Progression of Reading Content Domains

Word Reading	Three to Four	Reception	Early Learning Goal	Progression of National Curriculum Objectives					
				Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Word Reading ELG Children at the expected level of development will: -Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.*	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Common Exception Words			To read some common irregular words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

Fluency										
	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	To read and understand simple sentences.	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading specifically. The focus on word reading should support the development of vocabulary. Fluency will include repeated reads, timed reads per minute and reading aloud to develop intonation and tone.				
Reading Comprehension	*Three to Four*	**Reception**	*Early Learning Goal*	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Understanding and Correcting Inaccuracies	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Comprehension ELG Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; -	To check that a text makes sense to them as they read and to self- correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.					

Words in Context and Authorial Choice	Engage in extended conversations about stories, learning new vocabulary. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Repeat words and phrases from familiar stories.		Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.	
KS1 Reading Domain				**Answer Stems** – *use to model answers / support children beginning their answer for relevant domain*						**Question Stems** – *use to plan comprehension questions*
1a. Draw on knowledge of **vocabulary to understand texts** **_Definition_** *Using the text surrounding the word or phrase to explain the definition. Children then use this meaning to provide information about key aspects of the text, e.g. characters.* **_Success Criteria_** **WALT**: *draw on knowledge of vocabulary to understand texts* **WILF:** *-Read the question* *-Underline the new key word(s)* *-Find the word in the text* *-Read the whole sentence, including the key word*				One word which **shows / tells me**… is… The word … is… The word… **means**…	**Two words** which show… **One phrase** which shows… I can tell that the setting is … because the author … ? means the same as ?... The word I think is **most important** is… The word **that best describes** the character / setting is…					**Find and copy** **Word meaning** **Draw a line to match** Which word in the text tells you …? Find and copy a word that describes how … Find and copy a word that means the same as … (synonyms) Draw a line to match the words to their meanings. What does the word ………. mean in this sentence? What does this word or phrase tell you about ………? Which word in this section do you think is the most important? Why? Which of the words best describes the character/ setting/mood etc? Can you think of any other words the author could have used to describe this? Why do you think ……… is repeated in this section?

-Use other words around it to work out the meaning										
KS2 Reading Domain **2a. Give / explain the meaning of words in Context** *Success Criteria:* *WALT: give / explain the meaning of words in context* *WILF:* *-Find the mentioned word in the text (highlight)* *-Read words that come before and after this word* *-Use these context clues to find out the meaning/structure* *-Check meaning by substituting the key word for a more familiar word to see if the sentence still makes sense* *-Use word families (words within words) to find meaning* **Vocabulary:** - Word meaning - Word that suggests - Closest in meaning					The word … means … The word … is **referring** to … I think the author used that word to …	Phrases such as … tell us that … The phrase … is referring to …	The phrase … gives me the **impression** that … The phrase which shows that… is… The word which matches the meaning of… is…	We are given the **impression** that the main character is.. because … One / two word(s) / phrase which shows that… is … An alternative word for … is …	What does the word … suggest about… What does the word… tell you about… What does … mean in this sentence… What does… mean? Find and copy one word meaning …. Find and copy one word that suggests …. Find and copy one word that tells you… Find and copy one word that is closest in meaning to… Find and copy two words from page … that tells you that /about the …. Find and copy one word or group of words that shows that …. Which word most closely matches the meaning of the word …? Which word is closest in meaning to… Circle the correct option to complete each sentence below. Look at the paragraph beginning … what does the word … suggest about …? Give the meaning of the word … in this sentence. What does … mean? What other words could the author use to describe the main character? How has the author's choice of words made you feel about the… why? Choose the best word to match this description… Quote. In this sentence, the word… is closest in meaning to… In this line, the word… is closest in meaning to… **Types of Questions:** - *Find and copy* - *Quotations*

- Group of words - Closely matches the meaning - Matches the description									- *Explanation of a word* - *Matching words with meanings* - *Word meanings within a sentence* - *Explanations about what words suggest about settings / characters*

KS1 Reading Domain				**Answer Stems** – *use to model answers / support children beginning their answer for relevant domain*					**Question Stems** – *use to plan comprehension questions*
1b. Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information **Definition:** *The skill of knowing that the answer is in the text and that children need to extract what is needed to answer the question.* **Success Criteria:** *WALT: identify and explain key aspects of fiction and non-fiction* *WILF:* *-Read the question.* *-Underline the key words in the question.* *-Note down what it is you need to look for in the text.* *-Find the key words in the paragraph which relate to this.* *-Write your answer using some words found in the text.*				I think the answer is … because… The text is… I know that because … The story is set… … happened when … The character… did / went…	The story takes place… To find out more about… I would look … When … happened, the main character … Two reasons why…are… I think this happened… because…				**Find and copy a word** **Find and copy a phrase** **Who?/What?/Where?/When? How?/Why?** **Order or Sequence** **True or False** What kind of text is this? Where does the story take place? Who did…? Where did…? When did…? What happened when…? Why did … happen? How did …? How many…..? What happened to …? Which character …? Identify two ways… Draw a line to match these characters to the following events. Give two reasonswhy… Give one example of … What were… What event… What helped… What is… Who else… Name two… **Skills you are teaching:** *-Skim and scan* *- Highlighting relevant words* *-Questions are sometimes paraphrased (words in the question may not exactly match words in the text)* *-Children need to know meanings of key words*
KS2 Reading Domain **2b. Retrieve and record** information / identify key details from fiction and non-fiction						The evidence which justifies my opinion is… Using the information I have read so far, I know that …	The story is told through the eyes of the… I know this because…	According to the text, it is important that… The story is set… I know this because…	The character feels… In order to … the character … had to …	Which part…? Write down three things you are told about … Which of these drawings best represents the …? What did … have to do in order to …? What was revealed at the end of the text? Using information from the text, tick one box in each row to show whether each statement is true or false. Circle

						Three things I am told about…	When … happened, the main character …		At this point in the story… this is happening …	the correct option to complete each sentence below.

Success Criteria:

WALT: *retrieve and record information / identify key details from fiction and non-fiction*

WILF:

-Highlight the key words in the question – what are you looking for?

-Find these words / this section in the text (skim and scan)

-Find appropriate synonyms in the text if the question has been paraphrased

-Pull out the relevant information from the text

-Include key details from the text in your answer (do not make it up!)

Vocabulary:
- **What, where, when, who, how, why**
- **Write down what you are told**
- **Quote. What conclusion..?**
- **Statement is true or false..**
- **One piece of information..**
- **Give reasons why…**
- **According to the text…**
- **Match the…**
- **Which…?**

Three things I am told about…

At the end of the text…

When … happened, the main character …

Two reasons why… are …

At this point in the story… this is happening …

These points are true… these statements are false…

the correct option to complete each sentence below.
What …?
at the paragraph beginning … Give two reasons why …
Why were the artists' drawings from the time of … not always accurate?
Through whose eyes is the story told?
When is the story set? What evidence can you find to justify this?
Quote.
What conclusion does the character draw from this…
Why had / why do / why were…
Give one piece of information that…
Explain how…
In what year did…
How would…
According to the text, how could…
How much? How could you tell…?
How far…
Match the…

Types of Questions:
- Find and copy
- Quotations
- What, who, why, how, where, when, which…
- True or false tick boxes
- Giving single responses
- Matching statements / quotations / diagrams
- Drawings / diagrams representing descriptions
- Circle the correct answer

KS1 Reading Domain				Answer Stems – *use to model answers / support children beginning their answer for relevant domain*						Question Stems – *use to plan comprehension questions*
1c. Identify and explain the **sequence of events** in texts **Description:** *Summarising means to briefly retell the main events or ideas in your own words. This involves making sense of the text as a whole – summing up main points. It also involves sequencing events.* *Reducing details down to the most important points can help strengthen understanding.* **Success Criteria:** *WALT: identify and explain the sequence of events in texts* *WILF:* *-Pick out the main points (in order)* *-Write these in your own words* *-Select relevant information only* *-Show understanding by using one word or phrase to sum-up a section*				The text is about… Big events that happened were… The first thing that happened was… After that…	First… then … next … finally … During this chapter … The first part was about… The middle section was about… Using one sentence…					**Order of events** **Order on a timeline Order of events** **Order on a timeline** **Before / after** **Summarise using a sentence** **Order headings** Number the events/sentences below to show the order they happened in the story…report…poem. What happened after? What happened before? What was the first thing that happened in the story? Which of these events happened last? **Number** Can you summarise in a sentence the opening/ middle/end of the story? In what order do these chapter headings come in the story? *KS1* *Questions can differ by:* *-Either choosing the main/relevant points or identifying which part of the texts related to the already summarised point. (challenge)* *Skills we are teaching:* *-Retelling in their own words* *-Identifying a key point* *-Chronological order*
KS2 Reading Domain **2c. Summarise** main ideas from more than one paragraph **Success Criteria:** *KS2* *WALT: summarise main ideas from more than one paragraph* *WILF:* *-Read the question and highlight the key words (what is it asking you to focus on in the text?)*						The author's most important ideas were… A new blurb for this book would be … The main point … is…	The main argument in this paragraph is …	Reoccurring themes are… I feel the most important message in this text is … The author's hidden theme is… I know this because…	One word to summarise this section is … I would use the subheading… to summarise the section…	Below are some summaries of different paragraphs from the text. Number them 1-6 to show the order in which they appear in the text. What is the main point of the first paragraph? Summarise the main events in the story so far. What is the most important sentence in the last section you read? Explain your reasons. Explain what happens in this section… in twelve words or less… Number the summaries… Which of the following would be the most suitable summary of the text… **Types of Questions:**

-Find the relevant section in the text by identifying key words *-Read this section and pick out the main points only* *-Jot down the key point at the side of the text if summarising a larg* **Vocabulary:** Show the order … Summaries Number the events… Order in which they happened… Suitable summary … main message Main theory … Overall meaning …										- Number events - Order timeline / chronology - Before / after main points - Summarise in a certain amount of words / one sentence - Order headings - Choosing a suitable summary for a text / section
Inference ***Skills you are teaching:*** *-Highlighting relevant evidence* *-Infer as they read* *-Justify their own thoughts* *-Link what they know from the text with what they already know (life skills)* ***Familiar Phrasing:*** - ***Why?*** - ***How do you know?*** - ***Explain your view?*** - ***What clues suggest this?***	To begin to understand 'why' and 'how' questions.		To answer 'how' and 'why' questions about their experiences and in response to stories or events	To begin to make simple inferences.	To make inferences on the basis of what is being said and done.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.	

					Answer Stems – *use to model answers / support children beginning their answer for relevant domain*						Question Stems – *use to plan comprehension questions*
KS1 Reading Domain **1d.** Make **inferences** from the text **Definition:** *Drawing a conclusion based on available evidence plus previous knowledge and experience.* *"Reading between the lines."* *Answers will not be found explicitly. Children have to make an educational guess using clues from the text supported with their own experiences.* *Enquiring what the author meant.* **Success Criteria:** **KS1:** **WALT:** make inferences from the text **WILF:** -Find the key words in the question (highlight) -Look for these key words in the text -Look for clues which link to the question in the rest of the text around the key words -Use what you have read in your answer -Choose a quote which helped you answer the question -Why did you use this quote? Give details explaining wh			-	A clue in the book made me think … This is because… I think this because…	Clues in the text make me think … I think the character is feeling … because … I get the impression that… The evidence is… The evidence shows… The evidence means… …. makes me feel…					**Question Stems** – *use to plan comprehension questions* **Explain the meaning** **Complete the sentence** **Who?/What?/Where?/When?/ How?/Why?** **Inference backed with evidence from the text** Why do you think…? How do you know…? Can you explain why …? How can you tell …? When do you think…? Put ticks in the box to show which sentences or statements are true or false. What impression do you get of the feelings of this character from the text? Why did/…? Why is…? What evidence is there that…? What is this character's attitude towards…? How do you know? Why was…feeling…? Why did … happen? Why did … say …? What do you think the author intended when he/she said…? What were…? How does … make you feel? **Types of Questions:** - Explain the meaning with justifications - Complete the sentence - Inference backed with evidence - Tick boxes / true or false - Explanations with evidence - According to the text / quotations
KS2 Reading Domain **2d**. Make **inferences** from the text / explain and justify inferences with evidence from the text			-			This information in the text **makes me think** … The character says … which shows they are feeling …	The text says … which infers that … This suggests that …	I infer … because … I infer that … because the text says …	Evidence in the text suggests… From what I have read already, **evidence suggests** …	*He placed his hand firmly on her back and ushered her hurriedly out the door. "Yes, yes, yes. I will call you soon to set up another meeting. I will!" George said, punctuating the end of his sentence with a firmly shut door.* **This highlights the man wants to get rid of the person he is addressing**.

The evidence is…

I know this because…

The clues are…

When (the character) said / did … it made me think …

The character is thinking / feeling… I know this because …

The character's … tells us that …

We are given the **impression** that .. because …

The author gives the **impression** that … by …
The word / phrase implies that …

How can you tell that?
Look at the paragraph beginning… what impressions of… do toy get?
How do you know that… by looking at the paragraph…?
How do these words make the reader feel that…?
How does the information suggest?
What evidence is there in the text of / that…?
What does this paragraph suggest?
Explain what the description suggests about…?
Explain how…supports the idea that…
Why…?
In which ways might ?'s character appeal to many readers?
According to the text, how…?
How does the main character feel in the text? **How do you know?**
How was the setting the author chose important to the story? **Explain your view.**
Why has the character acted in the way they have? **What clues suggest this?**
What lesson did the character learn?
Give one piece of evidence …
Quote. This tells us that that character felt/thought…

Prediction	*Birth to Three*		*Early Learning Goal*	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.• Repeat words and phrases from familiar stories.• Ask questions about the book.		Anticipate – where appropriate – key events in stories; -	To predict what might happen on the basis of what has been read so far.	To predict what might happen on the basis of what has been read so far in a text.	To justify predictions using evidence from the text.	To justify predictions from details stated and implied.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	

	Makes comments and shares their own ideas.									
				Answer Stems – *use to model answers / support children beginning their answer for relevant domain*						**Question Stems** – *use to plan comprehension questions*
1e. Predict what might happen on the basis of what has been read so far. **Definition:** *The process of asking what might happen next based on what we already know from inside and outside the text. The focus is more on 'what' than 'why'.* **Success Criteria** *KS1* *WALT: predict what might happen on the basis of what has been read so far* *WILF:* *-Read the question and highlight the key words* *-Recap in your head what has happened so far* *-Use what you have read to make a sensible guess* *-Is that likely to happen thinking back to what you have read so far?* *-Use what you already know about the topic* *-Make a prediction*				I think that …will happen. In the next part I think … On the next page I think… In the end I think … Based on the title…	From the front cover, I would predict that … In the next chapter I think … I can predict this because… Since … happened, I think…					Look at the book cover/blurb – what do you think this book will be about? What do you think will happen next? What makes you think this? How does the choice of character or setting affect what will happen next? What is happening? What do you think happened before? What do you think will happen after? What do you think the last paragraph suggests will happen next? Where do you think …? What do you think would happen if …? **Types of Questions:** - Predicting what might happen next / before - Justifying reasons / making guesses using evidence - Predictions around a character's intentions / challenges - Analysing front covers / endings / blurbs Vocabulary: Do you think… Using the front cover / opening paragraph / first chapter… Might happen… What suggests might… What information suggests… Next.. After… in the end… Clue… Based on… Happening / happened…

KS2 Reading Domain										
KS2 Reading Domain **2e. Predict** what might happen from details stated and implied **Success Criteria:** _KS2_ _WALT: predict what might happen from details stated and implied_ _WILF:_ _-Use evidence from the text to make a realistic prediction_ _-Use your schema to enhance your prediction (personal experience or knowledge)_ _-Highlight words / phrases in the text to support what you are thinking_						Reading this part …makes me think that this will happen… Based on what I already know, I think the main character is / will…	Because this happened, then what might occur is … Because of what I know about… I predict that…	It is possible that … (adds evidence). Information in the text suggests that… will happen because…	It is possible that … (adds evidence). Information in the text suggests that… will happen because…	Do you think that …? Explain your choice fully, using evidence from the text… Using the front cover, what do you think this book will be about? Why? What might happen next in the story? What challenges do you think the characters might face? What information suggests this? How do you think the story might end? What clues suggest this? Based on what you have read, what does the text suggest might happen to…
KS2 Reading Domain **2f.** Identify / explain how information / narrative **content is related** and contributes to **meaning as a whole.** **Definition:** _Explaining why language and structural choices are made._ **Success Criteria:** WALT: identify / explain how information / narrative content is related and contributes to meaning as a whole WILF: -Read the question and highlight the key words (what are you being asked to look for?) -Find these key words (or synonyms of these) in the text -Search around these sentences for the answer						The main character is important because… This character is important because…	The author has used this feature… because… The effect it has on the text is…	Clues from the text… suggest that the …. Is …. Events in the story are linked by…	The author has chosen… because… The author has… the impact on the reader is…	Draw lines to **match each part of the story with the correct quotation** from the text. Draw lines to match each section to its main content. Why is the main character important in the story? Why has the author used pictures / chapters / titles / subheadings? What clues do you have that the main character is liked / disliked / loved / hated? How are the events in the story linked? **Types of Questions:** - Matching – drawing lines (parts of story / quotations events and context) - Explanations about choices of characters - Author's choices (settings, characters, mood, descriptions) - Author's choices around text features (headings, sub-headings, pictures) - Linking events throughout the text / chapter **Vocabulary:** Match each part / section… match quotations… Match main content… Why has the author used? What clues about the… Events linked…

-Use your schema to help answer the question (life experience, prior knowledge) -Use quotes from the text to back up your answer									
KS2 Reading Domain **2g. Identify how meaning is enhanced through choice of words / phrases** **Definition:** *This involves being able to interpret and understand the meaning of words which have been put together to make phrases, sentences or paragraphs. What was the author's intent?* **Success Criteria:** **WALT:** identify how meaning is enhanced through choice of words and phrases **WILF:** -Read the question and highlight key vocabulary -Find this new vocabulary within the text -Read around the vocabulary (sentences before and after) -Use this to help understanding word meaning -Use knowledge of what you have already read and your schema to explain the author's choices -Include direct evidence from the text to support your opinions					The word… means … The phrase has been chosen…	These words tell us that… I like the word / phrase … because it reminds me / makes me feel …	One word that suggests that the … The phrase which suggests that … is …	One example of the use of … is … The word … suggests that the character(s) … The impression this gives is…	**Explain the meaning** of word **Explain the meaning** of phrase **Explain the meaning** of quote **Match** word with **synonym** Give one/two **impressions this gives you** of … **Find and copy**… that suggest What adjectives has the author used to describe the main character? What does this tell you about their personality? Which words do you like best from the last section you read? Why? Find an example of figurative language in the text (simile, metaphor, personification) – what effect does it create? **Quote**. What does this description suggest… What impression do you get… **Quote**. What does this tell you about… **Types of Questions:** - Explain the meaning – words / phrase / quotation - Synonyms – matching words - Impression this gives of / gives the reader - Adjectives / description of… - Which words / phrase / statement - Figurative language (effect) – author's use of… - Description suggests… - Author's word choices
Comparing, Contrasting and Commenting	**Birth to Three**	**Three to Four**	**Early Learning Goal**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	

	Enjoy sharing books with an adult.• Pay attention and respond to the pictures or the words.• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.• Repeat words and phrases from familiar stories.• Ask questions about the book. Makes comments and shares their own ideas.• Develop play around favourite stories using props.	Engage in extended conversations about stories, learning new vocabulary.	**Comprehension ELG** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; -Anticipate – where appropriate – key events in stories; -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice.	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To 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. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text.

						Answer Stems – *use to model answers / support children beginning their answer for relevant domain*				Question Stems – *use to plan comprehension questions*
KS2 Reading Domain **2h. Make comparisons** within the text **Definition:** *Comparing aspects / themes across a text or within a paragraph.* ***Remember to look for similarities and differences.*** *E.g. ancient compared with modern times; similar or different characters or settings; similar or contrasting thoughts, feelings or opinions; analysing specific features or characteristics.* **Success Criteria:** **WALT:** make comparisons within the text **WILF:** -Read the question and highlight who you are comparing / contrasting -Highlight the attribute (appearance / emotion / personality). Look for these in the text			:			This character is similar to … because … … looks similar / different to … … behaves in similar ways to … … behaves differently to …	Someone may choose to use this book when … I prefer this text because… This was important to the rest of the story because … The setting changes when…	The author has organised the text by … Events happen in chronological order because … The most important section was…	The reaction to this situation was different because … The characters reacted differently by … During the text, the character changed in the following ways: The author's viewpoint is … and I know this because … Each character reacts differently by… The characters react in similar ways by …	In what ways were… How are ? similar / different to…? Compare the appearance of.. Highlight the sentence which accurately compares the characters' feelings when… What did their… have in common? How are the characters similar / different? Compare the first setting with a later one in the book. How, and why, are they different? Do you prefer this text or the one you last read? Explain your views. Does this book remind you of another one? Why? **Vocabulary:** What ways… Similar / different Similarities / differences Compare Have in common… prefer Remind you

-Find the relevant section of text by skimming and scanning -Highlight what is the same / different and jot notes down -Include evidence from the text where necessary										
Poetry and Performance	To listen to and join in with stories and poems, one-to-one and also in small groups. To join in with repeated refrains in rhymes and stories. To use intonation, rhythm and phrasing to make the meaning clear to others. To develop preference for forms of expression.	To play cooperatively as part of a group to develop and act out a narrative.	To express themselves effectively, showing awareness of listeners' needs	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.	

Non-Fiction	To know that information can be relayed in the form of print.	To know that information can be retrieved from books and computers.			To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).	

2a. give / explain the meaning of words in context	2b. retrieve and record information / identify key details	2c. Summarise main ideas from more than one paragraph	2d. Make inferences / explain and justify with evidence	2e. Predict what might happen from details stated and implied.	2f. Identify / explain how information / narrative content is related and contributes to meaning as a whole.	2g. Identify how meaning is enhanced through choice of words / phrases	2h – make comparisons within the text
Find and copy one word which shows that Joe is angry.

If she was trying to reassure Joe, it wasn't working. What does reassure mean in the sentence?

Look at the paragraph headed: What's so different about the bumblebee. The text | What is Ajay doing when the post arrives?

What does the letter in the brown envelope tell Joe's mother?

In Ajay's opinion, how do people feel about the park?

Look at the sign from the story. Who has produced the sign?

Look at the paragraph beginning: Underneath the notice was a … to the end of page 5. What is happening inside the park straight | Which section of the leaflet is written to inform readers that they are unlikely to be stung by bumblebees?

KS1
Number the events/sentences below to show the order they happened in the story…report…poem. What happened after? | How does Joe know that the letter contains bad news before his mum tells his what it says?

Look at the paragraph beginning: "You boys best get to school…" to the end of page 4.
"But what about…?" Joe started to say. Which words would best complete Joe's question?

What is Joe's mother thinking after she reads the letter?

Look at the section headed: Save our bees. Complete the table below with | Do you think that …?

KS1
Look at the book cover/blurb – what do you think this book will be about?
What do you think will happen next?
What makes you think this?
How does the choice of character or setting affect what will happen next?
What is happening?
What do you think happened before? | Draw lines to match each part of the story with the correct quotation from the text. | Give one example of the use of humour in the fact sheet.

She pulled on a pair of her father's old boots, slung his brown coat over her nightdress, and opened the door. The word slung suggests that Piper put on the brown coat…. Tick one.

Look at the last paragraph beginning: "Year, it'll look smart." Find and copy one word that suggests that the sound coming…

Give one/two impressions this gives you of … | Joe and Ajay react differently to seeing the man hammering in the sign. How does Joe react? |

refers to the bumblebee's cousins. Who are their cousins? Look at the section headed: Things you can do to help. Find and copy one word that shows how essential flowers are to bees. Piper thinks Micah has done a decent job. She thinks his work has been … Tick one. KS1 Which word in the text tells you …? Find and copy a word that describes how … Find and copy a word that means the same as … (synonyms) Draw a line to match the words to their meanings. What does the word ………. mean in this sentence? What does this word or phrase tell you about ………? Which word in this section do you think is the most important? Why? Which of the words best describes the character/ setting/mood etc? Can you think of any other words the author could have used to describe this?	after Joe and Ajay have read the sign? Using information from the text, tick one box in each row to show whether each statement is true or false. What is the name of the organisation that produced this fact sheet about bumblebees? In what way is buzz pollination more useful than other forms of pollination? Look at page 7. Why is it important for bumblebees to leave a smelly scent on some… KS1 What kind of text is this? Who did…? Where did…? When did…? What happened when…? Why did … happen? How did …? How many…..? What happened to …? Which character …? Identify two ways… Draw a line to match these characters to the following events. Give two reasons why… Give one example of … KS2 Write down three things you are told about … Which of these drawings best represents the …? What did … have to do in order to …? What was revealed at the end of the text? Using information from the text, tick one box in each row to show whether each statement is true or false. Circle the correct option to	What happened before? What was the first thing that happened in the story? Which of these events happened last? Can you summarise in a sentence the opening/ middle/end of the story? In what order do these chapter headings come in the story? KS2 Below are some summaries of different paragraphs from the text. Number them 1-6 to show the order in which they appear in the text.	one piece of evidence from the leaflet to support each statement. In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless. This suggests that. Look at the section headed: Energy drink for bees. These instructions suggest that the reader… Bumblebees are very important to the human race. Give two ways they are important. KS1 When do you think…? Why do you think…? How do you know…? Can you explain why …? How can you tell …? Put ticks in the box to show which sentences or statements are true or false. What impression do you get of the feelings of this character from the text? Why did…? What evidence is there that…? What is this character's attitude towards…? How do you know? Why was…feeling…? Why did … happen? Why did … say …? What do you think the author intended when he/she said…? How does … make you feel? KS2 How can you tell that …? Look at the paragraph beginning … What impressions of … do you get from this paragraph? Look at the paragraph beginning … How do you know that …? What evidence is there in the text of/that …? Explain what this description suggests about … Why …? In what ways might …'s character appeal to many readers? According to the text how …?	What do you think will happen after? What do you think the last paragraph suggests will happen next? Where do you think …? What do you think would happen if …?		

Why do you think ……… is repeated in this section? KS2 Find and copy one word meaning …. Find and copy one word that suggests …. Find and copy two word from page … that tells you that …. Find and copy one word or group of words that shows that …. Which word most closely matches the meaning of the word …? Circle the correct option to complete each sentence below. Look at the paragraph beginning … what does the word … suggest about …? Give the meaning of the word … in this sentence. What does … mean?	complete each sentence below. What …? Look at the paragraph beginning … Give two reasons why … Why were the artists' drawings from the time of … not always accurate?					