

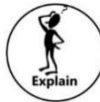


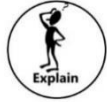


Progression in Vocabulary Clarification

Year group	Skill Progression	Questions
EYFS 	<ul style="list-style-type: none"> • Can name the different parts of a book and the page sequencing engage in extended conversations about stories, learning new vocabulary • Listens to a story or fact book with increasing attention and recall • Enjoys stories and can join in with repeating phrases 	Sound out this word. Can you blend these sounds to read the word? How many syllables are there in this word and what are they? What punctuation can you see? What does this word mean? Can this word have more than one meaning?
1 	<ul style="list-style-type: none"> • Draw on vocabulary provided by the teacher to understand books • Discuss word meanings, linking new meanings to those already known • Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases • Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum 	Which word tells you that the character is happy/sad/worried etc? Point to the word that shows... Find a word that tells us about the...(setting e.g. house, woods, bridge etc) Can you think of another word for...? (Give examples of synonyms) Can you find the rhyming word? What other words rhyme with this? Predict the pattern. Which words tell us this is a story? Which words have you seen in stories before? Can you find any patterns in the words? Are any repeated? Write down one word... Tick one box... Match a line to...
2 	<ul style="list-style-type: none"> • Discuss and clarify the meanings of words linking new meanings to known vocabulary • Draw on vocabulary provided by the teacher to understand books • Identify and discuss favourite words and phrases • Pick out key words or phrases in a text e.g. First/Next, Once upon a time, suddenly 	Find and copy two words which tell you how the character....? Find and copy one word that shows the character is upset/angry/happy etc (Statement)... This means that the Tick one box. What makes character feel....? Tick one event. It was difficult to.....Find and copy one word that tells you this. Circle two words in the text that tell you... Select a word that shows... What does (quote from text) tell you about the character / setting? What does the word.... tell you about...? What are the repeated phrases in this story/ text? Why is it repeated? Can you think of another word for ___? Which word on this page means the same as....? What does... mean in this sentence?

<p>3</p> 	<ul style="list-style-type: none"> • Discuss understanding and identify the meaning of words in context • Use dictionaries to check the meanings of words they have read • Discuss words and phrases that capture the reader's interest and imagination • Explore the meaning of words in texts 	<p>Find and copy one word which shows that... What does... mean in this sentence? What do the words ... mean? Which word is closest in meaning to ___? (Give options) Find and copy one word which means... What does the word ___ tell you about...? Choose the best words to match the description (multiple choice x 4) Find and copy one word that shows the character is upset/angry/happy etc Circle two words in the text that tell you... Select a word that shows... Which keyword(s) tell you about the character and/or setting? Use the dictionary to find the meaning of the word... Use the dictionary to find other words that mean the same as ...</p>
<p>4</p> 	<ul style="list-style-type: none"> • Discuss understanding and identify the meaning of words in context • Use dictionaries to check the meanings of words they have read • Discuss words and phrases that capture the reader's interest and imagination • Explore the meaning of words in texts 	<p>Find and copy one word which shows that... What does... mean in this sentence? Find and copy a group of words that means the same as ... What do the words ... mean? Which word is closest in meaning to ___? (Give options) Find and copy one word which means... Why is the word ___ in inverted commas? What does the word ___ tell you about...? Choose the best words to match the description (multiple choice x 4) Use the dictionary to find the meaning of the word... Use the dictionary to find other words that mean the same as ...</p>
<p>5</p> 	<ul style="list-style-type: none"> • Discuss understanding and identify the meaning of words in context 	<p>Find and copy one word which shows that... Find two words or phrases that make the passage seem... What does... mean in this sentence? Find and copy a group of words that means the same as ... What do the words ... mean? Which word is closest in meaning to ___? (Give options) Find and copy one word which means... Why is the word ___ in inverted commas? What does the word ___ tell you about...? Choose the best words to match the description (multiple choice x 4) Which keyword(s) tell you about the character/ setting/ mood?</p>

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- Discuss understanding and identify the meaning of words in context

Find and copy one word which shows that...

Find two words or phrases that make the passage seem...

What does... mean in this sentence?

Find and copy a group of words that means the same as ...

What do the words ... mean?

Which word is closest in meaning to ___? (Give options)

Find and copy one word which means...

Why is the word ___ in inverted commas?

What does the word ___ tell you about...?

Choose the best words to match the description (multiple choice x 4)



Which keyword(s) tell you about the character/ setting/ mood?



Find similar words that (different) authors use to convey information (non-fiction texts).



What other words or phrases could the author have used?



Progression in Retrieval

Year group	Skill Progression	Questions
EYFS 	<ul style="list-style-type: none">• Understands that print has meaning• Understands that print can have different purposes• Understands that we read English text from left to right and from top to bottom• Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;• Identifies the character and setting in a story.• identifies the main events in a story, (problem/solution)	<p>What happened in the beginning, middle, end? Can you explain ... part of the story? Can you sequence the events in the correct order? Did this happen first? What came before/after? Which part of the story tells you about...? What were the main events in this section? Can you tell me the main event in the story?</p>
1 	<ul style="list-style-type: none">• Draw on what they already know or on background information from the teacher to understand books• Identify the main character in a story or the subject of a non-fiction text• Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales• Identify main events or key points in texts Answer literal retrieval questions about the text	<p>Who is/are...? Who is the main character? What is...? What is this information book about? What happened to... at the end? What happened when...? Where did...go? Name two places. Which two...? Write one... List... Match... Can you tell us about your favourite book / part of the book? Explain why you like it. Are these statements true or false?</p>

<p style="text-align: center;">2</p> 	<ul style="list-style-type: none"> • Draw on what they already know or on background information from the teacher to understand books • Answer literal retrieval questions about the text • Use a range of question prompts to generate relevant questions about the text • Recall simple points from familiar texts • Identify main events or key points in texts 	<p>Which two...? List... Match... Underline / highlight... Choose... Give one reason... Find a description of... Can you tell us about your favourite book / part of the book? Explain why you like it. Draw four lines to match (statement). Why did...? What did...? Where did...? When did...? Choose one of the multiple-choice options to complete the sentence. Who are the characters? Who is telling the story? Who did...? Who (drives)...? Where are/do...? Where is the story set? What happened...? What did / do / does / are...? Does this story remind you of any others? Have you read any other stories that have similar... to this one? What did the story remind you of? Are there similar themes? (naughty characters, castles, good characters) Can you explain what has happened? Are these statements True or False? Can you explain what has been read to you?</p>
<p style="text-align: center;">3</p> 	<ul style="list-style-type: none"> • Ask questions and find answers to simple questions in a text • Retrieve and record information from non-fiction • Answer literal retrieval questions and locate the information in the text • Locate information using skimming • Use a contents page and an index page to locate information 	<p>List... Match... Underline / highlight... Choose... What is...? Why had...? Who else...? What event...? Why do...? Why has...? Where is? Give one... Name two... Tick... Two columns. Which two...? Where is the contents page/ index/ chapter on...? Give one reason... Find a description of... Can you tell us about your favourite book / part of the book? Explain why you like it. What are the ___ for? How do the sub-headings make the text easier to read? Match the sub-heading to the paragraph Can you explain how information is related in this book? Where would you find information about...? What is one (name) that _____ have been called? Why is the word ___ in bold print / italics? What features could a ___ text have?</p>

<p style="text-align: center;">4</p> 	<ul style="list-style-type: none"> • Ask questions and find answers to simple questions in a text • Retrieve and record information from non-fiction • Extract information from the text • Locate information using skimming and scanning • Decide on a question that needs answering and locate the answer in a non-fiction book • Use non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations) 	<p>Which two...? What is...? Why had...? Who else...? What event...? Why do...? Why has...? Where is?</p> <p>List... Match... Underline / highlight... Choose...</p> <p>Give one... Name two... Tick... Two columns.</p> <p>Where is the contents page/ index/ chapter on...?</p> <p>Give two reason...</p> <p>Find a description of/ a piece of text relating to...</p> <p>Find and copy two things...</p> <p>What are the ___ for?</p> <p>How do the sub-headings make the text easier to read?</p> <p>What is the purpose of the illustrations/diagrams/fact boxes?</p> <p>Match the sub-heading to the paragraph.</p> <p>Can you explain how information is related in this book?</p> <p>Where would you find information about...?</p> <p>What is one (name) that _____ have been called?</p> <p>Why is the word ___ in bold print / italics?</p> <p>What features could a ___ text have?</p> <p>Number these facts in order of importance.</p>
<p style="text-align: center;">5</p> 	<ul style="list-style-type: none"> • In non-fiction, retrieve, record and present information • Ask questions and find the answers to questions in a text • Extract increasingly complex information from the text • Plan what information needs to be found with guidance • Make simple notes • Apply information retrieval skills across the curriculum 	<p>What is...? Why had...? Who else...? What event...? Why do...? Why has..?</p> <p>Give one... Name two... Explain why... Two columns. Tick either based on a question</p> <p>How do people feel about the...?</p> <p>Which words would best complete (statement) 4 tick boxes</p> <p>Look at the _____. Who.....?</p> <p>What is happening after/before...?</p> <p>True or false – table of 4 statements</p> <p>What is the name of_____?</p> <p>Why is it important for... ? tick one</p> <p>Complete the table (headings with a series of bullet points requiring retrieval from the text)</p> <p>Where did (character) find the?</p> <p>Give two pieces of evidence that...</p> <p>Number these (5) facts in the order that they happen.</p> <p>How did _____ react when....?</p> <p>What was one effect of...?</p>

6







- In non-fiction, retrieve, record and present information
- Ask questions and find the answers to questions in a text
- Extract complex information from the text
- Use quotations to illustrate ideas
- Plan and decide independently what information needs to be searched for
- Make appropriate notes from research using a variety of sources
- Apply information retrieval skills across the curriculum



What is...? Why had...? Who else...? What event...? Why do...? Why has..?
Give one... Name two... Explain why... Two columns. Tick either based on a question.
What conclusion does ... draw from this?
How do people feel about the...?
Which words would best complete (statement) 4 tick boxes
Look at the _____. Who.....?
What is happening after/before...?
True or false – table of 4 statements
Why is it important for... ? tick one
Complete the table (headings with a series of bullet points requiring retrieval from the text)
Where did (character) find the?
What do _____ spend time doing?
Give two pieces of evidence that..
Number these (5) facts in the order that they happen.
How did _____ react when....?
What was one effect of...?
What does the poet ask....?
What evidence is there that this was written for...?
How does the writer show they had mixed feelings about...?



Progression in Inference




Year group	Skill Progression	Questions
EYFS 	<ul style="list-style-type: none">• Anticipates – where appropriate – key events in stories;• Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	<p>Does this remind you of a story you have read before? What do you think will happen next? Why do you think ... happened? What do you think the character will do next? What questions would you like to ask the character? Why do you think the character behaved in that way? Have you met a similar character?</p>
1 	<ul style="list-style-type: none">• Give some reasons why things happen or characters change• Begin to express a view and use evidence in the text to explain reasons• Make inferences on the basis of what is being said and done• Predicting what might happen on the basis of what has been read so far	<p>Match thoughts and feelings to the story event How did _____ feel? How can you tell that? How did (character) react when....? Why did (character) do _____? In which part of the story did (character) feel happy? Which is your favourite part of the story/text? Explain why. Who is your favourite character and why? What in the text suggests that (character) is not very happy? What does this tell us about how (character) is feeling?</p>
2 	<ul style="list-style-type: none">• Making inferences on the basis of what is being said and done• Talk about and infer what characters might be thinking or feeling using clues in the text• Discuss the reasons for events in a story; use evidence to make some reasoned conclusions• Discuss why certain words or phrases	<p>How did (character) feel when...? What did (character) describe as ...? Why did...? Look at page... Why was (character) sad/happy/laughing? How can you tell? How do we know...? Why is ... important? Quote. What does this tell us about how the character is feeling? Quote. What else in the text tell us...? What suggests that...? Give two things. How does the story show that (character) was clever/ angry/ happy? Which words in this story make it funny?</p>



<p>3</p> 	<ul style="list-style-type: none"> • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence • Discuss the actions and relationships of the main characters and justify views using evidence from the text • Discuss the relationship between characters based on dialogue • Use clues from action, dialogue and description to establish meaning • Identify themes 	<p>How did (character) feel when...? What did (character) describe as ...? Why was (character) sad/happy/laughing? How can you tell? What impression do you get of....? How do you feel about (character)? Why? What is the relationship between (character) and (character)? "Speech quote" – what does this say about the character? "Speech quote" – what does this say about the relationship between the two characters? How did (character) feel at (point in the story)? How does (character) feel in this setting? Choose words which support your view. What suggests / implies that... Give two things. What is the mood in this setting? Which words suggest this? What is the main theme in this story? (e.g. good over evil, weak over strong, friendship, magic) What is the main theme of this information? What are the magical objects in these stories? What is similar/different? How can you tell that... Give one piece of evidence. Explain two ways... using evidence from the text to explain your answer.</p>
<p>4</p> 	<ul style="list-style-type: none"> • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence • Empathise with different characters' points of view (implicit and explicit) • Identify the use of descriptive and expressive language to build a fuller picture of a character • Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings • Discuss the relationship between what characters say and do - do they always reveal what they are thinking? • Discuss, moods, feelings and attitudes using inference and deduction 	<p>(Quote) What else in the text tells us that...? What impression do you get of....? How do you feel about (character)? Why? How was the character feeling at (point in the story) and how do you know? (Quote) Why does she (action)? What dilemma did (character) face in the beginning/middle/end of the story? What did he/she decide to do? Why? What would you do? How did (character) respond in the dilemma? How did (character) feel in the dilemma? What is the relationship between (character) and (character)? "Speech quote" – what does this say about the character? "Speech quote" – what does this say about the relationship between the two characters? What attitude does (character) have towards (character)? What suggests / implies that... Give two things. What is the mood in this setting? Which words suggest this? Who is the hero/villain/victim/champion in the story? How do you know? How can you tell that... Give one piece of evidence. Give two reasons... Explain two ways... using evidence from the text to support your answer fully.</p>

<p>5</p> 	<ul style="list-style-type: none"> • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence • Identify evidence of characters changing in a story and discuss possible reasons • Discuss what a character's actions say about their character • Recognise that characters may have different perspectives on events in stories • Distinguish between statements of fact and opinion Identify and discuss themes and conventions in and across a wide range of writing 	<p>(Quote) What else in the text tells us that...? What makes / How does the author make us think...? Tick one box to show whether each statement is a fact or an opinion. What impressions do you get of...? Give two How do you feel about (character)? Why? (Quote) Why does she/he...? What impressions do you get of the relationship between _____ and _____? (Word) What does this tell us about how the character is feeling/acting/reacting? Match an event to a character's feeling. (Event) How did (character) react? Did (character) react the same or in a different way? What suggests / implies that... Give two things. How can you tell... Give one piece of evidence. Give two reasons... Explain two ways... using evidence from the text to support your answer fully. What do you learn about the writer's attitude towards...? How does the writer try to...?</p>
<p>6</p> 	<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence • Identify characteristics of stock characters in a variety of genres • Identify evidence of characters that challenge stereotypes and surprise the reader • Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour • Identify and discuss themes and conventions in and across a wide range of writing 	<p>What is (character) thinking about after/when – 4 thought bubble tick boxes Statement. This suggests that.... Tick one (of 4) Statement. Give two ways they are important. What does it mean when she says this? What impressions do you get of the relationship between _____ and _____? Tick one box to show whether each box is a fact or opinion. What other impressions do you get (after a more obvious one has been stated)? What is one thing that does not change through.....? Tick two sections/verses that are about</p> <p>What suggests that (setting) was not well looked after? How can you tell that (character) was determined to? Give two reasons why he does/doesn't want..... How can you tell that there was something strange about.....? Give two examples.</p>



Progression in Language Choice

Year group	Skill Progression	Questions
1 	<ul style="list-style-type: none">Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrasesPick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum	<p>Find the rhyme. Join in when it comes up. Predict the end of the line. How does the story start? Which words are used? Can you find the repeated words? Join in with this phrase (e.g. fee, fi, fo, fum) What is your favourite word in the story, the poem, the information?</p>
2 	<ul style="list-style-type: none">Identify where language is used to create mood or build tensionComment on the choice of author's words to make a text funny, scary, excitingPick out key words or phrases in a text (e.g. First/Next, Once upon a time, Suddenly, Quickly)Discuss their favourite words and phrases	<p>How does the story start? Which words are used? Can you find the repeated words? Join in with this phrase (e.g. fee, fi, fo, fum) Find the words which move time on in the story. Which are the words which make this sound like a fairy story? What is your favourite word in the story, the poem, the information? How does the author make the text funny/sad/scary/exciting? Find the words which make this seem (e.g.scary)</p>
3 	<ul style="list-style-type: none">Discuss the effect of key words or phrases used to build mood or tensionComment on the overall effect of the textIn poetry, discuss the choice of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliterationDiscuss words and phrases that capture the reader's interest and imagination	<p>How does the story start? Which words are used? Can you find the repeated words and any patterns in the text? Alliteration? Rhyme? Find the words which move time on in the story. Which are the words which make this sound like a traditional tale, a myth, adventure story? How does the author make the text funny/sad/scary/exciting? Find the words which build tension in the story. Find the words which convey the mood in the story. Find two words or phrases which make the passage seem... Find two words or phrases which show the writer thinks... Explain how the words... make it seem... How can you tell this story was written a long time ago? Which words show this? Which words are funny? Scary?</p>

<p style="text-align: center;">4</p> 	<ul style="list-style-type: none"> • Comment upon the use and effect of author's language • Identify and describe the styles of individual writers and poets • Identify and comment on expressive and descriptive language to create effect in poetry and prose • Comment on the overall effect of the text • Discuss words and phrases that capture the reader's interest and imagination 	<p>How does the story start? Which words are used? Can you find the repeated words and any patterns in the text? Find the words which move time on in the story. Which are the words which make this sound like a traditional tale, a myth, adventure story? How does the author make the text funny/sad/scary/exciting? Find the words which build tension in the story. Find the words which convey the mood in the story. Find two words or phrases which make the passage seem... Find two words or phrases which show the writer thinks... Which keyword(s) tell you about the character/ setting/ mood? Explain how the words... make it seem... How can you tell this story was written a long time ago? Which words show this? Which words are funny? Scary?</p>
<p style="text-align: center;">5</p> 	<ul style="list-style-type: none"> • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Identify the writer's main purpose through a general overview • Identify common elements of an author's style and discuss how the style of one author differs from another • Identify and comment upon an author's or poet's viewpoint in the text and respond to this e.g. re-tell from a different viewpoint • Comment on the use of similes and expressive language to create images, sound effects and atmosphere • Justify preferences for an author, poet or a type of text 	<p>What does the word....tell you about...? Find two words or phrases which make the passage seem... Find two words or phrases which show the writer thinks... Explain how the words... make it seem... Why has the writer used the word...? What is the effect of the sentence (quote)...? Which keyword(s) tell you about the character/ setting/ mood? How is language used to create a positive / negative image of...? What does the choice of language suggest about...? How has the author used a range of vocabulary to convey different messages, moods, feelings and attitudes? What is it about the language choice that tells you it was written a long time ago? Give one example of the use of humour in the text. The word _____ suggests that the character _____. Find and copy one word that suggests _____ is unpleasant, generous, fruitful etc</p>

6



- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Identify how style is influenced by the intended audience
- Identify common elements of an author's style and make comparisons between books
- Comment on the use of unusual or surprising language choices and effects in poetry such as onomatopoeia and metaphor and comment on how this influences meaning
- Identify and discuss the viewpoint in the text e.g. recognise that the narrator can change and be manipulated e.g. the story has 2 narrators, a different character takes over the storytelling
- Declare and justify personal preferences for writers and types of text

What does the word....tell you about...?
Find two words or phrases which make the passage seem...
Find two words or phrases which show the writer thinks...
Explain how the words... make it seem...
Why has the writer used the word...?
What is the purpose of the text? Which words have been chosen for this purpose?
What is the effect of the sentence (quote)...?
Which keyword(s) tell you about the character/ setting/ mood?
How is language used to create a positive / negative image of...?
What does the choice of language suggest about...?
How has the author used a range of vocabulary to convey different messages, moods, feelings and attitudes?
What is it about the language choice that tells you it was written a long time ago?
Give one example of the use of humour in the text.
What does this metaphor tell us about _____.
Which is your favourite author and why? Why do you like this author?

Progression in Prediction

Year group	Skill Progression	Questions
1	<ul style="list-style-type: none"> • Make predictions on the basis of what has been read so far • Discuss the blurb and title of a book • Predict events and endings and how characters will behave • Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development 	<p>Predict from the cover/ title/ blurb. Cover: Who is the main character? What is the setting? What might happen here? What will happen to (character) in this story? What places might the character visit? What events might happen in this story? What might make the character upset/angry/happy/puzzled? Will this story have a happy ending? What might happen to the character in the end? Why did the character change in this story? How might they act at the end?</p>
2	<ul style="list-style-type: none"> • Predict what might happen on the basis of what has been read so far • Predict the events of a story based on the setting described in the opening • Predict how characters might behave from what they say and do and from their appearance 	<p>Predict from the cover/ title/ blurb. What has made you think that? What is happening now? What happened before this? What might happen next? Use evidence from the text to support Is it similar to any other stories you have read? What will happen next based on what happened in the story you know? Do you think...will happen? Explain reasons. Can you predict what the character might do next (based on action/dialogue/appearance)? What details tell us about the opening? How might the character behave here? What might they do next? Can you predict the events of the story based on the setting described in the opening? Can you predict how characters might behave from what they say and do and from their appearance? Is ___ similar to any other characters you know of? How would they have acted? What would they have done next? Act out what might happen next.</p>

<p>3</p>	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Make predictions about characters' actions and look for evidence of change as a result of events • Identify settings and predict events that are likely to happen 	<p>Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next?</p> <p>Use evidence from the text to support. Do you think...will happen?</p> <p>Explain reasons. What might (character) do in this story?</p> <p>Will (character) behave the same way in the beginning and the end?</p> <p>Event: what will happen to the character now? What will they do next?</p> <p>Is the character similar to any other characters / people you know?</p> <p>How would they behave in this situation?</p> <p>Setting (place, time, weather, atmosphere): what might happen here?</p> <p>Which settings will the character be scared/unhappy/content/friendly in?</p> <p>What will happen next? (following a chapter, setting or event)</p>
<p>4</p>	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Make predictions about how characters might behave in such a setting 	<p>Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next?</p> <p>Use evidence from the text to support.</p> <p>Do you think...will happen? Explain reasons.</p> <p>What might (character) do in this story? Will (character) behave the same way in the beginning and the end?</p> <p>Event: what will happen to the character now?</p> <p>What will they do next? Is the character similar to any other characters / people you know?</p> <p>How would they behave in this situation? Which details tell us about the setting/mood/atmosphere?</p> <p>What might happen here?</p> <p>Have you been to a setting like this before?</p> <p>Have you read about a similar setting in another story?</p> <p>How will the character behave here?</p> <p>What is your impression of this place?</p> <p>How might the character react/behave here?</p>

<p>5</p>	<ul style="list-style-type: none"> • Make predictions based on details stated and implied • Make predictions for how a character might change during a story and change predictions as events happen • Refer to the text to support predictions and opinions 	<p>Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Use evidence from the text to support. Do you think...will happen? Explain reasons. How might characters change throughout this story? Adapt predictions as the story unfolds. Is the character similar any other characters / people you know? How would they behave in this situation? Do you know another story which deals with the same issues, e.g. social, cultural, moral issues? Could this story end in a similar way? Do you know other stories that start in a similar way? Do you know any stories with a similar theme / setting? Predict the text from titles and sub-heading. Predict vocabulary and text features.</p>
<p>6</p>	<ul style="list-style-type: none"> • Make predictions based on details stated and implied • Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it • Refer to the text to support predictions and opinions 	<p>Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Use evidence from the text to support. Do you think...will happen? Explain reasons. How might characters change throughout this story? Adapt predictions as the story unfolds. Is the character similar any other characters / people you know? How would they behave in this situation? Do you know another story which deals with the same issues, e.g. social, cultural, moral issues? Could this story end in a similar way? Do you know other stories that start in a similar way? Will both characters go on the same journey in this story? What will happen to them both? What will the plot of this story be? What is the structure of this narrative? Predict from key words throughout the text – use to predict plot. Predict plotlines from headlines. Predict content. Predict vocabulary. Predict text type – what features will you see in this text? Predict plot from sentences about events.</p>

Progression in Sequencing and Summarising

Year group	Skill Progression	Questions
1	<ul style="list-style-type: none"> • Sequence a simple story or event and use this to re-enact and retell • Identify main events or key points in texts • 	<p>Order events – beginning, middle end. Sequence pictures from the story. Sequence sentences from the story. Freeze frame main events in order. Use props and prompts to retell the story. Who is the main character? List 3 things that happen to the character. Match pictures to simple summaries. What is the main event? What is the information telling us?</p>
2	<ul style="list-style-type: none"> • Identify main events or key points in texts • Sequence a range of stories or events and use this to re-enact and retell 	<p>Think about the whole story... Can you retell the story? Sequence pictures from the story. Retell the events in one sentence per picture. Can you tell the main events from the story in ___ sentences / words? What happened first? Which event happened first? What happens next? What were the main events? Discuss their importance. What is the main event in the story? Can you order the main events? Number the event in order. What are the key points in this information text? What is this paragraph of information telling us? Sum up in one sentence. Highlight the text every time you see the word _____. Ranking activities.</p>

<p>3</p>	<ul style="list-style-type: none"> Identify main ideas within a text or within a paragraph and summarise these 	<p>Can you number these events 1-3 in the order that they happened? Can you order these 4 sections of text? Retell the 3 main events in the story. List 3 words to describe what the story is about. List 3 words about the character. Match one word to a section of text. What does the first sentence in the paragraph/sub-heading/title tell us? Highlight the text every time you see the word _____ . Match the sub-heading to the main text.</p>
<p>4</p>	<ul style="list-style-type: none"> Identify main ideas within a text or within a paragraph and summarise these 	<p>Can you number these events 1-4 in the order that they happened? Order the sections of text. Retell the negative/positive events in the story. Can you summarise in a sentence what this paragraph tells us? Match one word to summarise each paragraph? Use 5 words to describe what the story is about. Can you summarise the character in three words? Match one word to a section of text. What does the first sentence in the paragraph/subheading/headline tell us? Match the sub-heading to the main text. Highlight the text every time you see the word _____ .</p>

5	<ul style="list-style-type: none"> • use the skills of skimming and scanning to identify key ideas 	<p>Can you number these events 1-5 in the order that they happened? Can you summarise in a sentence each section / paragraph of the story/ text? Can you choose one word to summarise each paragraph? Can you summarise the story in __ words? Can you summarise the character in three words? Match one word to a section of text. What does the first sentence in the paragraph tell us? Scan the text for _____(word) What can you tell about _____? What is the main idea? Skim the paragraph (read quickly and only the important words) Give a 10 word summary of the paragraph. Choose 5 words which summarise the meaning of the text/paragraph</p>
6	<ul style="list-style-type: none"> • Use the skills of skimming, scanning, and note taking to identify key ideas 	<p>Which section of the text is likely to inform readers that... Which of the following would be the most suitable summary of the whole text? (give options to choose from) Can you number these events 1-5 in the order that they happened? Can you summarise in a sentence each section / paragraph of the story/ text? Can you choose one word to summarise each paragraph? Can you summarise the story in __ words? The character in three words? Skim the text. Start with sub-heading/headlines/titles/topic sentences. What is this text about? List 3 words. Scan the text for e.g. dates/character names/setting names etc. What does this section of text tell us about _____?</p>

Progression in Comparisons

Year group	Skill Progression	Questions
5	<ul style="list-style-type: none"> • Identify and explain the key features of a range of appropriate texts • Identify and explain characters and their profiles across a range of texts • Identify and discuss themes within and across texts (social, cultural and historical) 	<p>How is / are ___ similar to / different from...? List the similarities and differences between... (characters / settings / layout) How did the characters' reactions differ when...? How does (character's) mood change...? How does the mood change when...? Why do you think the layout is different from / similar to...? Why does the layout change...? Compare paragraph 1 with paragraph 2. What are the two contrasting viewpoints? Fill in/read comparison tables, Venn diagrams, tick boxes.</p>
6	<ul style="list-style-type: none"> • Compare and contrast the key features of a range of appropriate texts • Compare and contrast characters across a range of appropriate texts • Compare and contrast themes and conventions across a range of appropriate texts (social, cultural and historical) 	<p>How is / are ___ similar to / different from...? List the similarities and differences between... (characters / settings / layout) How did the characters' reactions differ when...? How does (character's) mood change...? How does the mood change when...? Why do you think the layout is different from / similar to...? Why does the layout change...? Compare paragraph 1 with paragraph 2. What are the two contrasting viewpoints? How is the author's viewpoint different? How is the author's viewpoint different in different sections of the text? Fill in/read comparison tables, Venn diagrams, tick boxes</p>