

Year one - key focus areas for reading comprehension

Focus area with National curriculum objectives	Reading Skills	Example sentence starters
<p>Vocabulary Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ✓ discussing word meanings, linking new meanings to those already known ✓ learning to appreciate rhymes and poems, and to recite some by heart ✓ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ✓ recognising and joining in with predictable phrases ✓ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> ✓ drawing on what they already know or on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known • draw upon knowledge of vocabulary in order to understand the text • join in with predictable phrases • use vocabulary given by the teacher • discuss his/her favourite words and phrases 	<ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word which means • Which word in do you think is the most important? Why? • Which of the words best describes the character or setting? • Which word in this part do you think is the most important? • Why do you think they repeat this word in the story
<p>Inference understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> ✓ making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> • children make basic inferences about characters' feelings by using what they say as evidence. • infer basic points with direct reference to the pictures and words in the text • discuss the significance of the title and events • demonstrate simple inference from the text based on what is said and done 	<ul style="list-style-type: none"> • What do you think.....means? • Why do you think that? • How do you think. ...? • When do you think. ...? • Where do you think. ? • How does make you feel? • Why did happen?

<p>Prediction understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> ✓ predicting what might happen based on what has been read so far ✓ participate in discussion about what is read to them, taking turns and listening to what others 	<ul style="list-style-type: none"> • predicting what might happen based on what has been read so far in terms of story, character and plot • make simple predictions based on the story and on their own life experience. • begin to explain these ideas verbally or through pictures. 	<ul style="list-style-type: none"> • Looking at the cover and the title, what do you think this book is about? • Where do you think.....will go next? • What do you think... will say / do next? • What do you think this book will be about? Why? • How do you think that this will end? • Who do you think has done it? • What might.....say about that? • Can you draw what might happen next?
<p>Explanation Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ✓ being encouraged to link what they read or hear read to their own experiences <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> ✓ Clearly explain their understanding of what is read to them 	<ul style="list-style-type: none"> • give my opinion including likes and dislikes (not NC objective). • link what they read or hear to their own experiences • Clearly explain my understanding of what has been read to them • express views about events or characters 	<ul style="list-style-type: none"> • Is there anything you would change about this story? • What do you like about this text? • Who is your favourite character? Why?
<p>Retrieval Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ✓ retrieving key phrases from poems, stories and rhymes that have been read. ✓ Retrieving information from familiar key stories, fairy stories and traditional tales to help them retell these. 	<ul style="list-style-type: none"> • answer a question about what has just happened in a story. • develop their knowledge of retrieval through images. • recognise characters, events, titles and information. • recognise differences between fiction and non-fiction texts. • retrieve information by finding a few key words. • Contribute ideas and thoughts in discussion 	<ul style="list-style-type: none"> • Who is your favourite character? • Why do you think all the main characters are ... in this book? • Would you like to live in this setting? Why/why not? • Who is/are the main character(s)? • When/where is this story set? • Which is your favourite/worst/funniest/scariest part of the story? • Is this a fiction or a non-fiction book? How do you know?



<p>Sequence understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none">✓ checking that the text makes sense to them as they read and correcting inaccurate reading✓ discussing the significance of the title and events	<ul style="list-style-type: none">• retell familiar stories orally e.g., fairy stories and traditional tales•• sequence the events of a story they are familiar with• begin to discuss how events are	<ul style="list-style-type: none">• What happens in the beginning of the story?• Can you number these events in the story?• How/where does the story start?• What happened at the end of the....?• Can you retell the story to me in 20 words or less?• What happened before that?• Can you sequence the key moments in this story?
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Year Two - key focus areas for reading comprehension

Focus area with National curriculum objectives	Reading Skills	Example sentence starters
<p>Vocabulary Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ✓ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ✓ recognising simple recurring literary language in stories and poetry ✓ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ✓ discussing their favourite words and phrases <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> ✓ drawing on what they already know or on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> • discussing and clarifying the meanings of words; link new meanings to known vocabulary • discussing their favourite words and phrases • recognise some recurring language in stories and poems 	<ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • When do you think...? • Where do you think...? • How has the author made us think that...?
<p>Inference understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> ✓ making inferences based on what is being said and done ✓ 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 	<ul style="list-style-type: none"> • make inferences about characters' feelings using what they say and do. • infer basic points and begin, with support, to pick up on subtler references. • answering and asking questions and modifying answers as the story progresses • use pictures or words to make inferences 	<ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • When do you think...? • Where do you think...? • How has the author made us think that...?



Probus School Reading comprehension progression skills and NC objectives.

<p>Prediction understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> ✓ predicting what might happen based on what has been read so far 	<ul style="list-style-type: none"> • predicting what might happen based on what has been read in terms of plot, character and language so far • make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them 	<ul style="list-style-type: none"> • Where do you think.... will go next? • What do you think... will say/do next? • What do you think this book will be about? Why? • How do you think that this will end? • What makes you say that? • Who do you think has done it? • What might.... say about that? • How does the choice of character affect what will happen next?
<p>Explanation Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ✓ being introduced to non-fiction books that are structured in different ways <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> ✓ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • express my own views about a book or poem • discuss some similarities between books • listen to the opinion of others 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that.. • Is this as good as...? • Which is better and why? • Does the picture help us? How? • What would you do if you were...? • Would you like to live in this setting? Why? • Is there anything you would change about this story? • Do you agree with the author's...? Why?
<p>Retrieval Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> ✓ checking that the text makes sense to them as they read and correcting inaccurate reading ✓ 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 	<ul style="list-style-type: none"> • discuss the sequence of events in books and how items of information are related. • retell using a wider variety of story language. • order events from the text. • begin to discuss how events are linked focusing on the main content of the story. 	<ul style="list-style-type: none"> • Who is/are the main character(s)? • When/where is this story set? How do you know? • Which is your favourite/worst/funniest/scariest part of the story? Why? • Tell me three facts you have learned from the text. • Find the part where... • What type of text is this? • What happened to ... in the end of the story?



Probud School Reading comprehension progression skills and NC objectives.

<p>Sequence</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none">✓ discussing the sequence of events in books and how items of information are related✓ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales✓ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	<ul style="list-style-type: none">• discuss the sequence of events in books and how items of information are related.• retell using a wider variety of story language.• order events from the text.• begin to discuss how events are linked focusing on the main content of the story.	<ul style="list-style-type: none">• What happens in the beginning of the story?• Can you number these events in the story?• How/where does the story start?• What happened at the end of the....?• Can you retell the story to me in 20 words or less?• What happened before that?• Can you sequence the key moments in this story?
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Year Three - key focus areas for reading comprehension

Focus area with National curriculum objectives	Reading Skills	Example sentence starters
<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ using dictionaries to check the meaning of words that they have read ✓ discussing words and phrases that capture the reader's interest and imagination ✓ understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context 	<ul style="list-style-type: none"> • use dictionaries to check the meaning of words that they have read • discuss words that capture the readers interest or imagination • identify how language choices help build meaning • find the meaning of new words using substitution within a sentence. 	<ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • Can you find this word in the dictionary? • By writing in this way, what effect has the author created? • What other words/phrases could the author have used here? • How has the author made you feel by writing...? • Which word tells you that...? • Find and highlight the word that is closest in meaning to...?
<p>Inference</p> <ul style="list-style-type: none"> ✓ asking questions to improve their understanding of a text ✓ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • children can infer characters' feelings, thoughts and motives from their stated actions. • justify inferences by referencing a specific point in the text. • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • make inferences about actions or events 	<ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • Can you explain why....? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show...? • How does the description of ... show that they are...? • Who is telling the story? • Why has the character done this at this time?
<p>Prediction</p>	<ul style="list-style-type: none"> • justify predictions using evidence from the text. • use relevant prior knowledge to make predictions and justify them. • use details from the text to form further predictions. 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting?

		<ul style="list-style-type: none"> • Will that influence the story? • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward?
<p>Explanation</p> <ul style="list-style-type: none"> ✓ develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning ✓ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ✓ reading books that are structured in different ways and reading for a range of purposes ✓ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ✓ identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ✓ recognising some different forms of poetry [for example, free verse, narrative poetry] ✓ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> • discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • Why do you think they chose to order the text in this way? • What is the purpose of this text and who do you think it was written for? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked?
<p>Retrieval retrieve and record information from non-fiction</p>	<ul style="list-style-type: none"> • use contents page and subheadings to locate information • learn the skill of 'skim and scan' to retrieve details. • begin to use quotations from the text. • retrieve and record information from a fiction text. • retrieve information from a non-fiction text 	<ul style="list-style-type: none"> • Who are the characters in this text? • When / where is this story set? How do you know? • Which part of the story best describes the setting? • What do you think is happening here?



Probus School Reading comprehension progression skills and NC objectives.

		<ul style="list-style-type: none"> • What might this mean? • How might I find the information quickly? • What can I use to help me navigate this book? • How would you describe the story? • Whose perspective is the story told from?
<p>Sequence</p> <ul style="list-style-type: none"> ✓ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ✓ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ✓ identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> • identifying main ideas drawn from a key paragraph or page and summarising these • begin to distinguish between the important and less important information in a text. • give a brief verbal summary of a story. • teachers begin to model how to record summary writing. • identify themes from a wide range of books • make simple notes from one source of writing 	<ul style="list-style-type: none"> • What is the main point in this paragraph? • Sum up what has happened so far in X words or less. • Which is the most important point in these paragraphs? • Do any sections/paragraphs deal with the same themes? • Have you noticed any similarities between this text and any others you have read? • What do I need to jot down to remember what I have read?

Year Four - key focus areas for reading comprehension

Focus area with National curriculum objectives	Reading Skills	Example sentence starters
<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ using dictionaries to check the meaning of words that they have read ✓ discussing words and phrases that capture the reader's interest and imagination ✓ understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and ✓ explaining the meaning of words in context 	<ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read • use a thesaurus to find synonyms • discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader • discuss new and unusual vocabulary and clarify the meaning of these • find the meaning of new words using the context of the sentence. 	<ul style="list-style-type: none"> • Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? • Do you think they intended to? • What other words/phrases could the author have used here? Why? How has the author...? • Which word is closest in meaning to...?
<p>Inference</p> <ul style="list-style-type: none"> ✓ asking questions to improve their understanding of a text ✓ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • infer characters' feelings, thoughts and motives from their stated actions. • consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answer 	<ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? Could it be anything else? • I think....; do you agree? Why / why not? • How do you think....? • Can you explain why....? • Can you explain why based on two different pieces of evidence? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show that... • What impression of ...do you get from this paragraph?
<p>Prediction</p>	<ul style="list-style-type: none"> • justify predictions using evidence from the text. • use relevant prior knowledge as well as details from the text to form predictions and to justify them. • monitor these predictions and compare them with the text as they read on 	<ul style="list-style-type: none"> • Can you think of another text with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What does this paragraph suggest what will happen next? • Do you think ... will happen? Explain your answers with evidence from the text.

<p>Explanation</p> <ul style="list-style-type: none"> ✓ develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning ✓ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ✓ reading books that are structured in different ways and reading for a range of purposes ✓ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ✓ identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ✓ recognising some different forms of poetry [for example, free verse, narrative poetry] ✓ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most ...? Why?
<p>Retrieval retrieve and record information from non-fiction</p>	<ul style="list-style-type: none"> • confidently skim and scan texts to record details, • using relevant quotes to support their answers to questions. • retrieve and record information from a fiction or non-fiction text. 	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • What might this mean? • Whose perspective is the story told by and how do you know? • How can you use the subheading to help you here?



Probus School Reading comprehension progression skills and NC objectives.

<p>Sequence</p> <ul style="list-style-type: none">✓ understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding✓ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks✓ identifying main ideas drawn from more than one paragraph and summarising these	<ul style="list-style-type: none">• use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.• identifying main ideas drawn from more than one paragraph.• identify themes from a wide range of books• summarise whole paragraphs, chapters or texts• highlight key information and record it in bullet points, diagrams, maps etc	<ul style="list-style-type: none">• What is the main point in this paragraph? Is it mentioned anywhere else?• Sum up what has happened so far in X words/seconds or less.• Which is the most important point in these paragraphs? Why?• Do any sections/paragraphs deal with the same themes?• How might I record this to ensure the best possible outcome?
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Year Five - key focus areas for reading comprehension

Focus area with National curriculum objectives	Reading Skills	Example sentence starters
<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ✓ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> • explore the meaning of words in context, confidently using a dictionary • discuss how the author's choice of language impacts the reader • evaluate the authors use of language • investigate alternative word choices that could be made • begin to look at the use of figurative language • use a thesaurus to find synonyms for a larger variety of words • re-write passages using alternative word choices • read around the word' and *explore its meaning in the broader context of a section • or paragraph 	<ul style="list-style-type: none"> • Can you quickly find...in the dictionary and thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • What other words/phrases could the author have used here? Why? • How has the author made you/this character feel by writing...? Why? • Find and highlight the word which is closest in meaning to ... • Find a word which demonstrates... • Can you rewrite this in the style of the author using your own words? • How have simile and metaphor been used here to enhance the text?
<p>Inference</p> <ul style="list-style-type: none"> ✓ asking questions to improve their understanding ✓ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied ✓ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> • ask and answer questions appropriately, including some drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. • make inferences about actions, feelings, events or states • use figurative language to infer meaning • 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 	<ul style="list-style-type: none"> • What do you think... means? Why do you think that? Could it be anything else? • I think...; do you agree? Why/why not? • Why do you think the author? decided to...? • Can you explain why...? Can you give me evidence from somewhere else in the text? • What do these words mean and why do you think that the author chose them? • How does the author make you feel? • What impression do you get from these paragraphs?

<p>Prediction</p>	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • support predictions with relevant evidence from the text. • confirm and modify predictions as they read on 	<ul style="list-style-type: none"> • Can you think of another text with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?
<p>Explanation</p> <ul style="list-style-type: none"> ✓ making comparisons within and across books ✓ identifying how language, structure and presentation contribute to meaning ✓ distinguish between statements of fact and opinion ✓ retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> • provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates. 	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • How is the text organised and what impact does this have on you as a reader? • Why has the text been written this way? • How can you tell whether it is fact and opinion? • How is this text similar to the writing we have been doing? • How does the author engage the audience?
<p>Retrieval</p> <ul style="list-style-type: none"> ✓ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ✓ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices ✓ retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> • confidently skim and scan, and also use the skill of reading before and after to retrieve information. • use evidence from across larger sections of text • read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. • retrieve, record and present information from non-fiction texts. • ask my own questions and follow a line of enquiry. 	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • Can you skim/scan quickly to find the answer?



Probus School Reading comprehension progression skills and NC objectives.

<p>Sequence</p> <ul style="list-style-type: none">✓ reading books that are structured in different ways and reading for a range of purposes✓ identifying and discussing themes and conventions in and across a wide range of writing✓ learning a wider range of poetry by heart✓ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audiences✓ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas✓ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'	<ul style="list-style-type: none">• summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.• make connections between information across the text and include this is an answer.• discuss the themes or conventions from a chapter or text• identify themes across a wide range of writing	<ul style="list-style-type: none">• What is the main point in this paragraph? Is it mentioned anywhere else?• Sum up what has happened so far in... words/seconds or less.• Which is the most important point in these paragraphs? Why?• Do any sections/paragraphs deal with the same themes?• Can you find a text with a similar theme?
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Year Six - key focus areas for reading comprehension

Focus area with National curriculum objectives	Reading Skills	Example sentence starters
<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience ✓ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> • evaluate how the authors' use of language impacts upon the reader • find examples of figurative language and how this impacts the reader and contributes to meaning or mood. • discuss how presentation and structure contribute to meaning. • 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. 	<ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • Can you find examples of simile, metaphor, hyperbole or personification in the text? • Why has the text been organised in this way? Would you have done it differently? • What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?
<p>Inference</p> <ul style="list-style-type: none"> ✓ asking questions to improve their understanding ✓ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied ✓ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • discuss how characters change and develop through texts by drawing inferences based on indirect clues. • make inferences about events, feelings, states backing these up with evidence. • infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text 	<ul style="list-style-type: none"> • What do you think... means? Why do you think that? Could it be anything else? • I think...; do you agree? Why/why not? • Why do you think the author decided to...? • Can you explain why...? • What do these words mean and why do you think that the author chose them? • How do other people's descriptions of ...show that...? • Where else in the text can we find the answer to this question?
<p>Prediction</p>	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • support predictions by using relevant evidence from the text • confirm and modify predictions considering new information. 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?

<p>Explanation</p> <ul style="list-style-type: none"> ✓ making comparisons within and across books ✓ identifying how language, structure and presentation contribute to meaning ✓ distinguish between statements of fact and opinion ✓ retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> • provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates. • distinguish between fact, opinion and bias explaining how they know this. 	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • Can you identify where the author has shown bias towards a particular character? • Is it fact or is it opinion? How do you know? • How does the author make you feel at this point in the story? Why did they do that? • Can you explain it in a different way?
<p>Retrieval</p> <ul style="list-style-type: none"> ✓ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ✓ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices ✓ retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> • Children confidently skim and scan and use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. • Retrieve, record and present information from a wide variety of non-fiction texts. • Ask my own questions and follow a line of enquiry. 	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • Can you skim the next... and find me the answer to...? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • What genre is...? • Can you look at these other texts and find me what is similar and what is different?

<p>Sequence</p> <ul style="list-style-type: none"> ✓ reading books that are structured in different ways and reading for a range of purposes ✓ identifying and discussing themes and conventions in and across a wide range of writing ✓ learning a wider range of poetry by heart ✓ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience ✓ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ✓ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' 	<ul style="list-style-type: none"> • summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • make comparisons across different books. • summarise entire texts, in addition to chapters or paragraphs, using a limited number of words or paragraphs. 	<ul style="list-style-type: none"> • What is the main point of the text? • Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Can you read the text and summarise what has happened? • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes?
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Reception - key focus areas for reading comprehension

Focus area with EYFS Ages	Reading Skill statements	Example sentence questions.
<p>Vocabulary</p> <p>22 - 36</p> <p>30 - 50</p> <p>40 - 60</p> <p>ELG</p>	<ul style="list-style-type: none"> ✓ Repeats words or phrases from familiar stories. ✓ Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...' ✓ Shows awareness of rhyme and alliteration. ✓ Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories ✓ Recognises familiar words and signs such as own name and advertising logos. ✓ Listens to and joins in with stories and poems, one-to-one and also in small groups. ✓ Handles books carefully. ✓ Continues a rhyming string. ✓ Hears and says the initial sound in words ✓ Can segment the sounds in simple words and blend them together and knows which letters represent some of them. ✓ Links sounds to letters, naming and sounding the letters of the alphabet ✓ Can you read the next sentence? (Make sure this is short and made up of words that can easily be sounded out e.g. 'hat' 'dog') ✓ Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ✓ Use new vocabulary in different contexts. ✓ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. ✓ They use phonic knowledge to decode regular words and read them aloud accurately. ✓ They also read some common irregular words. ✓ Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. ✓ They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. 	<p>Can you think of anything else that begins with that sound?</p> <p>Can you notice any words that rhyme?</p> <p>What words come next? Can you join in?</p> <p>Are there any words that you recognise?</p> <p>Can you think of any other words that rhyme with this one?</p> <p>What sound does this word begin with?</p> <p>What does this word say? Can you blend the sounds together to read it?</p> <p>What sound does this letter make?</p> <p>What is the name of this letter?</p> <p>Can you blend the sounds in that word? What does the word say?</p> <p>Do you recognise this word? What does it say?</p> <p>What does this word say? (Choose a two syllable, phonetically regular word in the book.)</p> <p>What does this word say? (Choose an irregular high frequency word in the book.)</p> <p>What does this word mean? (Choose an unfamiliar word in the book.)</p> <p>How could you work out this word? (Encourage children to try different strategies - especially if the word is irregular.)</p> <p>How did you know that word? (Encourage children to explain how they worked out an irregular word.)</p> <p>Can you use the rest of the words or the pictures to help you? (Prompt children to use clues in the book to work out an unknown word.)</p> <p>Look for children using a range of strategies to read unfamiliar words. (For example, do they use previous knowledge to work out unfamiliar words? Do they use clues in the pictures and the text?)</p>

<p>Inference 30 - 50 40 - 60 ELG</p>	<ul style="list-style-type: none"> ✓ Describes main story settings, events and principal characters. ✓ Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" ✓ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ✓ Anticipate (where appropriate) key events in stories. ✓ Can segment the sounds in simple words and blend them together and knows which letters represent some of them. ✓ Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. ✓ They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. ✓ 	<p>What does the front cover tell us? Where do you think the story is set? What just happened in the story? What characters are there in the story? What does this word say? Can you blend the sounds together to read it? What does this word mean? (Choose an unfamiliar word in the book.) How could you work out this word? (Encourage children to try different strategies - especially if the word is irregular.)</p>
<p>Prediction 22 - 36 ELG ✓</p>	<ul style="list-style-type: none"> ✓ Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...' ✓ Suggests how the story might end. ✓ Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories ✓ Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" ✓ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ✓ Anticipate (where appropriate) key events in stories. ✓ They demonstrate understanding when talking with others about what they have read. ✓ They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. ✓ Anticipate (where appropriate) key events in stories. 	<p>What do you think might happen next? How might the story end? What happened in the story? What is your favourite part of the story? Why? Is this story like any other books that you have read? Can you retell this part of the story to your friend? Find a page in this book that you didn't like. What was your favourite part? Can you use the rest of the words or the pictures to help you? (Prompt children to use clues in the book to work out an unknown word.)</p>



Probus School Reading comprehension progression skills and NC objectives.

<p>Explanation 30 - 50 40 - 60 ELG</p>	<ul style="list-style-type: none"> ✓ Holds books the correct way up and turns pages. ✓ Knows that information can be retrieved from books. ✓ Compare and contrast characters from stories, including figures from the past. ✓ They demonstrate understanding when talking with others about what they have read. ✓ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 	<p>Is this a fiction or non-fiction book? How do you know? What happened in the story? What is your favourite part of the story? Why? Is this story like any other books that you have read? Can you retell this part of the story to your friend? Find a page in this book that you didn't like. What was your favourite part?</p>
<p>Retrieval 30 - 50 40 - 60 ELG</p>	<ul style="list-style-type: none"> ✓ Knows information can be relayed in the form of print. ✓ Shows interest in illustrations and print in books and print in the environment. ✓ Begins to read words ✓ They can describe the main events in the simple stories they have read. 	<p>Can you find (a word) in the text? What happened in this story? (After reading a story, encourage children to recall the main events.) Can you tell me about this story? (Prompt children to talk about favourite parts, the sequence of the story, if it was similar to other stories they had read etc.)</p>
<p>Sequence 30 - 50 40 - 60 ELG</p>	<ul style="list-style-type: none"> ✓ Beginning to be aware of the way stories are structured. ✓ Knows that print carries meaning and, in English, is read from left to right and top to bottom. ✓ Begins to read simple sentences ✓ Children read and understand simple sentences. 	<p>Are we at the beginning or the end of the story? Can you read the next sentence? (Make sure this is short and made up of words that can easily be sounded out e.g. 'hat' 'dog'). Can you read the next sentence? What happened?</p>



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