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| **Year 2 National Curriculum coverage** | **Year 3 National Curriculum coverage** |
| **Develop pleasure in reading, motivation to read, vocabulary and understanding by:**  V1: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently  S1: discussing the sequence of events in books and how items of information are related  S2: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales  E1/3: being introduced to non-fiction books that are structured in different ways  V3: recognising simple recurring literary language in stories and poetry  V1: discussing and clarifying the meanings of words, linking new meanings to known vocabulary  V2: discussing their favourite words and phrases  S2: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear  **Understand both the books that they can already read accurately and fluently and those that they listen to by:**  V2: drawing on what they already know or on background information and vocabulary provided by the teacher  R1/5: checking that the text makes sense to them as they read and correcting inaccurate reading  I1/2: making inferences on the basis of what is being said and done  R1/2: answering and asking questions  P1/2: predicting what might happen on the basis of what has been read so far  I3/R5: 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  E1: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning  E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  E2: reading books that are structured in different ways and reading for a range of purposes  V4: using dictionaries to check the meaning of words that they have read  E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  V2: discussing words and phrases that capture the reader’s interest and imagination  E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]  V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context  I3: asking questions to improve their understanding of a text  I2/3: 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  S1: identifying main ideas drawn from more than one paragraph and summarising these  R5: retrieve and record information from non-fiction  E1/2/3: 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 |

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| **Year 2** | **Key Skills** | **Question stems** |
| **Vocabulary** | discussing and clarifying the meanings of words; link new meanings to known vocabulary  • discussing their favourite words and phrases  • recognise some recurring language in stories and poems | Can you find a noun/adjective/verb that tells/shows you that...?  • Why do you think that the author used the word... to describe...?  • Which other word on this page means the same as...?  • Find an adjective in the text which describes...  • Which word do you think is most important in this section? Why?  • Which word best describes…? |
| **Inference** | make inferences about characters’ feelings using what they say and do.  • infer basic points and begin, with support, to pick up on subtler references.  • answering and asking questions and modifying answers as the story progresses  • use pictures or words to make inferences | What do you think.... means?  • Why do you think that?  • Why do you think...?  • How do you think....?  • When do you think...?  • Where do you think...?  • How has the author made us think that...? |
| **Prediction** | predicting what might happen on the basis of what has been read in terms of plot, character and language so far  • make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them | Where do you think.... will go next?  • What do you think... will say/do next?  • What do you think this book will be about? Why?  • How do you think that this will end? What makes you say that?  • Who do you think has done it?  • What might.... say about that?  • How does the choice of character affect what will happen next? |
| **Explanation** | explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves  • express my own views about a book or poem  • discuss some similarities between books  • listen to the opinion of others | What is similar/different about two characters?  • Explain why... did that..  • Is this as good as...?  • Which is better and why?  • Does the picture help us? How?  • What would you do if you were...?  • Would you like to live in this setting? Why?  • Is there anything you would change about this story?  • Do you agree with the author’s…? Why? |
| **Retrieval** | independently read and answer simple questions about what they have just read.  • asking and answering retrieval questions  • draw on previously taught knowledge  • remember significant event and key information about the text that they have read  • Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read | Who is/are the main character(s)?  • When/where is this story set? How do you know?  • Which is your favourite/worst/funniest/ scariest part of the story? Why?  • Tell me three facts you have learned from the text.  • Find the part where...  • What type of text is this?  • What happened to … in the end of the story? |
| **Sequence** | discuss the sequence of events in books and how items of information are related.  • retell using a wider variety of story language.  • order events from the text.  • begin to discuss how events are linked focusing on the main content of the story. | What happens in the story’s opening?  • How/where does the story start?  • What happened at the end of the...? •  • What is the dilemma in this story?  • How is it resolved?  • Can you retell the story to me in 20 words or less?  • Can you summarise in 3 sentences the beginning, middle and end of this story? |

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| **Year 3** | **Key Skills** | **Question stems** |
| **Vocabulary** | use dictionaries to check the meaning of words that they have read  • discuss words that capture the readers interest or imagination  • identify how language choices help build meaning  • find the meaning of new words using substitution within a sentence. | What does this word/phrase/sentence tell you about the character/setting/mood?  • Can you find this word in the dictionary?  • By writing in this way, what effect has the author created?  • What other words/phrases could the author have used here?  • How has the author made you feel by writing...?  • Which word tells you that…?  • Find and highlight the word that is closest in meaning to…? |
| **Inference** | children can infer characters’ feelings, thoughts and motives from their stated actions.  • justify inferences by referencing a specific point in the text.  • ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.  • make inferences about actions or events | What do you think.... means?  • Why do you think that?  • Why do you think...?  • How do you think....?  • Can you explain why....?  • What do these words mean and why do you think that the author chose them?  • Find and copy a group of words which show…?  • How does the description of … show that they are…?  • Who is telling the story?  • Why has the character done this at this time? |
| **Prediction** | justify predictions using evidence from the text.  • use relevant prior knowledge to make predictions and justify them.  • use details from the text to form further predictions. | Can you think of another story with a similar theme?  • Which stories have openings like this?  • Do you think that this story will develop the same way?  • Why did the author choose this setting? Will that influence the story?  • What happened before this and what do you think will happen after?  • Do you think the setting will have an impact on plot moving forward? |
| **Explanation** | discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books  • identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts  • recognise authorial choices and the purpose of these | What is similar/different about two characters?  • Explain why... did that.  • Describe different characters’ reactions to the same event.  • Is this as good as...?  • Which is better and why?  • Why do you think they chose to order the text in this way?  • What is the purpose of this text and who do you think it was written for?  • What is the author’s viewpoint? How do you know?  • How are these two sections in the text linked? |
| **Retrieval** | use contents page and subheadings to locate information  • learn the skill of ‘skim and scan’ to retrieve details.  • begin to use quotations from the text.  • retrieve and record information from a fiction text.  • retrieve information from a non-fiction text | Who are the characters in this text?  • When / where is this story set? How do you know?  • Which part of the story best describes the setting?  • What do you think is happening here?  • What might this mean?  • How might I find the information quickly?  • What can I use to help me navigate this book?  • How would you describe the story?  • Whose perspective is the story told from? |
| **Sequence** | identifying main ideas drawn from a key paragraph or page and summarising these  • begin to distinguish between the important and less important information in a text.  • give a brief verbal summary of a story.  • teachers begin to model how to record summary writing.  • identify themes from a wide range of books  • make simple notes from one source of writing | What is the main point in this paragraph?  • Sum up what has happened so far in X words or less.  • Which is the most important point in these paragraphs?  • Do any sections/paragraphs deal with the same themes?  • Have you noticed any similarities between this text and any others you have read?  • What do I need to jot down to remember what I have read? |