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| **Skills** | **Year R** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
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| Inference   |
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 | Children can identify the overall feeling in simple terms e.g. he is sad.With prompting, children offer a simple explanation e.g. because his toy is broken.Children may rely on picture clues rather than text.To begin to interpret stories, rhymes and poetry; making suggestions for actions and events. | Children are able to make simple inferences from a text. Children will be developing their inference skills linked to visual images.  | Children make inferences based on what is being said or done in the text. Children will be using the text to begin to justify their inferences. | Children can infer some of thefeelings/motives for a character and how character’s feelings/motives at given points in the text. Children draw upon prior knowledge and obvious clues within the text to support their inference | Children can infer the main/mostfeelings/motives for a character and how character’s feelings/motives at key points in the text.Children draw upon prior knowledge and clues within the text to support their inference. | Children can infer the main/mostfeelings/motives for a character and how character’s feelings/motives at key points in the text.Children draw upon prior knowledge and clues within the text to support their inferences. Children support their ideas with quotations, sometimes from different places in the text.Children can sometimes offer more than one reason linked to support their inferences.The inferences are based in the text and sensible. | Children can infer different feelings/motives for a character and how character’s feelings/motives change over time.Children draw upon prior knowledge and clues within the text to support their inference. These might be subtle clues. Children support their ideas with quotations from different places in the text.Children can offer more than one reason linked to support their inferences.The inferences are based in the text and sensible. |
| **Skills** | **Year R** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Retrieval | Children answer simple recall questions verbally about known stories and can retell simple past events. | Children can make simple retrievals from a text. | Children can answer retrieval questions linked to both fiction and nonfiction texts.  | Children can retrieve from both fiction and non-fiction.To answer simple who, what, where, when or how questions. | Children canretrieve from both fiction andnon-fiction.To answer who,what, where, when, or how questions, findingmore than one reason/answerfrom a selection of a few possibleanswers within the text. | Children can retrieve from both fiction and non-fiction. To answer questions specifically from a text, selecting from the correct part of the text with clear, accurate wording required. | Children can retrieve from both fiction and non-fiction. To retrieve multiple points, accurately, from across a larger part of the text.To be specific when using quotes from the text |
| **Skills** | **Year R** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Prediction | Makes suggestions about what might happen next or how the story might end based on actions so far, and innovates stories through role play. | To predict what might happen based on what has been read so far.To make simple predictions about the characters.To predict events and endings | To predict what might happen based on what has been read so far.To predict with increasing accuracy during reading and then adapt prediction in the light of new information.To predict some key events of a story based on story characters, plot and language read so far e.g*. I think Sophie will get mucky because she gets too close to the animals and nobody will want to sit next to her on the bus back to school.* To make predictions based on reading of other books by the same author and own experiences. | To predict what might happen fromdetails stated and implied.To predict events/character behaviourbased on setting/characterdescriptions.To justify predictions with evidence fromthe text. | To predict what might happen fromdetails stated and implied.To predict based on mood/ atmosphere how a character willbehave in a particular setting/whatevents might take place.To make predictions with evidencefrom the text and with knowledge ofwider reading | To predict what might happen fromdetails stated and implied.To use the clues the writer has planted to predict what mighthappen next. E.g. “I *think Ginger will**try and set the stray dog free**because although she is terrified of**dogs, she hates to see anything**unfair. I know this because she just**shouted at the school principal for**taking down Mr. Wong’s pictures**even though she’s scared of him too.”* | Children can infer different feelings/motives for a character and how character’s feelings/motives change over time.Children draw upon prior knowledge and clues within the text to support their inference. This might be subtle clues. Children support their ideas with quotations from different places in the text.Children can offer more than one reason linked to support their inferences. |
| **Skills** | **Year R** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Comparison | To listen to stories with increasing attention and recall. To anticipate key events and phrases in rhymes and stories. To begin to be aware of the way stories are structured. To describe main story settings, events and principal | Children can make links from their own life experiences to the text.Children will also be beginning to make comparisons between texts that hold a similar structure. | Children can make links and comparisons between the book they are reading and books they have already read | Children begin to identify the themes and conventions in a range of books. Children can recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.Children can identify the main point of paragraphs and whole texts. | Children will continue to identify the themes and conventions in a wide range of books and texts, including myths, legends and other fiction stories. Children can identify the main point of paragraphs and whole texts. | Children will recognise themes in what they read which will now be of more mature themes such as loss or heroism.Children can compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. | Children can compare how characters may change throughout a book or how events build up. Children will be able to identify mature themes and comment on how the author has weaved these throughout a whole text. As well as within books or texts, children need to be able to make comparisons across texts. This might be comparing two stories of the same type (e.g. 2 myths) or two stories of different types (e.g. a myth with a legend). They will be able to compare how things are depicted in different types of text (e.g. a penguin in a story vs a penguin in a report). |
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| Summarising/Sequencing | Children recall and order some key events from the text.  | Children will be able to retell stories that have been read to them or that they have read by themselves.Children can sequence pictures and images, linked to a text, in chronological order. | Children will be able to retell stories of increasing length based on key events. The children will also begin to order texts in chronological order to demonstrate their understanding of the text key events. Children will also answer true and false grids based on their understanding and summary of the whole text. | Children will be able to give a general overview of what has happened in each paragraph. Children can often be asked to write a sentence to explain what a paragraph is about or to tick the correct ‘main idea’ of a paragraph. | Children are expected to identify the main ideas in more than one paragraph and be able to summarise these in a couple of sentences.In test situations, children may be asked to circle the main idea of a paragraph, connect main ideas to the paragraph in which they occur or link facts to the topic they are reading about.Children to begin to understand the skills of writing summaries (note: *many children will ‘retell’ the whole text rather than summarising)* | Children can summarise more than one paragraph or whole fiction texts drawing on: • genre • theme • characters • main events• examples from text that don't give away the story • Rhetorical question Challenge to summarise in less than 50 words so word/event choice are vital.*In test situations, summary questions don’t hold much weight – usually ordering events in which they occur throughout the whole text or summarising main theme or idea of the whole text. However, it is important to teach the skills of summarising whole texts.* | Children can summarise more than one paragraphs or whole fiction texts drawing on: • genre • theme • characters • main eventsexamples from text that don't give away the story• Rhetorical question Challenge to summarise in less than 50 words so word/event choice are vital.*In test situations, summary questions don’t hold much weight – usually ordering events in which they occur throughout the whole text or summarising main theme or idea of the whole text. However, it is important to teach the skills of summarising whole texts.*  |
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| Writer’s choice |  | Children will be familiar with and can recall predictable phrases whilst reading.Children can identify words that they like within the text and explain why they like a word that the author has used. | Children can identify their favourite words or phrases within a text and be able to explain why. Children will begin to identify the impact certain vocabulary choices have on a text. | Children understand some of the effects of individual words on the reader and briefly explain what image the writer is trying to create.  | Children understand the effect of given words and to identify words that have been used to create a feeling of nervousness, happiness etc. Children will begin to look at sentence structures as a method of conveying emotions or building tension. | Children understand the effects that words and phrases have on the reader – how they build images in the reader’s mind and convey thoughts, feelings and atmospheres and find words and phrases that have created a particular effect. Children understand and can comment about the uses of sentence types and the effect that these create on the reader and comment on the use of figurative language. | Children understand and can give detailed explanations about the effects of words and phrases on the reader Children are able to draw upon their knowledge of different types of language such as: • Emotive language• Figurative language• Types of sentences (short, impact sentences) • Use of formal and informal language • Direct address to the readerChildren can describe the effects of these and select information to support their views. |
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| Clarifying (vocabulary understanding) | Children build up a vocabulary that reflects their experiences. To use talking about books to clarify their thinking, ideas and feelings. | Children discuss new word meanings and link them to words that they already know. They use the pictures to support them to do this.. | Children discuss new word meanings and link them to words that they already know, including root words. | Children begin to find the meaning of new words by using the context of the sentence it is in to help them. They also use the skills of looking at the picture, finding root words and breaking words down. | Children find the meaning of new words by using the context of the sentence it is in to help them. They also use the skill of linking words to other words that they know. | Children read around the word and are taught to explore its broader meaning within a section or paragraph. | Children read around the word and independently explore its broader meaning within a section or paragraph. |