

Reading Skill	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieval	Children answer simple recall questions verbally about known stories and can retell simple past events	<p>Children can say who the story was about.</p> <p>Can ask a question about a story.</p> <p>Can answer simple recall questions verbally about known stories and stories they can follow referring to the pictures.</p>	<p>Children verbally explain their understanding of what is being read to them by answering simple questions about a given person, or what a person did.</p> <p>Can listen to what others say about the person and event and discuss it.</p>	<p>Children can explain their understanding of what they have read themselves by answering simple questions about what has happened.</p> <p>Begin to use contents page, simple index, subheadings to find information.</p> <p>Know that retrieval is finding what the text says- no guessing.</p> <p>Identify 3 key events in a short story.</p>	<p>Reread a text to look for information.</p> <p>Taught what scanning is- read a text quickly to find set information.</p> <p>Use charts or diagrams to answer questions about the text.</p> <p>Point to evidence in text to justify answer.</p>	<p>Children are taught what skimming and scanning is and use it to retrieve and record details from fiction and non-fiction.</p> <p>Look for key evidence from a text and identify less important information.</p> <p>Start using relevant quotations to support responses and justifications.</p> <p>Find information in graphs.</p>	<p>Children are using skimming, scanning and reading before and after to retrieve and record information.</p> <p>Refer to relevant details and examples as evidence from increasingly larger parts of the text.</p> <p>Paraphrase as well as quoting from the text as evidence.</p> <p>Use a complex index.</p>	<p>Children are using skimming, scanning and reading before and after to retrieve and record information using relevant evidence from across the whole text.</p> <p>Use appropriate evidence to compare characters, events and places.</p> <p>Say why some evidence is more useful or reliable than others.</p>

								Use quotes, paraphrasing and adapting text to give evidence.
Prediction	Children use pictures from the story to make suggestions about what might happen next or how the story might end.	Children use pictures from the story to make suggestions about what might happen next or how the story might end based on actions so far and use roleplay to innovate stories.	Understand predicting means guessing based on a reason. Children start predicting sensible suggestions of what might happen on the basis of what has been read so far and say why they think it. Make predictions verbally and	Base prediction on facts stated and ideas implied in a short extract. Explain their prediction clearly referring to the text.	Children use relevant prior knowledge to justify their own predictions. They also predict what might happen from details stated and implied to form further predictions. Update their prediction as they read more of the text.	Children use relevant prior knowledge to justify their own predictions. They also predict what might happen from details stated and implied and monitor these predictions and compare them with the text as they read on and alter predictions	Make accurate predictions from a complex text, modifying ideas and explaining why.	Children predict what might happen from details stated and implied within the text and use relevant evidence to support these. They confirm and modify predictions as they read on and justify new predictions in light of new information read.

			through pictures and based on a simple text.		Explain why they have changed it.	with this in mind. Start to use the idea of themes to make predictions (good triumphs over evil.)		Use the idea of themes to make prediction (good, evil, loss, heroism) Debate predictions with others, referring to text.
Inference	Children infer characters' feelings using pictures and own experiences to talk about them.	Children infer characters' feelings using pictures and own experiences to talk about them.	Understand that words and pictures give use clues that might be happening, even if they don't tell us. Use pictures and text o guess something that might be happening. Children make inferences on the basis of what is being	Know that inference is making a guess about something the text does not tell us directly. Know we use our own experiences to infer. Identify clues about emotions and feelings in the text. Use knowledge of other facts to infer.	Children making inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with some reference to a specific point in the text. Point to evidence in	Children making inferences such as inferring characters' feelings, thoughts and motives from their actions, and consolidate the skill of justifying inferences with reference to a specific point in the text.	Children making inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with one or two pieces of evidence and starting to draw evidence from different	Children making inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with more than one piece of evidence and taking evidence from across the text.

			said and done. Refer to the more obvious points with direct references to pictures and words in the text.	Children make inferences on the basis of what is being said and done. Refer to the more obvious points but start to pick up on more subtle reference..	text to justify answer.	Quote evidence in text to justify inference. Understand evidence about feelings and motives have to be weighed up to get a big picture.	places across the text. Use dialogue to infer. Make a hypothesis about something and support with evidence.	Infer an author's opinion.
Questioning	With support, children are beginning to understand simple recall questions, using given starting words (who and how).	With support, children can make simple recall questions using starting words (who, when, how and why) to clarify what they are thinking about a story.	Children generate literal recall questions of their own to match the text, before, during and after reading. Children use their own question words and ask questions which can be answered	Children generate literal recall questions of their own to match the text, before, during and after reading. Children use their own question words and begin to be able to change their questions as they progress	Children ask questions to improve their understanding of a text. Children generate a variety of questions (retrieval and inferential) to help them understand a text further.	Children ask questions to improve their understanding of a text. Children generate a variety of questions (retrieval and inferential and questions about the deeper meaning of the themes of a text) to help	Children ask questions to improve their understanding of a text. Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence.	Children ask questions to improve their understanding of a text. Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence. They ask their

			using the text.	through the text.		them understand a text further		own critical thinking questions that take the discussion deeper and beyond the text.
Sequence/ Summarising	Children recall and order some key events from pictures.	Retell a story from pictures. Retell a story or rhyme they have read several times, remembering what happened in it.	Children retell and sequence main events from the text and discuss how the events are related. Say who the main characters are and the main events in the story are.	Children discuss the sequence of events in books and how items of information are related. Put the key events in the right order. Identify the 3 most important non-fiction facts in a short passage.	Children retell main ideas of the story in sequence. Children can draw from more than 1 paragraph and summarising these about what is known about a specific character, event or idea. Start to recognise important and unimportant information	Summarise paragraphs by identifying the most important elements, using inference as well as what is directly stated. Be able to make brief summaries about paragraphs at regular intervals when reading.	Identify key points in a chapter. Be able to make brief summaries about chapters at regular intervals when reading. Pull together what is known about a character or topic across a whole book. Justify why they have	Compare their understanding of summarised events to the predictions of what might happen. Identify how a passage has changed their views of a character or story. When summarising a character, explain what inferences they have

					<p>and give a verbal summary.</p> <p>Identify key non fiction facts drawing on a larger section of text.</p>		<p>included specific information in a summary.</p> <p>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</p>	<p>made to do that.</p> <p>Contrast information they might have included in a summary, and explain why they chose some above others.</p> <p>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</p>
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<p>Clarifying (vocabulary understanding)</p>	<p>Children build up vocabulary that reflects their experiences.</p>	<p>Children use talking about books to clarify their thinking, ideas and feelings.</p> <p>When prompted, use their experiences to explore meaning and sounds of new vocabulary.</p>	<p>Children discuss word meanings, linking new meanings to those already known. Use pictures to support this.</p> <p>Use personal experiences to discuss the most likely meaning.</p> <p>Draw on vocabulary the teacher provides.</p>	<p>Pause when reading to regain understanding.</p> <p>Begin to look for clues to find meaning of unfamiliar words.</p> <ul style="list-style-type: none"> • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary, including root words. • discussing their favourite 	<p>Guess possible meanings of unfamiliar words using the context in the text (reading on, is it an adjective?)</p> <p>Start to use a glossary.</p> <p>Start to look at root words - for known suffixes.</p> <p>Children use dictionaries to check the meaning of words that they have read. They check that the text makes sense to them, discussing</p>	<p>Re-read surrounding sentences and/or paragraphs to identify possible meanings.</p> <p>Children check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context and use the skills of linking words to other words that they know.</p>	<p>Use syntax accurately to guess meaning.</p> <p>Give increasingly precise explanations of words meanings that fit within the context of the text.</p> <p>Check the plausibility and accuracy of their guess.</p> <p>Children check that the book makes sense to them, discussing their understanding and exploring the meaning of words in</p>	<p>Children check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Independently explore its broader meaning within a section or paragraph.</p> <p>Consider alternative meanings, suggested or from a dictionary.</p> <p>Justify the plausibility of their explanation or inference</p>
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				words and phrases	their understanding, and explaining the meaning of words in context. They also use the skills of finding root words and breaking words down.		context. They are taught to explore its broader meaning within a section or paragraph.	about a word meaning.
Structure		Know that a title tells use a bit about a book.	<p>Say what words they like in a story or a text.</p> <p>Talk about how the title tells use what will be in the book.</p>	<p>Explain why they like a word.</p> <p>Recognise how a story is similar to others they have heard.</p> <p>Identify recurring language/words/phrases.</p> <p>Understand that writers can use paragraphs, numbering, headings and subheadings to</p>	<p>Know writers choose to give us clues through a text.</p> <p>Identify examples of effective words and phrases that describe and create atmosphere.</p>	<p>Start to identify figurative language- including use of simile or metaphor.</p> <p>Begin to discuss purpose and impact.</p> <p>Look back, and identify how a writer gave a clue to enable prediction.</p>	<p>Identify further figurative language including analogy and imagery.</p> <p>Discuss purpose and impact eg to create moods, arouse expectations, build tension, entice a reader to continue.</p>	<p>Identify how a writer has chosen text to present and extend character , events or topics.</p> <p>Identify and discuss idiomatic phrases, and embedded metaphors using appropriate technical vocabulary.</p>

				make writing clearer.				Comment critically on language used to imply ideas, attitudes and points of view.
Communicating				•	<p>Children discuss words and phrases that capture the reader's interest and imagination</p> <p>They discuss how language, structure, and presentation contribute to meaning.</p>	<p>Children discuss words and phrases that capture the reader's interest and imagination</p> <p>They discuss how language, structure, and presentation contribute to meaning.</p>	<p>Children recommend books that they have read to their peers</p> <p>They identify how language, structure and presentation contribute to meaning</p> <p>They discuss and evaluate how authors use language, including figurative language, considering</p>	<p>Children recommend books that they have read to their peers, giving reasons for their choices</p> <p>They identify how language, structure and presentation contribute to meaning</p> <p>They discuss and evaluate how authors use language, including figurative</p>

							the impact on the reader	language, considering the impact on the reader
Comparing				•			Children make comparisons within books They distinguish between statements of fact and opinion	Children make comparisons within and across books distinguish between statements of fact and opinion