note making	Recasting	Skimming and scanning	NC End points
	Retell a wide range texts orally which is balanced and clear	Show understanding of the text by sequencing a selection of unknown text so that they make sense as a whole, justifying reasons for choices	• Find and select words and phrases to answer find it questions from different sections of unknown texts • Generate relevant find it questions from different sections of fiction and non-fiction texts	Summarise orally and in writing the main points from several paragraphs or sections of a text	• Produce an annotated drawing/ diagram to represent/ summarise a section of a text (nonfiction) •Complete diagrams, tables and charts to summarise information	Scan different sections of unknown texts (fiction and nonfiction) to find missing information	**• 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**

Age appropriate texts: 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

Question stems for retrieval:
- 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 chapters occur in the text?

Inference skills	Predicting	Cause and Effect	Identifying evidence to support and justify opinion	Drama/ writing in role	Asking and answering inference questions	NC End points
	• 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	• Identify the multiple causes of an event	• 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	• Explore characters' actions, feelings and motives through role play such as hot seating • Demonstrate appropriate empathy through expression	• Ask and answer inference/ detective relevant questions about a story or non-fiction text which begins to develop character's feelings, actions and motives	• **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**

Age appropriate texts: 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		Question stems for inference: • 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? • 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

Text Structure	Use and function of structural organisers	Features of different text types	Audience and purpose	Supporting meaning	NC End points
	• 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 nonfiction texts (Y2/3: contents, headings, index, glossary, subheadings, diagrams + Y4: captions and labels, bibliography) • Use a range of structural organisers (see previous bullet point) to retrieve information from non-fiction texts • Identifying how structure and presentation contribute to meaning (e.g. more independently and on Y4 texts)	• 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 such as chapter, scene, and stanza	• Read for a range of purposes e.g. research, pleasure, locate specific information	• Recognise and explain how presentational devices impact on reading and support meaning e.g. italics, bold, diagrams, bullet points • Explain how topic sentences (first sentence of section) help cue the reader into the content of paragraphs	• **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**

Age appropriate texts: 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		Question stems for text structure: • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • How are these sections linked?

Compare and Contrast	Identify, discuss and record similarities and differences	Identify, compare and contrast vocabulary	Making links	NC End points
	• 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 language across different types of stories read e.g. fairy tales, myths and legends and science fiction	• Identify and compare themes in a wider range of fiction and non-fiction	**• 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**

Age appropriate texts: 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		Question stems for compare and contrast: • How are the authors points of view different? • What effect does each text have on the audience? Do they differ? • How do the authors engage the reader here? Do they use different strategies? • Which words and phrases did each other use most effectively? • Which section was the most interesting/exciting part from each text? • How are these texts linked?

Discussion and performance	Discussing and debating	Evaluating and Reviewing	Presenting and performing	NC End points
	• 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	• Create structured reviews of a text, evaluating the overall text as well as reviewing specific elements	• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	**• 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** **• Ask relevant questions to extend their understanding and knowledge** **• Articulate and justify answers, arguments and opinions** **• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** **• Participate in discussions, presentations, performances, role play/improvisations and debates** **• Consider and evaluate different viewpoints, attending to and building on the contributions of others**

Age appropriate texts: 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		Question stems for discussion and performance: • What did you think of the book? • Did you like the central character? Why/why not? • Explain why you liked _____ part of the story. • Why did you choose to raise/lower your voice when reading aloud here?

Year 5 Reading Knowledge

Vocabulary	Identify vocabulary	Explain the meanings of words	Explain the intended impact of words and phrases on the reader	Recognise and explain how language is linked to audience and purpose	NC End points
	• Identify figurative language devices	• Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context • Ask questions about vocabulary to improve their understanding	• 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	• Recognise language and vocabulary used by an author for a specific genre and compare to another author, considering impact on reader.	**• 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**

Age appropriate texts: 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 and 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

Question stems for vocabulary:
- 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.....
- Which words and phrases did .....use effectively?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.

Retrieval skills	Retelling	Sequencing	Answering and asking find it questions	Summarising and note making	Recasting	Skimming and scanning	Note making skills	Determining validity and importance	NC End points
	See summarising and sequencing boxes	Sequence sections/ outlines of unknown texts based upon knowledge of genre features	Find and select words and phrases from across a whole text to answer find it questions Ask relevant questions which explore the detail of a text or which require comparison across fiction and nonfiction	Identify the main ideas from several paragraphs and provide key additional information from a section of the text to support this	Summarise in different ways including key information e.g. written summary, key words, pictures/ diagrams, charts and making notes for presentations	Scan different texts to find evidence to support answers to questions • Speed read or skim the text to gain the gist or main idea	Retrieve and record information, producing a set of notes to support a presentation	Prior to reading, select from a range of texts/ sources of information with a key question or heading in mind.	**• 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**

Range of Texts/Genres: 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 and 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

Question stems for retrieval:
- 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 chapters occur in the text?

Inference skills	Predicting	Cause and Effect	Identifying evidence to support and justify opinion	Drama/ writing in role	Asking and answering inference questions	NC End points
	• 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	• Infer and comment on the possible causes of events and actions • Identify which causes are most/least likely based upon evidence in the text and beyond	• 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.	• Explore contrasting characters' feelings, thoughts, actions and motives through role play such as hot seating • Create improvisations in role e.g. creating a new or alternative scenes	• Ask and answer relevant inference/ detective questions for a range of fiction and non-fiction texts • In discussion and role ask/answer relevant inferences/ detective questions about characters' feelings, actions, thoughts and motives	**• 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**

Range of Texts/Genres: 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 and 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		Question stems for inference: • 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? • 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

Text Structure	Use and function of structural organisers	Features of different text types	Audience and purpose	Supporting meaning	NC End points
	• 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	• Identify, compare and contrast the features of a range of poetry, non-fiction and fiction genres	• Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview	• Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem	**• 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**

Range of Texts/Genres: 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 and 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		Question stems for text structure: • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • How are these sections linked?

Compare and Contrast	Identify, discuss and record similarities and differences	Identify, compare and contrast vocabulary	Making links	NC End points
	• Identify, compare and contrast the features of a range of different forms of ¬ Poetry ¬ Non-fiction ¬ Fiction • Compare and contrast purpose and viewpoint and evaluate the usefulness of each source • Begin to compare and contrast authors' styles	• Compare the language of poetry, prose and nonfiction for the same theme or information	• Compare how a common theme is presented in a range of texts	**• 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**

Range of Texts/Genres: 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 and 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		Question stems for compare and contrast: • How are the authors points of view different? • What effect does each text have on the audience? Do they differ? • How do the authors engage the reader here? Do they use different strategies? • Which words and phrases did each other use most effectively? • Which section was the most interesting/exciting part from each text? • How are these texts linked?

Discussion and performance	Discussing and debating	Evaluating and Reviewing	Presenting and performing	NC End points
	• 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	• Recommend to their peers orally and in writing books that they have read • Give reasons for recommendations • Create independent reviews of a text	• Learn a range of poetry by heart • Prepare 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 • Explain their understanding by presenting some of their ideas to others	**• 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,** **• Ask relevant questions to extend their understanding and knowledge** **• Articulate and justify answers, arguments and opinions** **• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** **• Participate in discussions, presentations, performances, role play/improvisations and debates • Consider and evaluate different viewpoints, attending to and building on the contributions of others**

Range of Texts/Genres: 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 and 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		Question stems for discussion and performance: • What did you think of the book? • Did you like the central character? Why/why not? • Explain why you liked _____ part of the story. • Why did you choose to raise/lower your voice when reading aloud here?

Year 6 Reading Knowledge

Vocabulary	Identify Vocabulary	Explain the meanings of words	Explain the intended impact of words and phrases on the reader	Recognise and explain how language is linked to audience and purpose	NC End points
	• Identify words and phrases that create a particular mood, feeling or attitude including figurative language	• Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context • Ask questions to help clarify their understanding of vocabulary	• 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 compare language and vocabulary features across different text types and between authors and consider impact on reader. • Suggest how language would need to change for different audiences	**• 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**

Range of texts/Genres: 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 and 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		Question stems for vocabulary: • 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..... • Which words and phrases did .....use effectively? • The mood of the character changes throughout the text. Find and copy the phrases which show this.

Retrieval skills	Retelling	Sequencing	Answering and asking find it questions	Summarising and note making	Recasting	Skimming and scanning	Note making skills	Determining validity and importance	NC End points
	See summarising and sequencing boxes	Manipulate sections of stories to create and explore more complex narratives e.g. dual narration, flash back	Find, select and combine relevant words and phrases from more than one text/source to support answers to find it questions Generate find it questions relevant to different sections of a non-fiction text Ask relevant find it questions about different sections of a story read	Identify the main idea from across several paragraphs or sections of the text and provide key additional information from the text to support this Summarise the themes or viewpoints for different texts	Summarise in different ways for different audiences and purposes	Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum e.g. history and geography	Generate find it questions relevant to different sections of a non-fiction text Ask relevant find it questions about different sections of a story read	Appraise a text quickly, deciding on its value, quality or usefulness	**• 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 texts/Genres: 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 and 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	 	Question stems for retrieval: • 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 chapters occur in the text?

Inference skills	Predicting	Cause and Effect	Identifying evidence to support and justify opinion	Drama/ writing in role	Asking and answering inference questions	NC End points
	• 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	• Infer, comment on and make links between the cause and effects of events and actions • Evaluate the impact of different causes and effects on people and places	• 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 • Distinguish between statements of fact and opinion using evidence to justify.	• Create improvisations in role e.g. for a different point in time to that in the text • Present ideas in role as an expert authority e.g. debate	• Ask find it inference/ detective questions which explore the detail of a text or which require comparison across the 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**

Range of texts/Genres: 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 and 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		Question stems for inference: • 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? • 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

Text Structure	Use and function of structural organisers	Features of different text types	Audience and purpose	Supporting meaning	NC End points
	• 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	• Identify, compare and contrast the features of a range of fiction genres • Explain major differences between text types	• Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview, compare and contrast	• Use text structure to help summarise the text (linked to AF2) • Analyse how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot	**• 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**

Range of texts/Genres: 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 and 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		Question stems for text structure: • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • How are these sections linked?

Compare and Contrast	Identify, discuss and record similarities and differences	Identify, compare and contrast vocabulary	Making links	NC End points
	• Identify, compare and contrast the features of a range of fiction genres (e.g. contemporary v traditional) including poetry • 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.	• Compare and contrast different language within and across books	• Compare and contrast themes and topics in stories of the same genre e.g. mysteries and adventure stories • Explain the relationship between characters, plot, setting, point of view and theme	**• 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**

Range of texts/Genres: 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 and 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		Question stems for compare and contrast: • How are the authors points of view different? • What effect does each text have on the audience? Do they differ? • How do the authors engage the reader here? Do they use different strategies? • Which words and phrases did each other use most effectively? • Which section was the most interesting/exciting part from each text? • How are these texts linked?

Discussion and performance	Discussing and debating	Evaluating and Reviewing	Presenting and performing	NC End points
	• 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	• Recommend books that they have read to wider audiences e.g. online, local library • Write independent reviews and give reasons for specific recommendations	• Learn a wider range of poetry by heart • Prepare 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 • Explain and discuss their understanding of what they have read through presentations	**• 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** **• Ask relevant questions to extend their understanding and knowledge** **• Articulate and justify answers, arguments and opinions** **• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** **• Participate in discussions, presentations, performances, role play/improvisations and debates** **• Consider and evaluate different viewpoints, attending to and building on the contributions of others**

Range of Texts/Genres: 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 and 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		Question stems for discussion and performance: • What did you think of the book? • Did you like the central character? Why/why not? • Explain why you liked _____ part of the story. • Why did you choose to raise/lower your voice when reading aloud here?