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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 independentlyS1: discussing the sequence of events in books and how items of information are relatedS2: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional talesE1/3: being introduced to non-fiction books that are structured in different waysV3: recognising simple recurring literary language in stories and poetryV1: discussing and clarifying the meanings of words, linking new meanings to known vocabularyV2: discussing their favourite words and phrasesS2: 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 teacherR1/5: checking that the text makes sense to them as they read and correcting inaccurate readingI1/2: making inferences on the basis of what is being said and doneR1/2: answering and asking questionsP1/2: predicting what might happen on the basis of what has been read so farI3/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 sayE1: 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 meaningE1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooksE2: reading books that are structured in different ways and reading for a range of purposesV4: using dictionaries to check the meaning of words that they have readE1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orallyE1: 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 actionV2: discussing words and phrases that capture the reader’s interest and imaginationE1/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 contextI3: asking questions to improve their understanding of a textI2/3: 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 impliedS1: identifying main ideas drawn from more than one paragraph and summarising theseR5: retrieve and record information from non-fictionE1/2/3: 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?  |