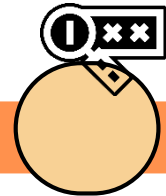# Reading

## Progression of Skills

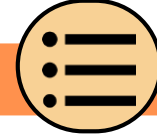Decoding | Exploring Vocabulary | Skimming & Scanning | Retrieving | Inferring | Predicting | Sequencing & Summarising

## Decoding

| Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|
| • develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning<br>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br>• reading books that are structured in different ways and reading for a range of purposes<br>• using dictionaries to check the meaning of words that they have read<br>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally<br>• 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<br>• discussing words and phrases that capture the reader's interest and imagination<br>• recognising some different forms of poetry [for example, free verse, narrative poetry]<br>• understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding<br>• explaining the meaning of words in context<br>• asking questions to improve their understanding of a text<br>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence<br>• predicting what might happen from details stated and implied<br>• identifying main ideas drawn from more than one paragraph and summarising these<br>• retrieve and record information from non-fiction<br>• 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 | - develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning<br>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br>- reading books that are structured in different ways and reading for a range of purposes<br>- using dictionaries to check the meaning of words that they have read<br>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally<br>- 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<br>- discussing words and phrases that capture the reader's interest and imagination<br>- recognising some different forms of poetry [for example, free verse, narrative poetry]<br>- understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding<br>- explaining the meaning of words in context<br>- asking questions to improve their understanding of a text<br>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence<br>- predicting what might happen from details stated and implied<br>- identifying main ideas drawn from more than one paragraph and summarising these<br>- retrieve and record information from non-fiction<br>- 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 | • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br>• reading books that are structured in different ways and reading for a range of purposes<br>• increasing their familiarity with 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 recommending books that they have read to their peers, giving reasons for their choices<br>• identifying and discussing themes and conventions in and across a wide range of writing<br>• learning a wider range of poetry by heart<br>• making comparisons within and across books<br>• 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<br>• understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context<br>• asking questions to improve their understanding<br>• 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<br>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas<br>• identifying how language, structure and presentation contribute to meaning<br>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader<br>• distinguish between statements of fact and opinion<br>• retrieve, record and present information from non-fiction<br>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' | continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br>reading books that are structured in different ways and reading for a range of purposes<br>increasing their familiarity with 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 recommending books that they have read to their peers, giving reasons for their choices<br>identifying and discussing themes and conventions in and across a wide range of writing<br>learning a wider range of poetry by heart<br>making comparisons within and across books<br>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<br>understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context<br>asking questions to improve their understanding<br>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<br>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas<br>identifying how language, structure and presentation contribute to meaning<br>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader<br>distinguish between statements of fact and opinion<br>retrieve, record and present information from non-fiction<br>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' |

| | Vocabulary | Inference | Predict | Explain | Retrieve | Sequence |
|---|---|---|---|---|---|---|
| Y3 | • use dictionaries to check the meaning of words that they have read<br>• discuss words that capture the readers interest or imagination<br>• identify how language choices help build meaning<br>• find the meaning of new words using substitution within a sentence. | • children can infer characters' feelings, thoughts and motives from their stated actions.<br>• justify inferences by referencing a specific point in the text.<br>• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.<br>• make inferences about actions or events | • justify predictions using evidence from the text.<br>• use relevant prior knowledge to make predictions and justify them.<br>• use details from the text to form further predictions. | • discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books<br>• identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts<br>• recognise authorial choices and the purpose of these | • use contents page and subheadings to locate information<br>• learn the skill of 'skim and scan' to retrieve details.<br>• begin to use quotations from the text.<br>• retrieve and record information from a fiction text.<br>• retrieve information from a non-fiction text | - identifying main ideas drawn from a key paragraph or page and summarising these<br>- begin to distinguish between the important and less important information in a text.<br>- give a brief verbal summary of a story.<br>- teachers begin to model how to record summary writing.<br>- identify themes from a wide range of books<br>- make simple notes from one source of writing |
| Y4 | • use dictionaries to check the meaning of words that they have read<br>• Find synonyms<br>• discuss why words have been chosen and the effect on the reader<br>• explain how words capture the interest of the reader discuss new and unusual vocabulary and clarify the meaning of these<br>• find the meaning of new words using the context of the sentence. | • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives ( I know this because questions)<br>• infer characters' feelings, thoughts and motives from their stated actions.<br>• consolidate the skill of justifying them using a specific reference point in the text<br>• use more than one piece of evidence to justify their answer | • justify predictions using evidence from the text.<br>• use relevant prior knowledge as well as details from the text to form predictions and to justify them.<br>• monitor these predictions and compare them with the text as they read on | • discussing words and phrases that capture the reader's interest and imagination<br>• identifying how language, structure, and presentation contribute to meaning<br>• recognise authorial choices and the purpose of these | • confidently skim and scan texts to record details<br>• using relevant quotes to support their answers to questions.<br>• retrieve and record information from a fiction or non-fiction text. | • use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.<br>• identifying main ideas drawn from more than one paragraph.<br>• identify themes from a wide range of books<br>• summarise whole paragraphs, chapters or texts<br>• highlight key information and record it in bullet points, diagrams, maps etc |

| | Vocabulary | Inference | Predict | Explain | Retrieve | Sequence |
|---|---|---|---|---|---|---|
| **Y5** | • explore the meaning of words in context, confidently using a dictionary<br>• discuss how the author's choice of language impacts the reader<br>• evaluate the authors use of language<br>• investigate alternative word choices that could be made<br>• begin to look at the use of figurative language<br>• use a thesaurus to find synonyms for a larger variety of words<br>• re-write passages using alternative word choices<br>• read around the word' and *explore its meaning in the broader context of a section or paragraph. | • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.<br>• make inferences about actions, feelings, events or states<br>• use figurative language to infer meaning<br>• give one or two pieces of evidence to support the point they are making.<br>• begin to draw evidence from more than one place across a text. | • predicting what might happen from details stated and implied<br>• support predictions with relevant evidence from the text.<br>• confirm and modify predictions as they read on. | • provide increasingly reasoned justification for my views<br>• recommend books for peers in detail<br>• give reasons for authorial choices<br>• begin to challenge points of view<br>• begin to distinguish between fact and opinion<br>• identifying how language, structure and presentation contribute to meaning<br>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader<br>• explain and discuss their understanding of what they have read, including through formal presentations and debates. | • confidently skim and scan, and also use the skill of reading before and after to retrieve information.<br>• use evidence from across larger sections of text<br>• read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.<br>• retrieve, record and present information from non-fiction texts.<br>• ask my own questions and follow a line of enquiry. | • summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.<br>• make connections between information across the text and include this is an answer.<br>• discuss the themes or conventions from a chapter or text<br>• identify themes across a wide range of writing |
| **Y6** | • evaluate how the authors' use of language impacts upon the reader<br>• find examples of figurative language and how this impacts the reader and contributes to meaning or mood.<br>• discuss how presentation and structure contribute to meaning.<br>• explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph. | • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.<br>• discuss how characters change and develop through texts by drawing inferences based on indirect clues.<br>• make inferences about events, feelings, states backing these up with evidence.<br>• infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text | • predicting what might happen from details stated and implied<br>• support predictions by using relevant evidence from the text<br>• confirm and modify predictions in light of new information. | • provide increasingly reasoned justification for my views<br>• recommend books for peers in detail<br>• give reasons for authorial choices<br>• begin to challenge points of view<br>• begin to distinguish between fact and opinion<br>• identifying how language, structure and presentation contribute to meaning<br>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader<br>• explain and discuss their understanding of what they have read, including through formal presentations and debates.<br>• distinguish between fact, opinion and bias explaining how they know this. | • Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts<br>• Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.<br>• Retrieve, record and present information from a wide variety of non-fiction texts.<br>• Ask my own questions and follow a line of enquiry. | • summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.<br>• summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas<br>• make comparisons across different books.<br>• summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs |

# Question Stems

| | Vocabulary | Inference | Predict | Explain | Retrieve | Sequence |
|---|---|---|---|---|---|---|
| **Y3** | • What does this word/phrase/sentence tell you about the character/setting/mood?<br>• By writing in this way, what effect has the author created?<br>• What other words/phrases could the author have used here?<br>• How has the author made you feel by writing...?<br>• Which word tells you that...?<br>• Find and highlight the word that is closest in meaning to...?<br>• What do these words mean and why do you think that the author chose them?<br>• Find and copy a group of words which show...? | • What do you think.... means?<br>• Why do you think that ...?<br>• I think....; do you agree?<br>• Find and copy a group of words which show...?<br>• How does the description of ... show that they are...?<br>• Why has the character done this at this time?<br>• What impression do we get of..?<br>• How does the character feel ..? | • Can you think of another story with a similar theme?<br>• Which stories have openings like this?<br>• Do you think that this story will develop the same way?<br>• Why did the author choose this setting? Will that influence the story?<br>• What happened before this and what do you think will happen after? | • What is similar/different about two characters?<br>• Explain why... did that.<br>• Describe different characters' reactions to the same event. How are the characters reactions similar/differ?<br>• Is this as good as...?<br>• Why do you think they chose to order the text in this way?<br>• What is the purpose of this text and who do you think it was written for?<br>• What is the author's viewpoint? How do you know?<br>• How are these two sections in the text linked? What is the common theme?<br>• What do these words mean and why do you think that the author chose them? | • Who are the characters in this text?<br>• When / where is this story set? How do you know?<br>• Which part of the story best describes the setting?<br>• What do you think is happening here?<br>• What might this mean?<br>• How might I find the information quickly?<br>• What can I use to help me navigate this book?<br>• How would you describe the story?<br>• Whose perspective is the story told from? | • What is the main point in this paragraph?<br>• Sum up what has happened so far in X words or less.<br>• Which is the most important point in these paragraphs?<br>• Have you noticed any similarities between this text and any others you have read?<br>• What do I need to jot down to remember what I have read? |
| **Y4** | • Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus?<br>• What does this word/phrase/sentence tell you about the character/setting/mood?<br>• By writing..., what effect has the author created? +<br>• What other words/phrases could the author have used here? Why? How has the author...?<br>• Which word is closest in meaning to...? | • What do you think.... means?<br>• Why do you think that? Could it be anything else?<br>• I think....; do you agree? Why / why not?<br>• How do you think....?<br>• Can you explain why.....?<br>• Can you explain why based on two different pieces of evidence?<br>• Find and copy a group of words which show that...<br>• What impression of...do you get from this paragraph? | • Can you think of another text with a similar theme? How do their plots differ?<br>• Which stories have openings like this? Do you think that this story will develop the same way?<br>• Why did the author choose this setting? Will that influence the story?<br>• What does this paragraph suggest what will happen next?<br>• Do you think ... will happen? Explain your answers with evidence from the text<br>• Do you think ... will have an impact on plot moving forward? | • What is similar/different about two characters? Did the author intend that?<br>• Explain why... did that.<br>• Describe different characters' reactions to the same event.<br>• What do these words mean and why do you think that the author chose them?<br>• What can you tell me about how this text is organised?<br>• Why is the text arranged in this way?<br>• What is the purpose of this text and who is the audience?<br>• How does the author engage the reader here?<br>• Which section was the most ...? Why? | • Find the... in this text. Is it anywhere else?<br>• When/where is this story set? How do you know?<br>• Find the part of the story that best describes the setting.<br>• What do you think is happening here? Why?<br>• What might this mean?<br>• Whose perspective is the story told by and how do you know?<br>• How can you use the subheading to help you here? | • What is the main point in this paragraph? Is it mentioned anywhere else?<br>• Sum up what has happened so far in X words/seconds or less.<br>• Do any sections/paragraphs deal with the same themes?<br>• Which is the most important point in these paragraphs? Why?<br>• Do any sections/paragraphs deal with the same themes?<br>• How might I record this to ensure the best possible outcome? |

# Question Stems

| | Vocabulary | Inference | Predict | Explain | Retrieve | Sequence |
|---|---|---|---|---|---|---|
| **Y5** | Can you quickly find…in the dictionary and thesaurus? What does this word/phrase/sentence tell you about the character/setting/mood? By writing…, what effect has the author created? Do you think they intended to? What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing…? Why? Find and highlight the word which is closest in meaning to … Find a word which demonstrates… How have simile and metaphor been used here to enhance the text? | What do you think… means? Why do you think that? Could it be anything else? Why do you think the author? decided to…? Can you explain why…? Can you give me evidence from somewhere else in the text? What do these words mean and why do you think that the author chose them? How does the author make you feel? What impression do you get from these paragraphs? | Can you think of another story with a similar theme? How do their plots differ? 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 is similar/different about two characters? Did the author intend that? Explain why… did that. Describe different characters' reactions to the same event. Does this story have a moral? Which is better and why? How is the text organised and what impact does this have on you as a reader? Why has the text been written this way? How can you tell whether it is fact and opinion? How is this text similar to the writing we have been doing? How does the author engage the audience? | Find the… in this text. Is it anywhere else? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting. What do you think is happening here? Why? Who is telling this story? Can you skim/scan quickly to find the answer? | What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in… words/seconds or less. Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes? Can you find a text with a similar theme? |
| **Y6** | What does this word/phrase/sentence tell you about the character/setting/mood? By writing…, what effect has the author created? Do you think they intended to? Find examples of simile, metaphor, hyperbole or personification in the text? Why has the text been organised in this way? Would you have done it differently? What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing…? Why? | What do you think… means? Why do you think that? Could it be anything else? I think….; do you agree? Why/why not? Why do you think the author decided to…? Explain why…? What do these words mean and why do you think that the author chose them? How do other people's descriptions of …show that…? Where else in the text can we find the answer to this question? | Think of another story with a similar theme? How do their plots differ? 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 is similar/different about two characters? Did the author intend that? Explain why… did that. Describe different characters' reactions to the same event. Does this story have a moral? Explain why you think this. Which is better and why? Identify where the author has shown bias towards a particular character? Is it fact or is it opinion? How do you know? How does the author make you feel at this point in the story? Why did they do that? Explain it in a different way? | Skim the next… and find me the answer to…? Find another example When/where is this story set? Find evidence in the text. Find and copy the part of the story that best describes the setting. What do you think is happening here? Why? Who is telling this story? What genre is…? Look at these other texts and find me what is similar and what is different? | What is the main point of the text? Look in this paragraph? What does the author mean? Is it mentioned anywhere else? Sum up what has happened so far in… words/seconds or less. Read the text and summarise what has happened? Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes? |