



**THERE'S NO
FULL STOP
TO LEARNING**

Reading Comprehension Progression at Reay

Use prior knowledge to support understanding

- Begin reading by discussing what is already known about a topic or event
- Encourage children to make links between their reading and their own experience
- Consider what is known or might be expected from other, similar texts
 Progression in objectives, linked teaching activities
- Use prior knowledge to inform predictions and speculations about a text, (but be prepared to modify these in the light of what you actually read)
- When reading non-fiction texts, discussing prior knowledge should lead easily into identifying questions that the group need answering. Use KWL grids to collect what is known.
- Expect children to discuss how their prior knowledge was useful, or not, as they read through the text

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reminded about what they know about events or topics prior to reading.	Talk about what they know about relevant events or topics prior to reading.	Think independently about what they know about relevant events or topics prior to reading.	Link the events or topic from a text to their own experience and/ or information they know.	Link the events or topic from a text to their own experience and/ or information gathered.	Link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts.	Use background knowledge or information about the topic or text type to establish expectations about a text.	Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc. Make comparisons between a text and others they have read
			Recognise how books are similar to others they have read or heard.	Begin to make links to similar books they have read.		Compare what is read to what was expected.	Discuss the intentions of text – why is this person writing this? What do they hope to achieve? Is what they say and what they mean the same? Is there a hidden agenda?

Check that books make sense to them

Good comprehenders make a sense check at regular intervals. They expect a text to make sense and check their understanding throughout, stopping and taking action when they have lost comprehension. This is an important strategy to teach all children. We should be encouraging children to identify where they have lost the sense and to know what to do when they have done so.

- Model how to read texts in short sections (rarely longer than a page of A5 text) so that children learn to stop and check their understanding
- Use reciprocal reading techniques to identify elements in a short passage which they don't understand and take action to improve their understanding
- Slow reading down – building in a pause when reading with a group so that children have the opportunity to discuss a meaning which they are finding difficult to grasp.

Progression in objectives, linked teaching activities

- Model putting a text's meaning into your own words and expect readers to do the same
- Discuss 'fix it' strategies to deal with misunderstandings – asking questions, clarifying word meanings etc.
- Underline how important it is to understand and not simply 'read through' aspects of a text which you are unsure about

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learn books by heart from hearing them over and over again – Talk for Writing.	Learn books by heart from hearing them over and over again – Talk for Writing.	Listen to their own reading, and that of others, and make a sense check at regular intervals.	Check that a text makes sense to them as they read, pausing when reading to check their understanding and, where necessary, re-reading to regain understanding.	Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read.	Monitor their understanding of a text and take steps to retrieve the meaning if comprehension has been lost.	Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described.	Link parts of a text together in order to understand how details or specific sections support a main idea or point.
	Listen to books read to them and spot when a page is missed or something unexpected happens.	Listen to and read nonsense poetry and play with the meaning in the ways in which they read it aloud.	Listen to and read nonsense poetry and play with the meaning in the ways in which they read it aloud.	Put into their own words their understanding of what they have read.	Admit that they are lost and find ways to get back into the text.	Link parts of a text together in order to understand how details or specific sections support a main idea or point.	Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning.
							Consider texts in terms of themes, linking parts together and discussing similar themes in other texts they have read.

Ask questions to improve their understanding

In real life we ask questions because we want to know something or to clear up confusion- asking questions is a basic strategy for understanding. As such we should be making sure that children ask more questions in order to clear up any confusions they have about the text they are reading. Good readers ask questions of a text and continue to think through something they don't fully understand, until they reach a satisfactory explanation for what they've read. It is therefore vital that we provide opportunities for children to ask their own questions, rather than always responding to the teacher's predetermined questions. Children asking questions should be a part of every guided reading session that is focusing on comprehension. It is often difficult to admit that you don't fully understand something so creating the conditions where it is permissible to ask for something to be explained is important. Children may need to be encouraged to ask questions. Teachers may also need to model the different kinds of questions, those which explore meanings, as well as those that retrieve details directly from the text.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learn how to answer questions with relevant answer to questions which begin Who? What? Where? Why? When?	Learn how to ask questions which begin Who? What? Where? Why? When? And expect relevant answer.	Ask questions about aspects of a text they don't understand.	Ask questions about a text to ensure they understand events or ideas in a text.	Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand.	Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text.	Identify aspects of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more.	Identify where they do not fully understand a text. Ask effective questions that will help them clarify their understanding of the text or the topic they are researching.

Skim, scan and read closely

Although these skills are often referenced within the reading of information books, they are just as relevant to answering questions on any sort of text. Skimming and scanning are key skills when answering comprehension questions, arguably the inefficient use of these skills and the over use of 'remembering' is what causes many problems among less effective readers. They are bracketed here with close reading as a reminder that once a particular section of a text has been located, this section needs to be read carefully to find the specific information required. Some definitions:

Skimming – getting an overview of a text by reading key signposts which indicate meaning – for example the title, sub headings, captions, labels and looking at photographs or illustrations in an information book, reading the first sentence of each paragraph in a narrative

Scanning – reading down a text to locate a specific word or phrase in it

Close reading – reading the identified section of text slowly and carefully to find specific information or collect 'evidence'. This slow reading is usually done for a specific, identifiable purpose

- Agree the use of school- wide language and metaphors to talk about the processes of skimming, scanning and close reading – e.g. based on the text detective surveying a crime scene, or the use of the fast forward/ pause buttons on a DVD player to locate a particular scene or event in a film.
- Teach readers to locate the specific section of the text and then read around the key word – by re-reading the sentence before it, the one containing it and the sentence after it
- Model and demonstrate the different processes of skimming, scanning and close reading in shared reading and apply them in guided reading
- Use opportunities when reading in topic lessons or in subjects across the curriculum to demonstrate these important skills
- Apply these skills as part of the process of answering comprehension questions

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Look at the cover of a book and talk about what we think it might be about.	Discuss the cover of a book and certain pages of books to discuss at a glance what is happening or predict what might happen.	Skim read to gain an overview of a page/ text by focusing on significant parts – names, captions, titles. Scan the text to locate specific information – using titles, labels.	Speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings and sub headings.	Skim opening sentences of each paragraph to get an overview of a page or section of text.	Skim read a text to get an overview of it, scan for key words, phrases and headings.	Locate information accurately through skimming to gain an overall sense of the text.	Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning.
			Scan pages to find specific information, using key words or phrases and headings.	Scan contents, indexes and pages to locate specific information accurately.	Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text	Scan a text to gain specific information.	Read carefully sections of texts to research information and to answer questions.
			Read sections of text more carefully, e.g. to answer a specific question.	Identify sections of a text that they need to read carefully in order to find specific information or answer a question.		Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/ read on as appropriate.	

Use strategies to locate or infer the meaning of unfamiliar words

These objectives are repeated in the vocabulary strand.

- Teach children to use the context to speculate about the meaning of the unknown word and to check the plausibility of their guess
- Show children how to use the information included in the text to understand the meaning of an unfamiliar word, e.g. by re-reading a sentence or reading on to where a word is reused or explained
- Demonstrate how to make use of a glossary to explain technical vocabulary
- Recognise where a word is not explained by its context and that using a dictionary is the best course of action
- Ensure new words learnt through reading are used frequently in class in order that they enter children's working vocabulary
- Find ways to focus upon and celebrate new words – word walls, words of the week, competitions to re-use particular words etc.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Read stories that the children know	Read stories that the children know	Speculate about the possible	Learn how to find the meaning of an	Practise re-reading a sentence and	Identify unfamiliar vocabulary in a text	Identify when they do not understand	Identify when they do not understand

very well and switch new vocabulary into it e.g. The red train might become the crimson train.	very well and switch new vocabulary into it discussing it as you go e.g. The red train might become the crimson train.	meanings of unfamiliar words met in reading. Check whether the suggested meanings make sense in the context of the text.	unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary.	reading on in order to locate or infer the meaning of unfamiliar words.	and adopt appropriate strategies to locate or infer the meaning. (E.g.re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.)	the vocabulary used in a text and need to clarify the meaning.	the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.
	SALT screening for entire year group. EAL interventions.	EAL interventions.	Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.	Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.	Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.	Give increasingly precise explanations of word meanings that fit with the context of the text they are reading.	Check the plausibility and accuracy of their explanation of or inference about a word meaning.
			EAL interventions.	EAL interventions.	EAL interventions.	Check the plausibility and accuracy of their explanation or inference of the word meaning.	EAL interventions.
						EAL interventions.	

Annotate text

This element is repeated in the 'express, record and present understanding' strand

- Consider establishing a colour coding and/ or mark scheme to be used consistently throughout the school,
 - o Readers circle words they are unfamiliar with the meaning
 - o They underline information which will answer a literal retrieval question/ use green to mark information which helps them answer 'right there' questions
 - o They use a wavy line to mark information which might help answer an inferential question / use red to identify these questions as 'think about' questions
 - o Identify 'find out more' questions for future research or follow up
 - o Use orange to highlight significant moments where characters speak to each other
- Make simple summaries or marginal notes every 2 or 3 paragraphs

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Be able to retell a story using pictures as an aid.	Learn to draw arrows and write captions.	Mark significant incidents in a story or information in a non-fiction text.	Make simple notes on a text, e.g. underlining key words or phrases, adding headings etc.	Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading.	Mark texts to identify vocabulary and ideas which they need to clarify.	Annotate a text to identify key information or identify elements they don't understand or want to revisit or explore further.	Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading.
	Start to make and follow story maps.	Start to make and follow story maps.	Make story maps to summarise.	Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information.	Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.	Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system. Use these as the basis of follow up and discussion if appropriate.	As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful.

Visualise their understanding of what they read

Visualising has been identified as important element in understanding what we read (see Pressley, 2000) and is used to support understanding as part of inference training. It is far more valuable than simply copying pictures from a text. Using illustration to reflect information in a text is also a helpful way of encouraging retrieval of detail.

- Talk to children about ‘picturing’ scenes and events in their minds as they read
- Encourage children to compare their idea about a character or event with the illustrations in a text
- Use information in a text as the basis for a drawing, illustration, diagram or graphic. Add labels, using direct quotation or paraphrasing from the text
- Use a graphic to re-interpret the information contained in a text
- Act out and freeze frame scenes from a text.
- Follow up children’s illustrations by asking them to locate evidence in the text to explain and justify what they have done
- Use illustration/ graphic visualisation to support retrieval (e.g. map making) and inference (an emotions map)

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use their imaginations to visit a place in a text.	Use their imaginations to visit a place in a text. Describe it to each other and/or tell someone what to draw to make it look how they want it to look.	Visualise what they have been reading, e.g. through drawing or acting out.	Use illustrations and simple formats such as flow charts or diagrams to re-present and explain a process or a series of events.	Re-present information gathered from a text as a picture or graphic, labelling it with material from the text.	Visualise the information they have read about, e.g. by mapping, illustrating, representing information graphically, and acting out. Use information from the text to justify their visual representations.	Re-present information from a text graphically. Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.	Re-present information from a text graphically. Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself
Complete a Mantle of the Expert topic based on a book.	Complete a Mantle of the Expert topic based on a book.	Complete a Mantle of the Expert topic based on a book.	Complete a Mantle of the Expert topic based on a book.	Complete a Mantle of the Expert topic based on a book.	Complete a Mantle of the Expert topic based on a book.	Complete a Mantle of the Expert topic based on a book.	Complete a Mantle of the Expert topic based on a book.

Make predictions about a text

A prediction is always an inference – as it is speculating about text that has not yet been read. Making predictions is an important inference skill and one of the aspects that is to be assessed under the new 2016 arrangements.

- Use reciprocal reading approaches to emphasise predictions
- Stop regularly as you read a text to enable children to think about what they’ve just read and to make predictions. Give children the opportunity to modify their predictions in the light of events or new information
- Predictions are based on prior experience, knowledge of the type of text and what has been read immediately before. Encourage children to recognise and use all these potential sources of information.
- Emphasise the plausibility of predictions rather than expect them to be correct
- When reading non-fiction, make use of immediate clues (sub headings etc.) to support predictions

- Enable children to review their predictions – why their idea is no longer appropriate or current, why they are no longer interested in that aspect of the text etc. – so that they get used to reviewing their own reading and identifying where texts have changed direction
- Model the language of predictions
- Show children that good predictions are based on text clues, e.g. titles, opening sentences etc., and not just pulled from the reader’s unconscious. They are ‘grounded speculations’.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Model to children looking at the front of the book and thinking aloud what it might be about.	Make predictions about what the book will be about based on the cover and some well chosen illustrations.	Make predictions based on clues such as pictures, illustrations, titles.	Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out.	Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.	Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on.	Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.	Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on.

Summarise understanding

Summaries enable readers to put their understanding into their own words (in itself a useful metaphor for comprehension) and begin to distinguish between key and less important information. The move from recounting in detail to summarising is a developed skill and one that takes practice.

- Use reciprocal reading as a main vehicle for developing this skill
- Summaries do not need to be of large sections of text, little and often is best
- Use children’s over-detailed recounts as the starting point for making briefer oral summaries
- Highlight the value of paragraph topic sentences to summaries
- Set constraints (‘Can you summarise this section in 3 sentences?’) as an aid to making effective summaries
- Get children to explain why a particular piece of information is ‘key’ to understanding
- Challenge incomplete summarises – when children leave out important information

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Remember a story and re-tell it with support from actions, story maps, adults or peers.	Use and create a story map to retell a story which may well also have been memorised.	Create a story map of events to retell a story independently.	Retell a story giving the main events. Retell some important information they’ve found out from a text.	Retell main points of a story in sequence. Identify a few key points from across a non-fiction passage.	Summarise a sentence or paragraphs by identifying the most important elements.	Make regular, brief summaries of what they’ve read, identifying the key points.	Make regular, brief summaries of what they’ve read, linking their summary to previous predictions. Update their ideas about

							the text in the light of what they've just read.
Model to children how to describe a character eg 'I really like Cinderella because she never gives up hope.'	Say which characters they like and don't like. Might be able to say why.	Talk about characters in the story and what they are like.	Draw together information from across a number of sentences to sum up what is known about a character, event or idea.	Describe a character in the story accurately.	Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.	Summarise a complete short text or substantial section of a text.	Summarise 'evidence' from across a text to explain events or ideas.
Teacher models summarising previous Mantle sessions to remind everyone where we are in the story.	Teacher models summarising previous Mantle sessions to remind everyone where we are in the story.	Teacher models summarising previous Mantle sessions to remind everyone where we are in the story.	Teacher and children collaboratively summarise previous Mantle sessions to remind everyone where we are in the story.	Collaboratively summarise previous Mantle session in order to remind everyone what happened.	Describe a character at the beginning of the story and at the end.	Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.	Summarise their current understanding about a text at regular intervals.
					Collaboratively summarise previous Mantle session in order to remind everyone what happened.	Summarise previous Mantle session in order to remind everyone what happened.	Brief each other on where we got to on the last Mantle session enabling all to start from the same place.

Adapt reading strategies for different purposes or according to the text type

Teach readers to adapt their reading strategies for their purpose, e.g. reading for pleasure, independent reading, reading to find out, reading to answer comprehension questions

- Model different reading strategies, e.g. in order to show children how to overcome a difficulty in the text, or to decide whether a non-fiction text is appropriate for their purpose
- Identify the strategies they are going to use prior to reading – linked to the purpose of the reading, e.g. skim reading the contents and index of an information book and scanning for key words to check whether a text will be useful for their research, reading the blurb and first chapter of a novel to see whether you wish to read the whole text
- Discuss the strategies they plan to use when reading in order to encourage self-aware reading
- Discuss the most efficient approach to use for a particular task

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Model reading in different contexts – ‘Oh, I am not sure, let me quickly Google the answer. I am just scanning this for the answer and it looks like...’ Children to see adults reading in lots of different contexts.	Model reading in different contexts – ‘Oh, I am not sure, let me quickly Google the answer. I am just scanning this for the answer and it looks like...’ Children to see adults reading in lots of different contexts.	Listen to their own reading, and that of others, and make a sense check at regular intervals, re-reading where necessary to regain understanding.	Stop and think about what they have read. Put what they’ve read or heard into their own words.	Identify where they don’t understand what they’ve read, stop reading and take steps to fix the problem.	Adapt reading strategies to the different sorts of text read, including IT texts, and different purposes for reading. Take steps to re-establish understanding when comprehension is lost.	Apply the range of reading strategies to different reading tasks or circumstances, e.g. skimming a text to gain an overview, slow careful reading and re-reading to grapple with the meaning of a poem, presentation skills in order to perform it.	Make sensible decisions in order to read most effectively for a specific purpose, e.g. knowing when it is useful to gain an overview of a text and how best to do it, or identify which part of the text needs to be read more carefully to find particular information.
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Build a wide vocabulary

According to researchers it takes between 10 and 12 usages to embed a word into a person’s working vocabulary, so part of the teacher’s role is to ensure that new words met through reading are used later in class. Promoting an interest in words and an understanding of them is a key role for the teacher of comprehension.

- Ensure all classes have a word wall to highlight new or interesting vocabulary
- Take a consistent approach to introducing new vocabulary in all subjects, including developing topic dictionaries
- Use dictionaries in most lessons to check word meanings • Use activities such as cloze procedure and word association ‘maps’ to highlight new vocabulary
- Use reciprocal reading techniques (particularly the clarify stage) as part of guided reading and as shared reading in topic work — to build vocabulary knowledge
- Use new words frequently in class discussion for a week (or more) to embed them in children’s understanding
- Ensure new words met in the course of reading are used subsequently as part of classwork

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Swap new words into familiar contexts e.g. ‘the wheels on the double-decker go round and round’	Make collections of interesting words and use them when talking about books and stories.	Make collections of interesting words and use them when talking about books and stories.	Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read.	Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.	Consider a writer’s use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. Investigate the meaning of	Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts.	Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. Collect and define technical

					technical or subject specific words they meet in their reading.		vocabulary met in other subjects, e.g. developing subject or topic glossaries.
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Use a dictionary effectively

Efficient use of a dictionary is a valuable skill which enables readers to make more sense of what they've read, without disrupting the flow of reading. The use of a dictionary may be taught as a standalone lesson or 'clinic' but all reading sessions provide a good opportunity to apply this knowledge in practice. It is important to check the quality of the dictionaries being used and ensure that they include the words which the class will wish to clarify.

- Make dictionary use a routine part of shared and guided reading sessions and of reciprocal reading sessions. Look up a maximum of say 3 words a session, in order to emphasise using other strategies to find or infer the meanings of words
- Ensure all classes have age appropriate dictionaries but also a more detailed dictionary for challenging vocabulary
- Use and explain language such as 'clarify', 'meaning', 'context', 'definition', as well as technical terminology such as 'quartiles'
- Teach alphabetical order and the use of dictionary quartiles for ease of locating information
- Use the dictionary to check meanings of words with which the children are familiar, and consider alternative meanings
- Where applicable, link dictionaries and glossaries
- Compare alternative definitions given in different dictionaries including online dictionaries

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Have picture dictionaries which are easily accessed in the environment.	Use picture dictionaries to encourage to spell words independently.	Use simple dictionaries and begin to understand their alphabetical organisation.	Use dictionaries to locate words by the initial letter. Use terms such as definition. Discuss the definitions given in dictionaries and agree which is the most useful in the context.	Locate words in a dictionary by the first two letters. Know the quartiles of the dictionary. Identify the type of word e.g. verb, noun, adjective found in the text.	Locate words in a dictionary by the third and fourth place letters. Use the quartiles of the dictionary efficiently to locate words quickly. Identify the type of word e.g. verb, noun, adjective found in the text and use it to check meaning of sentence.	Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context. Use a dictionary to check a suggested meaning.	Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading. Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.

Develop and express their understanding

This aspect is about encouraging children to talk about the books they read or have read to them. In order to encourage initial or tentative ideas, this discussion work might be done in pairs and small groups, but children should become more confident and able to contribute to class and large group discussions too. Progression involves backing up ideas with information from the text and listening to and taking account of other people's ideas.

- Discussion is usually better when participants have had the chance to rehearse their ideas before presenting them formally
- The jigsaw (or rainbowing) technique – where children work initially in a 'home' group to discuss an idea and then are re-organised to work with children from other groups who have been discussing something slightly different – is a useful way of enabling rehearsal
- When children have independently explored ideas about a text, perhaps using a book journal activity, then this can provide a useful starting point for discussion and follow up in guided reading
- Drama structures and activities such as freeze frames, conscience alley, thought tapping and forum theatre techniques provide a good starting point for considering why things happen, why something is important and why characters respond as they do. More formal activities like debates, and acting out court room scenes and significant situations will tend to arise from the exploratory work planned.
- Focusing a discussion or exploration on key points in a text is likely to prompt more discussion, so look for moments of crisis, disagreements, unanswered questions etc. as starting points for consideration
- Many texts explore moral questions and issues. These too provide good discussion starters.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children can say if they like or don't like a book. It is modelled to them how to explain why.	Children encouraged to say why they did like or did not like a book.	Discuss reasons why things happen in the texts they read or are read to them. Express their understanding orally, and use words, illustrations and given formats to record their understanding.	Discuss themes, plots, events and characters, comparing stories by the same and different authors. Compare the information given about topics in non-fiction texts.	Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas. Use simple graphics or illustrations to record and explain their understanding of information.	Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so. Compare and contrast stories, justifying their preferences and opinions.	Contribute to a discussion where a group explore their understanding of a topic raised through reading. Discuss and comment on texts, and present their ideas in appropriate and helpful formats, including graphically.	Contribute constructively to a discussion about reading, responding to and building on the views of others. Comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read.

Answer questions about a text and record their understanding

Children need to be familiar with the different formats for comprehension questions and be confident in their use. If these become the backbone of a book journal approach and are used to teach as well as to text, then this will become second nature to them. We can learn from our practice in teaching mathematics and look for the same consistency across year groups in our work on comprehension.

- Ensure that the teaching of reading includes lots of opportunities for children to engage actively with texts and collect ideas and information using different formats. Book journal work will support this approach. Use children’s independent work as the basis for discussion and follow up in guided reading.
- Formal comprehension work should build on the on-going effective teaching of texts. Teach comprehension questions in pairs or groups of 3. Use one to demonstrate and model the approach, the other 2 to allow children to explore and experiment independently.
- Use a limited number of question types over a half term, so children meet the type often and become confident in answering them. Children’s confidence in approaching the traditional comprehension exercise of a text with 10 different questions is the ultimate goal, but a diet of this type of exercise only confuses rather than builds skill.
- Break the process for answering a comprehension question down into its constituent steps. Model the process from beginning to end, thinking/ talking aloud as you do so. Make sure you demonstrate how to write up the answer - this is an important use of shared reading. Then ask children almost the same question again and expect them to do likewise.
- In Year 5 and 6: Discuss question types – some questions (retrieval questions) have the answer ‘right there’. Highlight these in green. Other questions (inferential questions) are ‘think about’ questions. A reader needs to consider more evidence or information than in a right there question and needs to consider the situation more carefully. Colour code this question yellow and use this to mark any text which help you to answer. Some questions (deductions) require you to pull together information from different parts of the text – mark these questions and relevant information in the text blue. Some parts of the text may not really be understandable until you have researched the topic more fully – these sections too could be coloured coded.
- Discuss the key trigger words in the question so children know what they are looking for.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Model to children how to answer questions about a text with TA e.g. “Shirley, what colour was the girl’s coat in the story?” “Red.” “How did you know that?” “Because she is called Little Red Riding Hood so it must be red.”	Model to children how to answer questions about a text with TA.	Match events to characters in narrative and detail and information to objects or topics in non- fiction texts	Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering, tabulating and copying. Use different formats (matching, ordering etc.) to answer questions on a text.	Use different formats to retrieve, record and explain information about what they have read in both fiction and non-fiction texts, e.g. flow charts, for and against columns, matrices and charts of significant information.	Retrieve and collect information from different sources and re-present it in different forms, e.g. chart, poster, diagram. Answer questions on a text using different formats (matching, ordering, tabulating, etc.).	Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information.	Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc.
	Ask basic questions about their reading and ask them how they	Use their Reading Journal to record their reflections	Record their understanding of a text in different ways, using a	Record their understanding of a text in different ways, using a	Discuss answers to questions in texts which are well know to them	Recognise different types of comprehension questions	Recognise different types of comprehension questions (retrieval/

	know they are right. Can they point to where it says that?	and reactions to different texts.	range of formats including their Reading Journal.	range of formats including their Reading Journal.	before being asked to write them.	(retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text.	inferential) and know whether the information required for the answer will be explicitly stated or implied in the text.
					Record their understanding of a text in different ways, using a range of formats including their Reading Journal.	Vary the reading strategies they use to answer questions, depending on the different types asked. Answer questions by explaining their ideas orally and in writing, including questions requiring open- ended responses.	Vary the reading strategies they use and mode of answering according to what is expected of them by the question.
						Vary their answers according to the question – do I need to write a full sentence answer or can this just be one word?	Use confidently the different formats (matching, ordering etc.) to answer questions on a text. Answer questions by explaining their ideas orally and in writing.

Justify their ideas about a text

Good inferences are not plucked from the air, they are rooted in the text. Even though something is not explicitly stated doesn't mean that to come to that conclusion is based on a wild guess. A reader who is good at inference will have ideas about a text that are based on a collection of hints and suggestions and the careful balancing of events and information with experience and wider understanding of the world; they are grounding their speculation in their text knowledge. They can point to parts of the text which would

support their opinion or idea. Good justifications summarise information to support a point of view in the reader's own words, quote selectively to establish the point, and paraphrase other information which reinforces the argument being made.

- Encourage children to complete the 'evidence' column in the 'What do you know for certain?' table to collect literal information and the 'hints/ guesses' column in the 'What do I think is happening?' table for collecting inferential understandings and speculations
- Ask children consistently: 'how do you know?' and challenge unsupported ideas or opinions about a text or element of it
- Demonstrate how to justify a point of view, backing up the opinion by quoting from the text and summarising the argument succinctly
- Get children to reflect on which is the best evidence (quotation or paraphrase) from a selection to support an idea about a text. Encourage children to explain their thinking.
- Give children a collection of quotations from a text (or alternatively get them to highlight all the references in a text to a particular point) and ask them to decide what the collection might suggest or mean. Having agreed the main point, demonstrate how to construct an argument which makes the point and uses the best quotation to back it up. (Deciding on the best is itself an interesting discussion!) Discuss how to paraphrase or sum up the other quotations.
- Give an opinion about a text or aspect of it and ask children to find the evidence to back up (or challenge) the argument. Following discussion, reflect on the best evidence and how to construct an answer to a formal comprehension question.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Answering questions is modelled with a TA.	Answer simple questions where they know a text well.	Answer simple questions where they recall information from a text.	Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.	Re-read sections of texts carefully to find 'evidence' to support their ideas about a text. Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text	Support their ideas about a text by quoting or by paraphrasing from it. Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.	Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Identify and summarise evidence from a text to support a hypothesis.	Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. Identify and summarise evidence from a text to support a hypothesis.

Demonstrate understanding of stories, poetry and plays through retelling and reciting orally

This strand is about children showing understanding of stories, poetry and plays through using intonation, tone, volume and action in performance and is a requirement of the 2014 Programme of Study.

- Consider how children can make oral and IT based presentations as well as directly performing in front of an audience.
- Children should learn to annotate a text as if it were an actor's script, identifying where to place emphasis, change tone or suggest emotion
- Record first attempts so that children get used to listening critically to their work and can suggest amendments and alternative ways of approaching the text
- It is unlikely that a first reading will be as fluent or expert as subsequent readings. Rehearsal is vital to retelling or reciting effectively
- Acting out stories, poetry and other material provides a valuable context for recounting a narrative and exploring expressive language or dialogue. Working these up for performance in front of an audience requires introducing theatrical skills so that words and actions are clear to an audience

- There are numerous informal audiences available in school – younger and older children, classmates, staff – as well as more formal opportunities to perform – assemblies, performances, open events for parents.
- Not all presentations need to be 'live'. Recorded performances allow for reconsideration, reflection and improvement

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retell stories which have been learned by heart with support.	Retell stories which have been learned by heart.	Retell stories and parts of stories, using some of the features of story language. Learn and recite simple poems and rhymes, with actions, and re-read them from the text.	Retell stories giving the main points or events in sequence and highlighting significant moments or incidents. Retell stories individually and through role play in groups, using dialogue and narrative from the text. Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation.	Present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and characters. Read, prepare and present poems and play scripts	Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds. Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.	Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters. Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion.	Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language. Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience

Identify main ideas and themes in a wide range of books and understand how these are developed over a text

This aspect is focused on children identifying the theme or main ideas of a text.

- Use language carefully to help readers distinguish between the events and the plot in a narrative and the theme and ideas that the events illustrate
- Link particular narrative themes to specific text types
- Use knowledge about how common ideas are used and developed across texts as an aid to making predictions
- Make use of formats, e.g. emotions graphs, to track the development of an idea or theme over a short text
- Trace key moments in the development of a theme by skimming, scanning and close reading across specific sections of a text The idea of change and development is one that young children find hard to grasp – their judgements about characters are, for example, once made, often fixed. A useful starting point is to focus on the characters who undergo change and development, because of what happens to them – this is at the heart of many children's books
- Work in this area needs to focus on change and development. This means looking at key parts or episodes or characters in the text and examining the differences with what was noticed before.

- Narrative organisation formats – for example, the story mountain, 5 key scenes – provide a useful starting point for identifying differences and changes. Getting an overview of a text helps readers identify where changes occur. Concepts of beginning, middle and end can also be helpful.
- Use of comparison charts and tables can help focus attention on similarities and differences

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explain to the children what this book was about and how it reminds you of another book because...	Discuss what the book was about. Encourage children to think of other books that are about the same things.	Pick out significant events, incidents or information that occur through a text. Link familiar story themes to their own experiences, e.g. illness, getting lost, going away.	Discuss familiar story themes that they have read or heard. Give reasons why things happen or change over the course of a narrative.	Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish. Discuss how characters' feelings, behaviour and relationships change over a text.	Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts. Explain how ideas are developed in non-fiction texts	Begin to distinguish between plot events/ details and the main themes in the texts they read. Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative. Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.	Understand how a writer develops themes, ideas or points of view over a text. Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over the course of a text. In non-fiction texts distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies.

Identify how structure and presentation contribute to meaning

This aspect focuses on how writers organise and communicate their material, so that a reader can understand and enjoy the text. There is an objective linked to narrative, information texts and poetry.

- Asking children to re-assemble sections of text which have been disassembled (reconstruction activities) is a useful way of making them pay attention to the features and organisational structure of a text
- Encourage children to give paragraphs a title as a kind of sub heading or title

- Ask ‘why has the author included this part? Why has she done it like this?’
- Draw attention to the author’s specific way of organising or introducing something by trying out an alternative word/ title/ rhyme etc. Ask ‘What difference does the chance make?’
- Introduce children to common structures that authors use in different sorts of writing. Once a type has been explained provide other text examples for children to explore to look for similarities. Encourage colour coding and marking of text to identify different sections or elements
- The structure of a non-fiction text is usually much more obvious than the narrative structure. With narrative short texts make structural elements easier to grasp, e.g. it is easier to see where the problem is resolved, the section where the author summarises many events or the passing of many days is suggested but not explored in detail is much more obvious.
- Presentation similarly is a more important feature in non-fiction than in narrative
- With the right text, the exploration of structure and presentation in poetry can be great fun!

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learn songs and recite them altogether using actions and with support if necessary.	Learn songs and poems and recite together and in small groups.	Identify and compare basic story elements, e.g. beginnings and endings in different stories.	Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved.	Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.	Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue.	Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.	Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together.
	Learn poems which rhythm and rhyme and ones which don’t – discuss what is the same and different about them.	Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.	Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points.	Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.	Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently.	Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument.	Understand how writers use the features and structure of information texts to help convey their ideas or information.

		Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.	Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.	Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.	Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.	Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.	Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.
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Make comparisons within and across texts

There are two elements here: comparing elements within a text, e.g. characters, ideas and topics, and comparing texts with other texts perhaps by the same author, or on the same topic or theme. To focus on characters, events and information within a text:

- Collect information about different topics against headings
- Learn to list information and present it in table form. Similarities and differences tables and Venn diagrams are good formats for collecting comparisons and contrasts
- Use true and false formats to explore similarities and differences
- Give children explanations or opinions and ask them to find the information, or 'evidence' to back them up or challenge them
- Ask children to use the information they have collected about a topic to make decisions or choices, e.g. which of these 3 weapons would be better for an army attacking a castle? To look across the text as a whole or compare with other texts:
- Similarities and differences tables and Venn diagrams are good formats for collecting comparisons and contrasts
- Look at a number of texts by the same author to tease out comparisons
- Compare texts within the same genre to see similarities and differences
- Comparing a written text with the way that it is presented in another media is a useful starting point for identifying alternative approaches and differences in interpretation and presentation
- With non-fiction texts on the same topic discuss which text is the most useful and/ or trustworthy, depending on the purpose of the reading
- Try acting out scenes from a different point of view

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Model comparisons e.g. This book reminds me of the one we read about...	Discuss and compare events or characters they have read about or have listened to.	Discuss and compare events or topics they have read about or have listened to.	Identify, collect and compare common themes in stories and poems. Make comparisons of characters and events in narratives.	Make comparisons between events in narrative or information texts on the same topic or theme. Compare and contrast writing	Collect information to compare and contrast events, characters or ideas. Compare and contrast books and poems on similar themes.	Make comparisons between the ways that different characters or events are presented. Compare the way that ideas or	Make comparisons and draw contrasts between different elements of a text and across texts. Compare and contrast the work of a single author.

			Compare the information about different topics in non-fiction texts.	by the same author.		themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text.	Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.
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Identify how language contributes to meaning

Although there will be an overlap with the vocabulary strand, the focus here is on an author's use of language for effect. Why will the author have chosen to use this particular word, or group of words? Why is a character always described in terms of say, wild weather? Is this image used across a book or just in one section?

- Cloze procedure, particularly when done as a pair activity, is a good way of focusing on alternative language choices and then back on the words an author actually chose to use.
- Focus on shades of meaning that are implied by a particular word choice
- Play word and phrase association games – what do you think of when you hear the words ...?
- Make up word sums – 'if we add these 2 adjectives to the 2 we collected in the last paragraph, what do they add up to?'
- Collect evocative word use, e.g. the adjectives used to describe a character, the verbs used to describe her actions. Is there a pattern in the words chosen? What effect might the author be seeking?
- Focus on the use of figurative language and idioms, e.g. metaphors, similes, embedded metaphors. Check understanding and discuss the effect they have. Talk about the comparisons being made

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Read to children doing all the voices.	Read to children frequently letting them see the pages and ensuring that you do all the voices e.g. SHOUT – why did I just shout that word?	Explore the effect of patterns of language and repeated words and phrases. Identify and discuss some key elements of story language.	Speculate about why an author might have chosen a particular word and the effect they were wanting to achieve, e.g. by considering alternative synonyms that might have been used.	Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs.	Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions.	Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices.	Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary.

When children recite poetry/stories ensure they learn the way in which to say it at the same time.	When children recite poetry/stories ensure they learn the way in which to say it at the same time.	When children recite poetry/stories ensure they learn the way in which to say it at the same time.	When children recite poetry/stories ensure they learn the way in which to say it at the same time	When children recite poetry/stories ensure they learn the way in which to say it at the same time	Discuss the meaning of similes and other comparisons they have read.	Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.	Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them.
					When children recite poetry/stories ensure they learn the way in which to say it at the same time	When children recite poetry/stories ensure they learn the way in which to say it at the same time	Comment critically on how a writer uses language to imply ideas, attitudes and points of view.

Retrieve information from texts

Finding information in a text involves the reader in noticing what details are included about the topic and capturing this information in some form. The tendency is for children to try and remember details rather than use their skills to locate the right section of text and then read closely to check exactly what was written. The role for the teacher in promoting effective retrieval skills, including skimming, scanning and close reading, is to encourage careful reading and checking and then to help the children to convey their understanding in different ways.

- Use a basic prompt like 'What can you tell me about...?' A basic question such as 'What do we know for certain?' also focuses on retrieval of information which is directly given in the text
- Encourage children to visualise their understanding by drawing maps (e.g. the setting of the narrative), diagrams and illustrations of objects, people, and places. These need to be accurate, based on the text and often labelled with wording from the text
- When reading information books it is often useful to get children to re-present information in another format, for example as a diagram or graphic
- Use prompts such as What did the ... do? Describe ... What are the reasons given for...?
- Retrieval of information directly given in a text can be usefully practised when reading in other subjects

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Model to children how to answer questions about a text with TA e.g.	Model to children how to answer questions about a text with TA.	Discuss characters' appearance, behaviour and the	Identify what is known for certain from the text about characters, places	Locate, retrieve and collect information from texts about	Identify and discuss key sentences and words in texts	Establish what is known about characters, events and ideas in	Use evidence from across a text to explain events or ideas.

<p>“Shirley, what colour was the girl’s coat in the story?” “Red.” “How did you know that?” “Because she is called Little Red Riding Hood so it must be red.”</p>		<p>events that happen to them, using details from the text</p>	<p>and events in narrative and about different topics in non - fiction.</p>	<p>significant or important elements or aspects (e.g. characters, events, topics).</p>	<p>which convey important information about characters, places, events, objects or ideas.</p>	<p>narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument.</p>	
	<p>Ask basic questions about their reading and ask them how they know they are right. Can they point to where it says that?</p>	<p>Find specific information in simple texts they’ve read or that has been read to them.</p>	<p>Give reasons why things happen where this is directly explained in the text. Locate information using contents, index, sub headings, page numbers etc.</p>	<p>Take information from diagrams, flow charts and forms where it is presented graphically.</p>	<p>Pick out key sentences and phrases that convey important information.</p>	<p>Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.</p>	<p>Identify similarities and differences between characters, places, events, objects and ideas in texts.</p>
		<p>Find information in a text about an event, character or topic.</p>	<p>Express and record their understanding of information orally, using simple graphics or in writing.</p>	<p>Express and record their understanding of information orally, using simple graphics or in writing.</p>	<p>Take information from diagrams, flow charts and forms where it is presented graphically.</p>		<p>Retrieve information from texts and evaluate its reliability and usefulness.</p>

Retrieve the meaning of unfamiliar vocabulary where this is explained in the text

This aspect includes elements which are identified in the ‘Use strategies to locate or infer the meaning of unfamiliar words’ strand, focusing specifically on the location of meaning. Many of these suggested approaches are the same as those detailed there.

- Ensure children are not inhibited to identify unfamiliar vocabulary or words they are not certain of the meaning
- Use reciprocal reading techniques – particularly the clarify stage – to explore unfamiliar vocabulary

- Teach children to use useful strategies to locate the meaning of unfamiliar vocabulary, such as: re- reading the text, reading on the next sentence, making use of glossaries, visualising the scene/ event/ information, deciding on what fits with the context, analysing parts of words for clues, using the syntax of a sentence
- Annotate a text to identify unfamiliar words so they can reconsider their meanings later
- Get children to check the meaning given in a dictionary for sense or plausibility by looking back at the original text.
- When children already know a word meaning, encourage them to check the sense of the definition in the specific context
- Help children to be aware of the strategies they use to locate meanings of unfamiliar words
- Use language and grammatical terms consistently to talk about vocabulary, working out strategies and dictionary use.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Encourage children to say when they don't understand a word. Discuss and learn words together e.g. not just new to some children.	Encourage children to say when they don't understand a word. Discuss and learn words together e.g. not just new to some children.	Identify new or unfamiliar words that they meet in reading. Explain the meaning of the words they meet in a text.	Learn to read on and re-read sentences to find the meaning of unfamiliar words which are explained in the text.	Practise re-reading a sentence and reading on in order to locate the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.	Decide where unfamiliar words are explained in the text or where they need to use a dictionary or glossary to find a word meaning. Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation.	Use a range of strategies, including the context and where necessary a dictionary, to make sense of the words used in a text. Explain the meaning of words used in a text.	Apply appropriate strategies (re-reading, reading on, visualising, word knowledge, syntax) in order to find the meaning of unfamiliar vocabulary met in independent reading. Check the plausibility and accuracy of their suggestions.

Distinguish between fact and opinion

List words and sayings which express approval or disapproval and explore shades of meaning, e.g. from most to least positive

- Investigate character's opinions of other characters by acting out scenes, 'thoughtscaping' characters (identifying what a character really thinks as opposed to what she/ he says)
- Explore how descriptions of settings and places convey a mood or atmosphere, contrast how this is done through colour, music and sound in films

- Investigate how authors show rather than tell
- Examine non narrative texts, e.g. restaurant menus, advertisements, which express enthusiasm or opinion in implicit ways
- Explore how authors express opinions through their word choices as well as through explicit statements
- Enjoy texts which are written with a strong narrative voice, e.g. The True Story of the Three Little Pigs and discuss how this changes the traditional story

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Encourage children to tell the truth.	Encourage children to tell the truth.	Read a book about lying or not telling the truth and discuss why we might lie.	Read a book about lying or not telling the truth and discuss what a lie is and who might tell lies and what they might get out of it.	Write an autobiography trying to tell as many lies about yourself as possible without anybody noticing.	Write a piece of writing trying to persuade someone something.	In persuasive writing and other texts investigate how language is used to present opinion. Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.	In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction. In non-fiction texts distinguish between explicit and implicit points of view.

Infer from what characters say and do

What characters say and do is often a good place to start with making inferences because there is often a gap between words and actions. In addition, people in books do not always say exactly what they mean. The gap between expression and action is an area which authors often exploit, sometimes for comic effect and sometimes to drop hints and clues about what characters are really like. Focusing on dialogue and how characters act are easy ways to get children to understand that there is an underlying meaning to a text, or that things aren't exactly as they have been led to believe.

- Encourage the language of speculation, but also the reference back to the text to check
- Use drama activities to explore the difference between saying and meaning, e.g. thought tracking, role on the wall, and exploring the motivation behind action, e.g. hotseating, thought tracking, forum theatre
- Draw and label pictures which illustrate key moments in a text when a character is at a point of crisis
- Make emotions graphs/ maps to track characters' changing feelings at critical moments of the text
- Act out passages from a text, particularly passages with dialogue, trying out different expressions to interpret what characters are thinking and feeling

- Discuss what motivates characters to act as they do – use Mantle of the Expert sessions to explore motivation of characters and to explore new sides to them – when writing, encourage ‘Show not tell’ descriptions
- Present a very strong opinion about a character and ask children to find the evidence to either support the opinion or contradict it
- Focus on moments of crisis or change – what can we infer about what a character is thinking and feeling at this point. What are we basing our inferences on?
- Link any practical investigative activities back to the text, in order to check the whether interpretations are consistent with the text
- Demonstrate to children how to take their ideas and inferences about a character and construct an extended answer to a comprehension question

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Read a range of books and talk about the characters together.	Discuss characters and why they do things. Point out to the children when a character says one thing and does another. Discuss what represents us.	Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud. Discuss what is suggested about a character from the way or how he/ she speaks.	Make inferences about characters from what they say and do, focusing on important moments in a text.	Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters’ feelings in fiction.	Deduce the reasons for the way that characters behave from scenes across a short story.	Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.	Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers’ view of characters.

Identify how language contributes to meaning: How meaning is conveyed through the writer’s language choices

Making an inference often involves picking up on the implications of a word or phrase, or a cluster of words and phrases. A good author chooses words carefully to convey a precise meaning and by helping children to engage with and consider these word choices we give them the chance of picking up the implications or hints. A particular difficulty linked to word and phrase choice is an authors’ use of idiomatic and figurative language. For children unused to reading or listening to books, or to talking about what they have read, seen or heard, then phrases like ‘it’s raining cats and dogs’, ‘in the nick of time’, even ‘a game of two halves’ etc. will be deeply confusing. Figurative language, such as comparisons made through the use of similes and metaphors, can be telling and illuminating, but also very difficult if, as a reader, you do not stop and work out what is being compared, how apt is the comparison, and what is being implied by it. Further, the choice of a single word can be used to imply significant information about a character or event, to say a character stormed out of the room is to use the verb storm as an embedded metaphor to imply that the character was angry, thunderous, wild. A reader who doesn’t pick up such a meaning misses the point of the sentence. Whilst we are used to discussing powerful words in our teaching of writing we are often much less focused upon them in our reading. Teaching needs to take account of these rich but potentially challenging areas for readers by paying attention to words and phrases, highlighting them, and talking around the meaning stated and implied. It is an important area of focus in both shared whole class reading and guided reading, as well as an element of texts that can be explored through independent work. Focusing on word choices:

- In shared reading think aloud and speculate about an author’s word choice
- Use cloze procedures to focus on particular word choices. Remove or cover interesting words, or a particular word class, e.g. adjectives, from a short section of text. Ask children to work in pairs or small groups to discuss what will fit or will make sense in the context. (The pair work rather than individual work is important in order to emphasise

the need to discuss). Emphasise ‘the best word’ rather than the first word that makes sense. Consider alternatives, then refer back to the author’s original choices – and explore how and why they might differ from the children’s ideas.

Encourage children to read text aloud as if they were actors interpreting a script. How will they read particular passage or words? What kind of emphasis or tone of voice? Encourage children to listen to each other or record their attempts and discuss why particular words might be read in particular ways.

- Collect clusters of words used in a text of a similar type, e.g. all the adjectives used to describe the building, or the words and phrases linked to a particular theme, topic or event. Ask: what do they notice about what they have collected? For example: ‘Why might an author have used such violent words associated with stormy weather about ...?’
- Teach children to word associate on significant words used in a text
- Use prompts like What does the word ... imply about ...? Which words suggest that (the king was a cruel man)? How did the choice of words create a feeling of ...? What do phrases such as ... tell you about ...? Why did the author choose to use verbs such as ... and ...?
- Get children to highlight the words and phrases which create a particular atmosphere or feeling. Then working in a group get them to compare ideas and discuss how the language has created the effect.
- Sometimes it is better to give children a possible explanation / reason for using a particular pattern of words and phrases and ask them to support or contradict your argument, e.g. What words tell you that ... was upset?.
- Represent words from a text graphically, according to how often particular words are used in a text or to describe a character.
- Get children to think about whether a writer’s choices of words are implying a point of view. Ask for example do you think the writer admires ... (the Celts more than the Romans)? Focusing on figurative language
- Use the meta or technical language to talk about metaphors, similes etc.
- Make a collection of favourite sayings used by or about a character
- Use prompts like Why did the author use this (simile)? What is being compared here? How did the metaphor help you understand? (A character) keeps saying ‘it takes one to know one’. What does he mean? What does it suggest about him?
- Try inventing alternative metaphors or similes to describe or compare ideas or events from a text. How successful are the suggestions in saying something in a fresh, interesting way and implying something more about the things being compared?

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comment on well known books – ‘I love that word, it makes me feel all warm and fuzzy. Oh! That word makes me feel very sad.’	Comment on well known books – ‘I love that word, it makes me feel all warm and fuzzy. Oh! That word makes me feel very sad.’	Explore the effect of patterned language or repeated words and phrases in familiar stories.	Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event.	Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells.	Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods,	Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them. Consider the	Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas.

					arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and other comparisons that they read	language used in a text and pick up the implications and associations being made by the writer.	
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Identify how language contributes to meaning: How meaning is conveyed through the writer's language choices in Non-fiction texts

Non-fiction reading provides a good opportunity to introduce and develop understanding of subject specific or topic specific vocabulary. It is important to remember though that a single encounter with a word is not sufficient to embed it within our working vocabularies – so repeated opportunities to use and discuss specific language choices must be created. As well as topic vocabulary, the language used to introduce readers to the subject and maintain their interest, e.g. in newspaper reports or autobiographies, needs to be identified and discussed. The non-fiction curriculum should include instructions, letters, diaries, and autobiographies as well as the range of non-narrative texts used as part of work across the curriculum.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Read a range of non-fiction texts and point out where information is.	Children make labels and captions for their work.	Discuss the language used in labels and captions. Notice how language is used in instructional writing and recounts. Discuss the meaning of significant words met in reading linked to particular topics	Notice some of the language features of non-fiction texts, e.g. direct language, the language of explanation, time connectives etc. Speculate about the meaning of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding.	Begin to identify some of the language differences between fiction and non-fiction texts. Develop their understanding of key words met in reading non-fiction texts.	Investigate the language features of different sorts of non-fiction texts. Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary.	Investigate the use of language in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority. Compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts.	Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc. Explain and use accurately the subject specific vocabulary used in different non-fiction texts

