

Thurgoland CE Primary

Reading Curriculum

1. Reading Intent
2. Implementation of Reading
3. Reading Concepts
4. Curriculum overview
5. Knowledge and Skills progression



Reading Curriculum Intent

Our Intent

Reading is at the heart of all we do at Thurgoland School, because it opens the door to learning. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. A child who reads a lot will become a good reader. A good reader will be able to read more challenging material. A child who reads challenging material will learn. The more a child learns, the more they will want to find out. We want all our children to love to listen to stories, love reading and want to read themselves. This is why we work hard throughout school from Class R to Class 6, to make sure our children develop a love of books, as well as simply learning to read.

Oracy is a precedence for children at Thurgoland Primary School. Talk underpins the EYFS statutory framework and the national curriculum states that spoken language fortifies the development of reading. Oral skills – both speaking and active listening – are at the very foundation of literacy. Classroom talk helps students to learn, to reflect on what they are learning, and to communicate their knowledge and understanding. We provide discussion opportunities in every lesson, not just reading, in all year groups.

With the EYFS Statutory framework and National Curriculum at its core, reading is a priority at our school and is delivered through a well-mapped out knowledge document that maximises learning for all children at Thurgoland across all subject areas. We know that in order to access a broad curriculum a child must be able to read and speak clearly and fluently. We strive for all our children to develop into articulate and imaginative communicators who are well-equipped with the basic skills they need to become life-long learners. Communication skills are foundational to reading so are integral to our curriculum. Well-structured oral and collaborative activities maintain children's time on task more consistently. Through an inspiring text-based curriculum, we aim to ensure that all our children develop a genuine love of language and literature by immersing them in a diverse range of high-quality books. Strong links between oracy and reading ensures that pupils hear high level vocabulary read to them daily therefore pupils speak with broad vocabulary. Vocabulary plays a fundamental role in the reading process, both in terms of word recognition and language comprehension.

We aim for all pupils to become enthusiastic and motivated readers who have the confidence to read a wide variety of genres and text types and take ownership of their reading for pleasure. We plan for our children to become fluent readers; read with purpose for an audience as well as seeing reading as an interesting and enjoyable process that they use to learn across different subject areas. Above all, we plan for our pupils to be able to speak about what they have read or had read to them; express their opinions and ask probing questions.

It is our intention that all our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We are committed to supporting our pupils on their oracy and reading journeys. Through talk and listening, our pupils explore and come to understand ideas and concepts; identify and solve problems; organise their experience and knowledge and express and clarify their thoughts, feelings and opinions. Oracy skills are pivotal, equipping children to thrive in life beyond Thurgoland School. By providing a well-rounded learning experience that inspires and engages pupils, we give opportunities for everyone to have their voice heard and articulate their thoughts, ideas and opinions with confidence

Reading Implementation

Reading is taught daily in all our classes. In EYFS and Year 1 reading is taught through Talk Through Stories lessons, where high-quality texts are selected for pupils to develop their comprehension skills during the 2 week study of a text. In Year 2, our pupils continue with Talk Through Stories in the Autumn term, before progressing onto Read, Write, Inc comprehension texts in Spring and Summer, which follow a teaching sequence which prioritises vocabulary at the start of the week and progresses to developing pupil's comprehension skills throughout the teaching sequence. From Year 3 through to Year 6, whole class reading is taught daily following a reading structure, with vocabulary as the priority. Children become confident and familiar with the texts they read and develop good comprehension skills.

EYFS and Year 1 Talk Through Stories	
Introduction	What is the problem of the story is discussed with the children
Re-read the story	Children show reactions of the character in the story and vocabulary
Re-read the story	Children explore the emotions of the characters and discuss the story and freeze frame feelings
Join in the story	How was the problem solved discussion
Perform the story	Nice or nasty and quiz the character, take on the role of characters in the story
Vocabulary	2 words per day for vocabulary to say it, see it, use it. Teacher models of the definition and children learn the meaning in context.

Year 2 Comprehension	
<i>Year 2 comprehension is taught from Spring term onwards, following the RWI comprehension scheme for Year 2.</i>	
Modelled Reading	Teachers will model reading using expression, intonation and reading to the punctuation. Children will follow the text as it being read to them.
Vocabulary Check	Teachers will introduce the class to the vocabulary check list and teach children the meaning of the words. Picture prompts and visuals will be used to support understanding of the tier 2 words selected.
Echo Reading	The teacher will model reading a selected part of the text and children will echo read back using the expression and intonation the teacher modelled.
Verbal Summarising	Children will practise summarising the section of the text that has been read in whole class reading.
Quick check comprehension questions	Children to answer these orally using TTYP and whole class discussions. Teacher to model on the whiteboard how to write these answers with the class.
Comprehension questions – Vocabulary synonyms	The teacher will introduce words and sentences meaning the same. Children will complete ‘Think about vocabulary’ activity whole class. For each paragraph children to choose the correct word to match the information in the paragraph.
Build a picture	Children to be given the scenario (add into slides). Children to close eyes and build the picture in their mind. Children to use TTYP to share their picture. Partner 1 share picture verbally. Partner 2 draw what they hear.

Year 3, Year 4, Year 5 & Year 6 Whole Class Reading	
<i>Whole class reading is taught through a weekly sequence from Year 2 through to Year 6, the following are components of our reading eekly sequence.</i>	
Modelled Reading	Teachers will model reading using expression, intonation and reading to the punctuation. Children will follow the text as it being read to them.
Vocabulary	Teachers will introduce new Tier 2 language to the children from the text they are reading. Pupils will see it, say it, use it and apply it to a sentence to allow understanding of the text they are reading.
Echo Reading	The teacher will model reading a selected part of the text and children will echo read back using the expression and intonation the teacher modelled.
Text Marking	Teachers will select a section of the text for pupils to text mark to highlight short pause (/), long pauses (/ /), expression and intonation. Children will then practise reading using their text marking annotations.
Verbal Summarising	Children will practise summarising the section of the text that has been read in whole class reading.
Modelled Comprehension Questions	The teacher will model a comprehension question for (Vocabulary, Inference, prediction, explain, retrieval or sequence) and model how to compose an accurate answer.
Independent Comprehension Questions	Children will apply their independence to answer comprehension questions for a range of question types.

Reading Concepts

Concept	Coverage of Concept
Vocabulary	Children will be exposed to new words from the range of texts they read. Teachers carefully select tier 2 language for children to see it, say it, learn it and use it. As our children progress through school, they will be taught how to answer vocabulary questions in comprehension.
Inference	Children will learn how to understand what is implied but not explicitly stated in a text. Teachers will demonstrate and model how to use clues, evidence and prior knowledge to draw conclusions and make logical guesses about the meaning of a text. Pupils will develop this skill initially using oracy before progressing to written answers.
Prediction	Children will learn how to anticipate what will happen next in a story, based on clues from the text and their own knowledge. This begins as an oracy activity for pupils to verbally share their predictions, before the skills are taught to provide written answers in Key Stage 2.
Explain	Children will learn the skill to articulate the meaning of the text they have read, including reasons for events and being able to support those explanations with evidence from the text. Our pupils learn how to provide their answers in written format, demonstrated and modelled by the teacher in Key Stage 2.
Retrieval	Children will learn the skill of finding and extracting specific information from the text they are reading to enable them to accurately answer questions or summarise key details. This begins as oral answers before teachers model how to provide answers in written contexts.
Sequencing	Children will learn the skill of organising and structuring the ideas and events that happen in a text in the order of occurrence. Pupils learn this skill through oracy, the use of pictures to support sequencing and ordering key events with written answers in Key Stage 2.

Reading Curriculum Overviews

Throughout the year, our children are exposed to high-quality texts that are age-appropriate and contain high level vocabulary (Tier 2 and Tier 3 words) which are taught explicitly to enhance pupil’s understanding of vocabulary. EYFS, Year 1 and Year 2 comprehension is taught through Talk through Stories (from the RWI Scheme). During Spring term of Year 2 and into all Key Stage 2 classes, reading is taught as whole class reading lessons. The following texts are listed in order of our teaching sequence, with Key Stage Two texts being taught over a half term.

EYFS (Talk through stories)																				
Hugless Douglas by David Melling	Stickman by Julia Donaldson	Can't you sleep, Little Bear by Martin Waddell	Click, Clack, Moo by Doreen Cronin	Dogger by Shirley Hughes	Elmer by David McKee	Farmer Duck by Martin Waddell	The Extraordinary Gardener by Sam Broughton	Lost and Found by Oliver Jeffers	One snowy night by Nick Butterworth	My monster and me by Nadiya Hussain	Six Dinner Sid by Inga Moore	Missing Richmond by Patrick Corrigan	Mog the forgetful cat by Judith Kerr	On the way home by Jill Murphy	Billy and the Dragon by Nadia Shireen	The Lion Inside by Rachel Bright	Billy and the Beast by Nadia Shireen	Max and the Tag-Along Moon by Floyd Cooper	The Rainbow Fish by Marcus Pfister	Where the wild things are by Maurice Sendak

Year 1 (Talk through stories)																				
The giant jam sandwich by John Vernon Lord and Janet Burroway	The Scarecrow’s wedding by Julia Donaldson	Winnie the witch by Valerie Thomas	Room on the broom- Julia Donaldson	Anna Hibiscus' Song by Atinuke	Cops and Robbers by Allan Ahlberg	The Bear and the Piano by David Litchfield	I'm in charge by Jeanne Willis	Slow Samson by Bethany Christou	Handa’s Hen by Eileen Brown	Tiddler By Julia Donaldson	Owl Babies By Martin Waddell	Sonya’s Chickens By Phoebe Wahl	The Squirrels who Squabbled By Jim Field	Frockodile by Jeanne Wills	Aliens Love Underpants By Claire Freedman and Ben Cort	Billy Monster's Daymare by Alan Durant	Billy's Bucket by Kes Gray	A little Bit Brave by Nicola Kinnear	Zog by Julia Donaldson	Ruby’s worry by Tom Percival

Year 2 (Talk through stories & RWI Comprehension)																								
After the Fall by Dan Santat	Burglar Bill by Janet and Allan Ahlberg	Five minutes peace by Jill Murphy	Gecko's Echo by Lucy Rowland	Perfectly Norman by Tom Percival	Chicken Licken (Fiction) Henry' Visit to the Jungle	Anasi and the Four Bananas (Fiction) My diary by Anansi	The Wish (Fiction)	The Three of Us (Fiction)	Drusilla's Diary (Fiction)	The Cupboard Under the Stairs (Fiction)	Rose and Ruby (Fiction)	Mary Seacole (Non-Fiction)	Teeth (Non-Fiction)	The Class Trip (Fiction)	All About India (Non-Fiction)	Nana (Fiction)	Bees (Non-Fiction)	Atishoo! (Fiction)	The Mango Tree (Fiction)	Water is Precious (Non-Fiction)	Anna's Story (Fiction)	The Cup Final (Fiction)	William Kamkwamba (Non-Fiction)	Adrift (Fiction)

Year 3 (Whole Class Reading)

George's Marvellous Medicine	Ice Palace	Stig of the Dump	The Ancient Egyptian Sleepover	The Akimbo Adventures	Varjak Paw	The Iron Man
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Year 4 (Whole Class Reading)

The firework makers daughter	Krindlekrax	The boy who grew dragons	The Great Chocoplot	Charlotte's Web	Why the whales came
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Year 5 (Whole Class Reading)

The Explorer	The Last Bear	There's a boy in the girl's bathroom	The Highways man	Street Child	The Kid who Came From Space
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Year 6 (Whole Class Reading)

The boy in the striped pyjamas	Skellig	Daily extracts	Daily extracts	Daily extracts	Boy at the Back of the class	Journey to J'Bourg
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Reading Curriculum Progressions

Vocabulary Progression							
At Thurgoland, we carefully select our texts to provide enrich our reading sessions with high-quality vocabulary, so children understand the meaning of words to ensure language comprehension is not a difficulty for our pupils, once word reading is automatic. Research states pupils need to encounter a word a number of times in different contexts for it to enter their working vocabulary, as a result specific teaching of vocabulary per text is instilled into the pedagogy of reading comprehension. It is important for our pupils to use new vocabulary in a variety of contexts and learn meaning of words through teacher-to-pupil activities.							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum (Including non-statutory guidance)	<p>ELG: Use and understand recently introduced vocabulary</p> <p>ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>➤ being encouraged to link what they can read or hear read to their own experiences</p> <p>➤ recognising and joining in with predictable phrases</p> <p>➤ discussing word meanings, linking new meanings to those already known</p>	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>➤ recognising simple recurring literary language in stories and poetry</p> <p>➤ discussing and clarifying the meanings of words, link new meanings to known vocabulary</p> <p>➤ discussing their favourite words and phrases</p>	<p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:</p> <p>➤ using dictionaries to check the meaning of words that they have read</p> <p>➤ discussing words and phrases that capture the reader’s interest and imagination</p> <p>- understand what they ready, in books they can read independently, by:</p> <p>➤ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>➤ identifying how language, structure and presentation contribute to meaning</p>		<p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <p>➤ making comparisons within and across books</p> <p>- understand what they read by:</p> <p>➤ check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>➤ identifying how language, structure and presentation contribute to meaning</p> <p>➤discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader</p>	
Core Knowledge (word meaning)	<p>I know recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play e.g., knowing newly introduced vocabulary and using it throughout the day; retelling the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>I start to know about the meaning of new words that I encounter, making links between these and words for which they already know the meaning e.g., Talk through stories vocabulary from Billy and the Dragon – rummaged (rummage, rummaging)</p>	<p>I know that meanings of words I already know can help discuss meanings of new words, including knowing past and present tense e.g., Talk Through Stories vocabulary from After the Fall – admit (admitted, admitting)</p> <p>I know homophones sound the same but have different meanings e.g., bear and bare</p> <p>I know simple recurring literary language in stories and poetry. e.g. When reading Jack and the Beanstalk, child can answer the question: ‘What will the giant say when he comes back to the castle the third time.’ Child can use their knowledge of what the giant said the first two times to answer: ‘Fee fi fo fum...’</p>	<p>I know word families based on common words e.g., solve, solution, solver, dissolve, insoluble.</p> <p>I know that some words can have different meanings in different contexts e.g.</p> <p>1. I plant flowers every spring.</p> <p>2. They watched the frog spring out of the box.</p> <p>In the first example the word spring is used as a noun that names the season that follows winter and precedes summer. In the second example, the word spring is used as a verb that describes the action of suddenly jolting forward.</p>	<p>I know to use a dictionary is a useful way to check the meaning of new words that I have read in context.</p> <p>I know alphabetical order in order to use a dictionary.</p> <p>I know that a dictionary defines words, including multiple definitions depending on the use of the word e.g. as a verb or as a noun</p> <p>I know that features such as the glossary can help me to find the meaning of unfamiliar, subject specific words.</p> <p>I know that words and phrases can be used to capture the reader’s interest and imagination.</p>	<p>I know to use a thesaurus to find appropriate synonyms for the context</p> <p>I know alphabetical order in order to use a dictionary or thesaurus.</p> <p>I know that a dictionary defines words whereas a thesaurus provides synonyms.</p> <p>I know that author’s use language (including figurative language and sophisticated words) to deliberately impact the reader e.g. my friend is endearing</p>	<p>I know that reading around the ‘word’ will aid my understanding, including of words that are unfamiliar or have two meanings e.g. Tom opened his mouth for a rebuttal when Mum interrupted: “If you two don’t stop bickering, then there will be consequences.” I know Tom opens his mouth for a rebuttal and I know that Mum interrupts him or stops him. I also know he is bickering / arguing with someone before Mum speaks. Using my prior knowledge of situations like this, I can work out that rebuttal means argue back.</p>

Skills	Begins to use new words in a story/poem.	Discuss word meanings, linking new meanings to those already known.	Discuss and clarify the meanings of words; link new meanings to known vocabulary.	Use dictionaries to check the meaning of words that they have read.	Use dictionaries to check the meaning of words that they have read.	Explore the meaning of words in context, confidently using a dictionary.	Evaluate how the authors' use of language impacts upon the reader.
	Knows words can be put into groups and can give common examples in them e.g. Fruits: bananas, apple, mango, strawberry	Draw upon knowledge of vocabulary in order to understand the text.	Discuss their favourite words and phrases.	Discuss words that capture the readers' interest or imagination.	Discuss why words have been chosen and the effect these have on the reader.	Use a thesaurus to find synonyms.	Find examples of figurative language and how this impacts the reader and contributes to meaning or mood.
	Understands a range of related words to describe concepts e.g. hot, cold, large, tiny,	Join in with predictable phrases.	Recognise some recurring language in stories and poems.	Identify how language choices help build meaning.	Explain how words can capture the interest of the reader.	Discuss how the author's choice of language impacts the reader.	Discuss how presentation and structure contribute to meaning.
	Uses words more specifically to make the meaning clearer.	To use vocabulary appropriately given by the teachers.	Compares words, the way they look, sound or mean e.g. 'There are two words 'meat' that you eat, and 'meet' when you greet someone.	Find the meaning of new words using substitution within a sentence.	Discuss new and unusual vocabulary and clarify the meaning of these.	Evaluate the author's using of language.	Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.
		Discuss their favourite words and phrases.			Find the meaning of new words using the context of the sentence.	Investigate alternative word choices that could be made.	
					Use information to check the meaning of words.	Begin to look at the use of figurative language.	
						Use a thesaurus to find synonyms for a larger variety of words.	Compares words, the way they look, sound or mean e.g. 'There are two words 'meat' that you eat, and 'meet' when you greet someone.
						Re-write passages using alternative word choices.	
						Read around the word and explore its meaning in the broader contexts of a section or paragraph.	

Rules of Grammar Progression						
For pupils to have good knowledge of vocabulary, they also need sufficient understanding of grammatical rules of words. Research has shown that learning how affixes can change the meaning of words can improve pupils understanding of vocabulary. By our pupils being secure in their knowledge of rules of grammar and having awareness of how in English the meaning of words can be changed by these, will ensure all pupils can develop vocabulary and make informed guesses about possible meanings of new words.						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5
Year 6	<div>National Curriculum (Including non-statutory guidance)</div>	<div><div><div>➤ Say a sound for each letter in the alphabet and at least 10 digraphs;</div><div>➤ Read words consistent with their phonic knowledge by sound-blending</div><div>➤ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</div></div></div>	<div><div><div>➤ leaving spaces between words</div><div>➤ Joining words and joining clauses using and</div><div>➤ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</div><div>➤ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</div><div>➤ learning the grammar for year 1 in English Appendix 2</div><div>➤ use the grammatical terminology in English Appendix</div><div>➤ apply phonic knowledge and skills as the route to decode words</div></div><div>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</div></div>	<div><div><div>➤ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</div><div>➤ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</div><div>➤ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</div><div>➤ sentences with different forms: statement, question, exclamation, command</div><div>➤ expanded noun phrases to describe and specify [for example, the blue butterfly]</div><div>➤ the present and past tenses correctly and consistently including the progressive form</div><div>➤ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</div><div>➤ the grammar for year 2 in English Appendix 2</div><div>➤ some features of written Standard English</div></div><div>use and understand the grammatical terminology in English Appendix 2 in discussing their writing</div></div>	<div><div><div>➤ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</div><div>➤ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. develop their understanding of the concepts set out in English Appendix 2</div><div>➤ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</div><div>➤ using the present perfect form of verbs in contrast to the past tense</div><div>➤ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</div><div>➤ using conjunctions, adverbs and prepositions to express time and cause</div><div>➤ using fronted adverbials</div><div>➤ Learning the grammar for years 3 and 4 in English Appendix 2</div><div>➤ using commas after fronted adverbials</div><div>➤ indicating possession by using the possessive apostrophe with plural nouns</div><div>➤ using and punctuating direct speech</div></div><div>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</div></div>	<div><div><div>➤ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. develop their understanding of the concepts set out in English Appendix 2 by:</div><div>➤ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</div><div>➤ using passive verbs to affect the presentation of information in a sentence</div><div>➤ using the perfect form of verbs to mark relationships of time and cause</div><div>➤ using expanded noun phrases to convey complicated information concisely</div><div>➤ using modal verbs or adverbs to indicate degrees of possibility</div><div>➤ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</div><div>➤ learning the grammar for years 5 and 6 in English Appendix 2</div><div>➤ using commas to clarify meaning or avoid ambiguity in writing</div><div>➤ using hyphens to avoid ambiguity</div><div>➤ using brackets, dashes or commas to indicate parenthesis</div><div>➤ using semi-colons, colons or dashes to mark boundaries between independent clauses</div><div>➤ using a colon to introduce a list</div><div>➤ punctuating bullet points consistently</div></div><div>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</div></div>

Core Knowledge (grammar)

Strands in gold font indicate a golden grammar thread in that particular year group

<u>I know that language, structure and presentation contribute to the meaning, including:</u>	<u>I know that language, structure and presentation contribute to the meaning, including:</u>	<u>I know that language, structure and presentation contribute to the meaning, including:</u>	<u>I know that language, structure and presentation contribute to the meaning, including:</u>	<u>I know that language, structure and presentation contribute to the meaning, including:</u>	<u>I know that language, structure and presentation contribute to the meaning, including:</u>	<u>I know that language, structure and presentation contribute to the meaning, including:</u>
<p>I know the capital letters.</p> <p>I know what a sentence is.</p> <p>I know a full stop finishes a sentence.</p> <p>I know past tense of regular verbs e.g.adding -ed, -d, or -ied</p>	<p>I know capital letters go at the start of a sentence, name or place.</p> <p>I know that a capital ‘I’ is a personal pronoun.</p> <p>I know a full stop is a type of punctuation that finishes a sentence.</p> <p>I know a question mark comes at the end of a question.</p> <p>I know an exclamation mark can end a sentence.</p> <p>I know words combine to make sentences.</p> <p>I know ‘and’ is a joining word used to join clauses.</p> <p>I know singular and regular plural nouns suffixes e.g. -s or -es: dog, dogs; wish, wishes</p> <p>I know verbs are action words.</p> <p>I know that suffixes can be added to verbs, where no change is needed in the spelling of the root word e.g., helper, helping, helped</p> <p>I know that the prefix – un – changes the meaning of verbs and adjectives e.g., unkind or undoing</p>	<p>I know a comma can be used to separate items on a list.</p> <p>I know statement sentences often follow a subject-verb-object (SVO) structure e.g., the cat sat on the mat.</p> <p>I know that exclamation sentences express strong emotion and end with an exclamation mark.</p> <p>I know question sentences often use question words e.g., Where are you going?</p> <p>I know command sentences often start with the verb e.g., close the door.</p> <p>I know conjunctions join 2 clauses together e.g., subordinating conjunctions – when, if, that, because – and coordinating conjunctions – or, and, but.</p> <p>I know apostrophes mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl’s name.</p> <p>I know nouns are places, person or object.</p> <p>I know adjectives are describing words.</p> <p>I know how to make adjectives using suffixes e.g. -ful, -less</p> <p>I know that that noun phrases can be used for description and specification</p>	<p>I know inverted commas ‘speech marks’ punctuate direct speech</p> <p>I know paragraphs are a way to group related material.</p> <p>I know that headings and subheadings can aid presentation.</p> <p>I can express time, place and cause using conjunctions e.g., When, before, after, while, so, because</p> <p>I know prepositions express the time and place e.g., before, after, during, in, because of</p> <p>I can express time, place and cause using adverbs e.g., then, next, soon, therefore</p> <p>I know nouns can be formed by a range of prefixes e.g., super-, anti-, auto-</p> <p>I know to use ‘a’ next to a word beginning with a constant e.g., a rock</p> <p>I know to use ‘an’ next to a word beginning with a vowel e.g., an open box</p> <p>I know word families based on common words e.g., solve, solution, solver, dissolve, insoluble.</p> <p>I know present perfect form of verbs e.g., He has gone out to play – contrasted with – He went out to play</p>	<p>I know inverted commas ‘speech marks’ and other punctuation can indicate direct speech e.g. a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, “Sit down!”</p> <p>I know paragraphs are a way to organise ideas around a theme.</p> <p>I know determiners come before a noun and tell us either how many or which one e.g., a pen; the pen; five pens; that pen; your pen; some pens</p> <p>I know expanded noun phrases can be extended by the use of modifying adjectives, nouns and prepositional phrases e.g., the teacher expanded to: the strict maths teacher with curly hair.</p> <p>I know fronted adverbials can give more information to the reader e.g., Later that day, I heard the bad news</p> <p>I know to use a comma after a fronted adverbial.</p> <p>I know prepositions express time, place and cause.</p> <p>I know standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was; I did instead of I done.</p>	<p>I know how to build cohesion within a paragraph e.g., then, after, that, this, firstly</p> <p>I know a variety of adverbials to link ideas across paragraphs e.g., adverbials of time (for example: later), place (for example: nearby), or number (for example: secondly)</p> <p>I know modal verbs and adverbs can show degrees of possibility e.g., might, should, will, must and perhaps, surely.</p> <p>I know a relative clause adds additional information to a clause e.g., using relative pronouns who, which, where, when, whose, that or an omitted relative pronoun</p> <p>I know that commas can be used to avoid ambiguity or clarify meaning e.g., Without a comma: "Let's eat Grandma." (This suggests you are going to eat Grandma)</p> <p>With a comma: "Let's eat, Grandma." (This suggests you are eating with Grandma)</p> <p>I know parenthesis is marked by brackets, dashes or commas to add in information.</p> <p>I know nouns and adjectives can be converted into verbs by using suffixes e.g., -ate; -ise; -ify.</p>	<p>I know a wider range of cohesive devices to link ideas across paragraphs e.g., repetition of a word or phrase, grammatical connections (for example: the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis.</p> <p>I know the difference between vocabulary typical of informal speech and formal speech / writing e.g., find out – discover; ask for – request; go in – enter.</p> <p>I know the difference between structures typical of informal speech and formal speech / writing e.g., the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as if <u>I were</u> or <u>Were they</u> to come in some very formal writing and speech</p> <p>I know how words are related by meaning as synonyms and antonyms e.g., big, large, little</p> <p>I know that semi-colons, colons and dashes can mark boundaries between independent clauses e.g. It’s raining; I’m fed up.</p> <p>I know that a colon can introduce a list.</p> <p>I know I can use semi-colons to separate items within a list.</p>

			<p>e.g., the blue butterfly; the man on the moon</p> <p>I know verbs are action words.</p> <p>I know to turn adjectives into adverbs using ‘ly’ e.g., quick, quickly; slow, slowly.</p> <p>I know adverbs add detail to the verb.</p> <p>I know past tense has already happened.</p> <p>I know present tense is happening now.</p> <p>I know progressive forms of verbs in the present and past tense can mark actions in progress e.g. she is drumming; he was shouting.</p>		<p>I know the grammatical difference between plural and possessive -s</p> <p>I know apostrophes can mark plural possession e.g. the girl’s name; the girls’ names.</p> <p>I know I should make appropriate choices of pronouns and nouns within and across sentences to avoid repetition and aid cohesion e.g., Sophie went to the beach. Sophie met Maliha at the beach and Sophie and Maliha walked Sophie and Maliha’s dog. Edited. Sophie went to the beach. She met Maliha there. They walked their dog.</p>	<p>I know verb prefixes e.g. dis-, de-, mis-, over- and re-</p>	<p>I know that hyphens can be used to avoid ambiguity e.g., man eating shark / man-eating shark</p> <p>I know that the use of passive and active can affect the presentation of information in a sentence e.g., I broke the window in the greenhouse / The window in the greenhouse was broken by me.</p> <p>*Knowledge of subject and object is important to applying this*</p> <p>I know that text can be structured using a variety of layout devices e.g., headings, sub-headings, columns, bullets or tables.</p>
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Inference Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum (Including non-statutory guidance)	ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	NC: being encouraged to link what they read or hear to their own experiences NC: making inferences on the basis of what is being said and done	NC: making inferences on the basis of what is being said and done	NC: Draw inferences and justify with evidence e.g., characters’ feelings, thoughts and motives, from their actions or words	NC: Draw inferences and justify with evidence e.g., characters’ feelings, thoughts and motives, from their actions or words. comparisons	NC: Draw inferences and justify these with evidence from the text e.g., explain how a character’s feelings changed and how they know this; make predictions	Make developed inferences e.g., characters’ thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text
Core Knowledge	<u>EYFS</u> I know simple emotions e.g., <i>happy, sad, angry and fear</i> I know what a character in a story is. I know characters can have feelings e.g., <i>happy, sad, angry</i> I know I can use pictures in texts which give clues so that I can begin to understand the feelings of characters in texts that I listen to.	<u>Year 1</u> I know simple emotions e.g., <i>happy, sad, angry and fear</i> I know characters can have different emotions at different stages of a story e.g. I can use characters faces, pictures and what is being said and done so that I can make inference of character’s feelings e.g., know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.	<u>Year 2</u> I know characters can say how they are feeling. I know characters will show emotions by their actions e.g., <i>crying, laughing</i> I know characters can show emotion on their faces e.g. <i>smiling (happiness), frowning (sadness), widening eyes (surprise/fear), and furrowing brows (anger)</i>	<u>Year 3</u> I know a range of more complex emotions a character can feel e.g. <i>frustration, disappointment, and guilt.</i> I know body language can show how a character is feeling e.g. <i>Varjak’s fear is shown through “his tail drooped, and he shrank into the shadows,” allowing pupils to infer anxiety from posture.</i> I know character’s thoughts can express their thoughts/feelings.	<u>Year 4</u> I know a range of more complex emotions a character can feel e.g. <i>frustration, disappointment, and guilt.</i> I know body language can show how a character is feeling. <i>In Krindlekrax, Elvis’s bravado (“Elvis puffed out his chest and strutted across the classroom”) masks his deeper fears.</i> I know character’s thoughts can express their thoughts/feelings e.g. <i>In Krindlekrax, Corky’s wisdom is shown through calm, measured responses and pauses (“Corky leaned on his broom and took a long breath before speaking”), helping children infer thoughtful or reflective traits.</i> I know a range of behaviours e.g. <i>aggression, withdrawing, inappropriate social behavior and attention-seeking</i> I know the actions of a character link to their behaviour.	<u>Year 5</u> I know a range of emotions, including mixed emotions e.g. <i>feeling both happy and sad, or excited and nervous, which can occur in various situations</i> I know body language can show emotions. I know characters may show emotion in different ways. I know a character’s action will show their emotion, thoughts, motive e.g. <i>In The Street Child, his loyalty and bravery appear when he tries to comfort his sisters—“Jim held their hands tightly, swallowing hard,” signalling emotional suppression and hidden worry.</i>	<u>Year 6</u> I know a range of emotions, including mixed emotions e.g. <i>feeling both happy and sad, or excited and nervous, which can occur in various situations</i> I know language choices can convey emotion e.g. <i>using strong verbs like "screamed" or "whispered" instead of "said" can convey different emotions, and adjectives like "joyful" or "desolate" can evoke strong feelings.</i> I know a character can have thoughts which can show emotions/motive. I know the different between showing emotion and hiding it e.g. <i>In The Boy in the Striped Pyjamas, father’s internal conflict is shown through stiff posture, clipped replies and “a furrow in his brow that did not fade,” supporting inference of moral tension and suppressed guilt.</i>
	I know a setting is where something takes place I know some settings from familiar stories e.g., <i>Arctic, woodland, train</i>	I know a range of settings from different stories e.g., <i>space, sea, forest, desert, woodland</i>	I know a range of settings from different stories e.g. <i>London, woodland, arctic, shopping centres, African savannah, coast.</i> I know the 7 continents.	I know a variety of countries that make up the continents and the world and their features e.g. <i>In Varjak Paw - Why do people live in megacities? Compare rural Thurgoland to dense urban settings. Descriptions such as “the city stretched out beneath him, glowing with lights” help pupils infer busyness, danger or excitement.</i> With support, I know how to identify themes across a text e.g., <i>The contrast between the safe, comfortable home and the unpredictable city deepens understanding of how setting shapes behaviour.</i>	I know a variety of countries that make up the continents and the world and their features e.g. <i>climate – in the Firework Makers Daughter, the busy marketplace is described as “a blaze of colour, noise and dancing shadows,” helping pupils infer atmosphere and cultural vibrancy.</i>	I know the setting can determine the mood of the story e.g. <i>In The Street Child, the workhouse is depicted as “a grey building that loomed against the sky,” helping pupils infer oppression and fear.</i> I know humans can be from different cultures. I know different job occupations.	I know the weather can determine the mood of a scene (<i>pathetic fallacy</i>) e.g. <i>The sun smiled down on the happy couple and, in The Boy in the Striped Pyjamas, Bruno’s new home is described as “cold and empty, unlike the warm house in Berlin,” supporting inference of discomfort, loneliness and foreboding.</i>

Skills	<p>Talk Through Stories – children can answer through discussion e.g. Frockodile: Who are the characters in the story? Cliff, Cliff’s dad, the hyenas, Freddy Frog, Uncle Charles, Auntie Gladys, the beavers, the meerkats, the glow-worms, the turtles Who are the main characters in the story? Cliff, Cliff’s dad, Freddy Frog What is the problem? Cliff is a crocodile who likes wearing heels and a dress. He is worried that his dad will be ashamed of him if he sees him wearing a dress.</p>	<p>Talk Through Stories – children can answer through discussion e.g. The Giant Jam Sandwich: Who are the characters in the story? The wasps, picnickers, farmers, Lord Swell, villagers, Mayor Muddlenut, Bap the Baker and Farmer Seed. Who are the main characters in the story? The wasps and the villagers. What is the problem? Four million wasps arrive in Itching Down and attack the villagers.</p>	<p>Talk Through Stories – children can answer through discussion e.g. The Owl Who Was Afraid of the Dark: Who are the characters in the story Plop, Mrs Barn Owl, Mr Barn Owl, small boy, old lady, camp-fire boy, little girl, man with the telescope, black cat Who are the main characters in the story? Plop, Mrs Barn Owl, Mr Barn Owl What is the problem? Owls are night birds, but Plop is afraid of the dark.</p>				
	<p>I understand ‘why’ questions e.g.: “Why do you think the caterpillar got so fat?”</p>	<p>I can begin to make simple inferences about characters feelings</p>	<p>I can make inferences about characters feelings using what is being said and done.</p>	<p>I can ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives from their stated actions.</p>	<p>I can ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives e.g. I know this because...questions</p>	<p>I can draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>I can make developed inferences e.g., characters’ thoughts and motives, or identify an inferred atmosphere, backing these up with evidence to support each point made.</p>
	<p>I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>I can make simple inferences with direct reference to words in the text</p>	<p>I can use my personal experiences and knowledge so that I can pick up on subtler references e.g., Why Owl might be afraid of the dark.</p>	<p>I can locate textual evidence so that I can begin to justify my inferences.</p>	<p>Consolidate the skill of justifying them using a specific reference point in the text.</p>	<p>I can make inferences about actions, feelings, events or states.</p>	<p>I can draw hidden inferences, justifying with textual evidence, including quotations which illustrate.</p>
	<p>I can anticipate (where appropriate) key events in stories.</p>	<p>I can discuss the significance of the title and events making inferences on the basis of what is being said and done.</p>	<p>I can listen carefully so that I can answer, ask questions and modify answers as the story progresses.</p>	<p>I can make inferences about actions or events.</p>		<p>I can use figurative language to infer meaning.</p>	<p>I can discuss how characters, change and develop through texts by drawing inferences based on indirect clues from across the text.</p>
	<p>I can show basic understanding when talking with others about what I have read.</p>			<p>I know how to use dictionaries so that I can check the meaning of new vocabulary.</p>	<p>I know how to use multiple pieces of evidence from the text to support my inferences from characters’ feelings, thoughts and motives that justifies their actions.</p>	<p>I can give one or two pieces of evidence to support the point they are making. - Begin to draw evidence from more than one place across a text.</p>	
	<p>I can use of recently introduced vocabulary from stories, non-fiction, rhymes and poems so that I can offer explanations for why things might happen.</p>						<p>I can consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p>
							<p>I can discuss how characters change and develop through texts by drawing inferences based on indirect clues</p>

Prediction Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum (Including non-statutory guidance)	ELG: Anticipate – where appropriate – key events in stories	NC: predicting what might happen on the basis of what has been read so far NC: participate in discussion about what is read to them, taking turns and listening to what others say	NC: predicting what might happen on the basis of what has been read so far NC: participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	NC: Predict what might happen from details stated and implied.	NC: Predict what might happen from details stated and implied.	NC: Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others’ views courteously.	NC: Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others’ views courteously.
		I know that prediction is made about the future of the story. Predict what might happen on the basis of what has been read so far.	I know that predictions must be plausible and based on what has been read so far. Predict what might happen on the basis of what has been read so far. Predict the events of a story based on the setting described in the opening. Predict how characters might behave from what they say and do and from their appearance.	I know that predictions can support our understanding of what we have read and what may happen next. Predict what might happen from details stated and implied. Make predictions about characters’ actions and look for evidence of change as a result of events. Identify settings and predict events that are likely to happen.	I know that predictions can be made from information which is both stated and implied. Predict what might happen from details stated and implied. Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place. Make predictions about how characters might behave in such a setting.	I know how to make predictions from increasingly complex texts through details which are stated and implied. Make predictions based on details stated and implied. Make predictions for how a character might change during a story and change predictions as events happen. Refer to the text to support predictions and opinions.	I know that predictions may alter as the text progresses. Make predictions based on details stated and implied. Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it. Refer to the text to support predictions and opinions.

Explain Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum (Including non-statutory guidance)	ELG: Demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.	NC: explain clearly their understanding of what is read to them.	NC: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	NC: Explain and discuss their understanding of the text e.g., explain events; describe a character’s actions.	NC: Explain and discuss their understanding of the text e.g., describe a sequence of events; the way a character changes through the story.	NC: Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others’ views courteously. NC: Explain what they know or have read, including through formal presentation and debates, using notes where necessary. NC: Discuss and evaluate how authors use language, including figurative language (e.g., simile, imagery) and its effect on the reader.	NC: Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic. NC: Identify the effect of language, including figurative; explain and evaluate its effect e.g., impact of a word or phrase on the reader; the suitability of a chosen simile; personification.
Knowledge / Skills	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>I know that I can link what I have read to my own experiences.</p> <p>Give their opinion including likes and dislikes (non-statutory Y1 NC objective).</p> <p>Link what they read or hear to their own experiences.</p> <p>Explain clearly their understanding of what has been read to them. Express views about events or characters.</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Express their own views about a book or poem.</p> <p>Discuss some similarities between books.</p> <p>Listen to the opinion of others.</p>	<p>I know that I can check the text makes sense to me by discussing my understanding and explaining the meaning of words in context.</p> <p>Discuss the features of a wide range of fiction, poetry, playscripts, nonfiction and reference books.</p> <p>Identify how language, structure and presentation contribute to meaning of both fiction and non-fiction texts.</p> <p>Recognise authorial choices and the purpose of these and their effect.</p>	<p>Discuss words and phrases that capture the readers’ interest and imagination.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Recognise authorial choices and the purpose of these</p>	<p>I know that explanations can help me to make comparisons within a text and across different texts.</p> <p>Provide increasingly reasoned justification for my views.</p> <p>Recommend books for peers in detail.</p> <p>Give reasons for authorial choices.</p> <p>Begin to challenge points of view.</p> <p>Begin to distinguish between fact and opinion.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p>	<p>I know that formal presentations and debates as well as informal discussions can be used to explain and discuss my understanding of a text.</p> <p>Provide increasingly reasoned justifications for their views.</p> <p>Recommend books for peers in detail.</p> <p>Give reasons for authorial choices.</p> <p>Begin to challenge points of view.</p> <p>Begin to distinguish between fact and opinion.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Distinguish between fact, opinion and bias explaining how they know this.</p>

Retrieval Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<div> National Curriculum (Including non-statutory guidance) </div>	<p>ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>NC: drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>NC: answering and asking questions</p> <p>NC: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>NC: participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>NC: Retrieve and record information from non-fiction texts.</p> <p>NC: Provide a list of quick facts.</p> <p>NC: Discuss words and phrases that capture the reader’s interest and imagination.</p> <p>NC: During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.</p>	<p>NC: Retrieve and record information from non-fiction texts.</p> <p>NC: During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.</p>	<p>NC: Retrieve, record and present information from non-fiction texts.</p> <p>NC: Readily ask questions to enhance understanding.</p>	<p>NC: Retrieve, record and present information from non-fiction texts.</p> <p>NC: Readily ask questions to enhance understanding.</p>

Knowledge / Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	Know how to answer questions about what has just happened in the story (what they’ve read independently or had read to them).	Independently read and answer simple questions about what they have just read.	Know that asking questions about a text can help improve their understanding.	Know that information can be retrieved and recorded from non-fiction texts over a wide range of subjects.	Know that asking questions can improve their understanding of complex texts.	Retrieve, record and present information from a wide variety of fiction and non-fiction texts using knowledge of texts and organisational devices.
	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Answer a question about what has just happened in a story.	Know how to answer and ask questions on fiction and non-fiction texts.	Know that information can be retrieved and recorded from non-fiction texts	Know that asking question can improve their understanding of texts with increasing complexity.	Know that information can be retrieved, recorded and presented from non-fiction texts.	Children confidently ‘skim’ and ‘scan’, and also use the skill of reading between and after to retrieve information. They use evidence from across whole chapters or texts.
		Develop their knowledge of retrieval through images and key words.	Ask and answer retrieval questions.	Use contents page and subheadings to locate information.	Confidently ‘skim’ and ‘scan’ texts to record details.	Retrieve, record and present information from fiction and non-fiction texts using knowledge of texts and organisational devices.	Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, playscripts, poetry and archaic texts.
		Recognise characters, events, titles and information.	Draw on previously taught knowledge.	Learn the skills of ‘skim’ and ‘scan’ to retrieve details.	Use relevant quotes to support their answers to questions.	Confidently ‘skim’ and ‘scan’, and also use the skills of reading before and after to retrieve information.	
		Recognise differences between fiction and nonfiction texts.	Remember significant events and key information about the text that they have read.	Begin to use quotations from the text.	Retrieve and record information from a fiction or non-fiction text.	Use evidence from across larger sections of text.	Ask my own questions and follow a line of enquiry.
		Retrieve information by finding a few key words.	Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read.	Retrieve and record information from a fiction text.	Use organisational devices in non-fiction texts to retrieve, record and discuss information.	Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.	Use non-fiction for the purpose of retrieval (e.g. in history, geography and science textbooks).
		Contribute ideas and thoughts in discussion.		Retrieve information from a non-fiction text.		Ask my own questions and follow a line of enquiry.	

Sequencing Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum (Including non-statutory guidance)	ELG: Demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.	NC: Retell key stories, fairy stories and traditional tales; know their characteristics.	NC: discussing the sequence of events in books and how items of information are related NC: Retell a wider range of Stories, fairy stories and traditional tales	NC: Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features.	NC: Identify and summarise main ideas drawn from more than one paragraph e.g., a poem about funny relatives; a persuasive message to recycle rubbish	NC: Summarise key information from different texts.	NC: Show familiarity with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts. NC: Identify key details which support main ideas; summarise content drawn from more than one paragraph.
	Knowledge / Skills	Anticipate (where appropriate) key events in stories.	I know that events in stories can be ordered from beginning to end.	I know that events in texts can be sequenced in order.	I know that I can identify main ideas from within one paragraph and how to summarise this.		I know that ideas can be summarised from more than one paragraph, and that key details can be identified to support these using quotations for illustration.
Retell familiar stories orally e.g. fairy stories and traditional tales.			Discuss the sequence of events in books and how items of information are related.	Identify main ideas drawn from a key paragraph or page, and summarise these.	Use skills developed in Year 3 in order to write a brief summary of main points, identifying and using important information.	Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text, identifying key details to support the main ideas.	Draw out key information and summarise.
Sequence the events of a story they are familiar with.			Retell using a wider variety of story language.	Begin to distinguish between the important and less important information in a text.	Identifying main ideas drawn from more than one paragraph.	Make connections between information across the text and include this in an answer.	Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.
Begin to discuss how events are linked.			Order events from the text.	Give a brief verbal summary of a story.	Identify themes from a wide range of books.	Discuss the themes or conventions from a chapter or text.	Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.
			Begin to discuss how events are linked focusing on the main content of the story	Techers begin to model how to write a summary.	Highlight key information and record it in bullet points, diagrams, map, etc.	Identify themes across a wide range of writing.	Make comparisons across different books.
							Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.