

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S  
C of E Primary School

# Whinmoor St Paul's Progression of Skills Document January 2024



## Whinmoor St Paul's

### Reading Programme of Study – January 2024

#### Reading – Word Reading

Reading Word Reading	EYFS Three and Four Year Olds Reception ELG	Y1	Y2	Y3	Y4	Y5	Y6
<b>Phonics and Decoding</b>	<p>Develop their phonological awareness, so that they can:</p> <p>spot and suggest rhymes</p> <p>count or clap syllables in words</p> <p>recognise words with the same initial sound, such as money and mother</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one</p>	<p>I can apply phonic knowledge and skills as the route to decode words</p> <p>I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including (where applicable) alternative sounds.</p> <p>I can read accurately by blending sounds in unfamiliar words containing GPCs that I have been taught.</p> <p>I can read words containing -s -es -ing - ed and -est endings</p> <p>I can read words with contractions</p>	<p>I can apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>I can read accurately words by blending the sounds in words that contain the common graphemes for all 40+ phonemes.</p> <p>I can read accurately words that have two or more syllables.</p> <p>I can read most words containing common suffixes</p>	<p>I can apply phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>I can apply my growing knowledge of root words and prefixes, including In- im- il- ir- dis- misun- re- sub- intersuper- anti- and auto- to being to read aloud.*</p> <p>I can apply my growing knowledge of root words and suffixes, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian to begin to read aloud.</p>	<p>I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>I can apply my growing knowledge of root words, prefixes and suffixes to read aloud fluently.*</p>	<p>I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skills, recognising their meaning through contextual cues.</p> <p>I can apply my growing knowledge of root words, prefixes and suffixes, including -sion, -tion, -cial, -tial, -ant/ance/ancy, -ent/ence, ency, -able/-ably, and -ible/ibly to read aloud fluently. *</p>	<p>I can read fluently with full knowledge of all Y5/6 exception words, root words, prefixes, suffixes* and to decode any unfamiliar words with increasing speed and skills, recognising their meaning through contextual cues.</p> <p>I can read aloud with intonation (altering the pitch and tone of my voice).</p>

	<p>sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p>	<p>e.g. I'm, I'll and we'll</p>					
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<p>Common Exception Words</p>	<p>Read common exception words as stated in Little Wandle Phonics Scheme for Rec.</p> <p>To read some common irregular words.</p>	<p>Read common exception words as stated in Little Wandle Phonics Scheme for Y1, noting unusual correspondences between spelling and sound and where these occur in a word.</p>	<p>I can read most of the common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (Exception Word List for Year 3)*</p>	<p>I can read all Y3/4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. *</p>	<p>To read most Y5/6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read all Y5/6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>
<p>Fluency</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>-print has meaning the names of different parts of a book</li> <li>-print can have different purposes</li> <li>-page sequencing we read English text from left to right and from top to bottom</li> </ul> <p>Blend sounds into words, so that they can read short words made up of lettersound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words.</p> <p>I can re-read texts to build up fluency and confidence in word reading.</p> <p>I can join in with predictable phrases in stories</p> <p>Identifies appropriate 'voice choice' for speech when reading aloud</p>	<p>I can read aloud books (matched to my improving phonic knowledge) sounding out unfamiliar words accurately, without hesitation.</p> <p>I can re-read these books to build up fluency and confidence.</p> <p>I can recognise simple recurring literary language in stories and poetry.</p> <p>I can apply appropriate intonation to fiction in particular, using particularly clear expression to indicate speech.</p> <p>I can engage in echo reading and choral reading. My teacher models active reading.</p> <p>I can read words accurately and</p>	<p>I can retell stories orally independently.</p> <p>I can apply to appropriate intonation to a range of texts.</p> <p>I can engage in</p> <ul style="list-style-type: none"> <li>-echo reading</li> <li>-repeated reading</li> <li>-choral reading</li> </ul> <p>To build fluency.</p> <p>Taught to active read.</p>	<p>I can retell narrative to an audience.</p> <p>I can apply the appropriate intonation to a range of texts:</p> <ul style="list-style-type: none"> <li>-fiction</li> <li>-non-fiction</li> <li>-poetry.</li> </ul> <p>I can engage in:</p> <ul style="list-style-type: none"> <li>-echo reading</li> <li>-repeated reading</li> <li>-choral reading</li> </ul> <p>To build fluency</p> <p>Taught to active read</p>	<p>I know 3 different poems by heart.</p> <p>I can apply the appropriate intonation to a range of texts:</p> <ul style="list-style-type: none"> <li>-fiction</li> <li>-non-fiction</li> <li>-poetry</li> </ul> <p>I can use active reading strategies with independence and explain reasons for my choices.</p>	<p>I can prepare a range of texts to read aloud and to perform, showing understanding through intonation, tone and volume so the meaning is clear to an audience.</p> <p>I can apply active reading strategies with independence, explaining why decisions have been made.</p>

	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>		<p>fluently without overt sounding and blending. e.g I can read over 90 words per minute.</p>				
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Glossary

- Echo reading – a teacher reads first and the children copy it (My turn, your turn) This could apply to a phrase, sentence or extract.
- Repeated reading – children reading the same text again and again until their fluency improves.
- Choral reading – children reading a paragraph/page together (at the same time) as a group or class.
- **These are detailed in the word lists within the spelling appendix to the National Curriculum 2014 (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.**

## Whinmoor St Paul's

### Reading Programme of Study – January 2024

#### Reading for Pleasure

Reading for Pleasure	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>General</b></p> <p><b>All classes have book corners, daily independent reading, a progressive reading spine from which to read aloud. This ensures a range of books is covered across the year.</b></p>	Teachers read a 'repeated read' daily.	Teachers read a 'repeated read' daily.	Teachers read a 'repeated read' daily until Spring term. Then move to a 'read aloud'.  I can talk about what I have read on my own and as a class.	Teachers read 'read aloud' daily.  I can talk about what I have read on my own and as a class.	Teachers read 'read aloud' daily.  I can recommend books to others in my class.	Teachers read 'read aloud' daily.  I maintain a positive attitude towards reading, accepting it sometimes brings challenges.	Teachers read 'read aloud' daily.  I talk positively about reading to peers and younger children, recommending books and giving reasons.
<p><b>Exposure to texts</b></p>	I can listen to, and discuss poems, stories and non-fiction at a level beyond that at which I can independently read.	I can listen to, and discuss poems, stories and non-fiction at a level beyond that at which I can independently read.	I can listen to a wide range of poems, stories and non-fiction building on EYFS/YQ through increasing complexity of literary and academic language.	I can listen to a wide range of fiction, poetry, plays, non-fiction and reference books.  I can read for a range of purposes.	I can read a wide range of fiction, poetry, plays, non-fiction and reference books for a purpose.  I have knowledge of a wide range of fiction, including	I can read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.  I can read and select books for a range of purposes	I demonstrate familiarity with a wide range of books, including myths, legends and traditional stories, modern and classical fictions, and books from other cultures and traditions.

			<p>I have experience of non-fiction books that are structured in different ways.</p>	<p>I can read a wide range of books, including fairy tales.</p> <p>I can read books that are structured in different ways.</p> <p>I can recognise some different forms of poetry.</p>	<p>myths and legends.</p> <p>I can use reference books to answer questions and navigate them using their features.</p>	<p>across the wider curriculum.</p>	<p>I can read and select books for a range of purposes across the wider curriculum.</p>
<p><b>Reading with others/ Book talk</b></p>	<p>I can explain who my favourite character is and why.</p> <p>I can say whether or not I like a story and begin to explain why.</p>	<p>I can explain likes and dislikes in a text and why.</p>	<p>I can participate in small group discussion about books.</p> <p>I can give reasons for story and character preference and making suggestions about a text.</p>	<p>I can participate in class discussions about books.</p> <p>I can describe the books in more detail when discussing books.</p>	<p>I can participate in class discussion about fiction, nonfiction and poetry.</p> <p>I can describe books in more detail and explain my choices making links to prior reading.</p>	<p>I can read and discuss a range of fiction, poetry, plays, non-fiction and reference books.</p> <p>I can participate in discussions about books that are read to me and those I can read by myself.</p> <p>I can build upon the views of my own and others' and challenge view courteously.</p>	<p>I can read and discuss a range of fiction, poetry, plays, non-fiction and reference books.</p> <p>I can participate in discussions about books that are read to me and those I can read by myself.</p> <p>I can build upon the views of my own and others' and challenge view courteously.</p>







## Whinmoor St Paul's

### Reading Programme of Study – January 2024







#### Reading Comprehension

At Whinmoor St Paul's we use the term 'Reading VIPERS' to encourage children to actively think about the comprehension skills they are using when they read. These are key questions that children should consider when exploring a book.


#### VIPERS KS1


<b>Vocabulary</b> Draw upon knowledge of vocabulary in order to understand the text. 	<b>Infer</b> Make inferences from the text. 	<b>Predict</b> Predict what you think will happen based on the information that you have been given. 	<b>Explain</b> Explain your preferences, thoughts and opinions about the text. 	<b>Retrieve</b> Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information. 	<b>Sequence</b> Sequence the key events in the story. 
Example questions <ul style="list-style-type: none"> <li>• What does the word ..... mean in this sentence?</li> <li>• Find and copy a word, which means .....</li> <li>• What does this word or phrase tell you about.....?</li> <li>• Which word in this section do you think is the most important? Why?</li> <li>• Which of the words best describes the character/setting/ mood etc?</li> <li>• Can you think of any other words the author could have used to describe this?</li> <li>• Why do you think ..... is repeated in this section?</li> </ul>	Example questions <ul style="list-style-type: none"> <li>• Why was..... feeling.....?</li> <li>• Why did ..... happen?</li> <li>• Why did ..... say .....</li> <li>• Can you explain why.....?</li> <li>• What do you think the author intended when they said.....?</li> <li>• How does ..... make you feel?</li> </ul>	Example questions <ul style="list-style-type: none"> <li>• Look at the book cover/blurb - what do you think this book will be about?</li> <li>• What do you think will happen next? What makes you think this?</li> <li>• How does the choice of character or setting affect what will happen next?</li> <li>• What is happening? What do you think happened before? What do you think will happen after?</li> <li>• What do you think the last paragraph suggests will happen next?</li> </ul>	Example questions <ul style="list-style-type: none"> <li>• Who is your favourite character? Why?</li> <li>• Why do you think all the main characters are girls in this book?</li> <li>• Would you like to live in this setting? Why/why not?</li> <li>• Is there anything you would change about this story?</li> <li>• Do you like this text? What do you like about it?</li> </ul>	Example questions <ul style="list-style-type: none"> <li>• What kind of text is this?</li> <li>• Who did.....?</li> <li>• Where did.....?</li> <li>• When did.....?</li> <li>• What happened when.....?</li> <li>• Why did ..... happen?</li> <li>• How did .....?</li> <li>• How many.....?</li> <li>• What happened to.....?</li> </ul>	Example questions <ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> </ul>


# VIPERS KS2

<h2>Vocabulary</h2> <p>Find and explain the meaning of words in context.</p> 	<h2>Infer</h2> <p>Make and justify inferences using evidence from the text.</p> 	<h2>Predict</h2> <p>Predict what will happen based from the details given or implied.</p> 	<h2>Explain</h2> <p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p> 	<h2>Retrieve</h2> <p>Retrieve and record information and identify key details from fiction and non-fiction.</p> 	<h2>Summarise</h2> <p>Summarise the main ideas from more than one paragraph.</p> 
<p>Example questions</p> <ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that.....?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are .....</li> <li>• How can you tell that.....</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when.....</li> <li>• Who is telling the story?</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of ..... effective?</li> <li>• The mood of the character changes throughout the text.</li> <li>• Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What affect does ..... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did ..... effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• How would you describe this story/text? What genre is it? How do you know?</li> <li>• How did...?</li> <li>• How often...?</li> <li>• Who had...? Who is...? Who did...?</li> <li>• What happened to...?</li> <li>• What does..... do?</li> <li>• How ..... is .....</li> <li>• What can you learn from ..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/ middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> </ul>

Reading Comprehension	EYFS Three and Four Year olds Reception ELG	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>DECODE</b> Understanding and correcting inaccuracies  (Also see above)</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read to them by</p>	<p>I can check that the text makes sense as I read and can self-correct.</p> <p>By the end of Y1, I can read a full page of age-appropriate text, including common exception words.</p>	<p>I can show understanding by drawing on what I already know/background information provided by teacher.</p> <p>I can check that the text makes sense to me as I read and self-correct inaccurate reading.</p> <p>By the end of Year 2, I can read up to 2 pages of age-appropriate text with some pictures, including common exception words.</p>	<p>I can check that a text makes sense to me, discuss my understanding and explain the meaning of words in context.</p> <p>I can ask questions to help me understand a complex text.</p> <p>I can read texts up to 2 pages with less pictures than Year 2. These texts include a range of organisational devices and text markers.</p>	<p>I can check that a text makes sense to me, discuss my understanding and explain the meaning of words in context.</p> <p>I can ask questions to help me understand a complex text.</p>	<p>I can read age-appropriate books with confidence and fluency.</p>	<p>I can read age-appropriate books with confidence and fluency.</p> <p>I can read a full booklet of text with confidence and ease, skimming and scanning at speed. Texts should be challenging, in line with ARE.</p> <p>As I read, I can active read to support my speed when answering questions.</p>

	<p>retelling stories and narratives using their own words and recently introduced vocabulary.</p>						
<p><b>Explain</b></p>  <p>Pre-teaching vocabulary, developing understanding of vocabulary, summarising content</p>	<p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn new vocabulary. Use new vocabulary throughout the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts, to show my wider understanding of the world.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with</p>	<p>I can discuss word meaning and link new meanings to words already known.</p> <p>I can apply new vocabulary across the wider curriculum.</p> <p>I can recall and order events from the text. I can skim and scan to find a word in a paragraph.</p> <p>I can think of a synonym/another word that means the same.</p> <p>I can tick/match/write what a word means.</p> <p>I can use tier 2 vocabulary appropriately.</p>	<p>I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>I can discuss my favourite words and phrases.</p> <p>I can discuss the sequence of events in books.</p> <p>I recognise that non-fiction books are often structured in different ways.</p> <p>I can retell and order events from the text, beginning to discuss how events are linked.</p> <p>I can read more developed texts building up my fluency and stamina.</p> <p>I know alternative words/phrases to show my</p>	<p>I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in contexts.</p> <p>I can find and copy words and phrases to match characters, settings and mood.</p> <p>I can use a dictionary to check the meaning of new words I have read.</p> <p>I can summarise the main ideas from more than 1 paragraph.</p> <p>I can distinguish between the important and less important information in a text.</p> <p>I can explain new vocabulary by reading questions</p>	<p>I can explain the meaning of unusual words using clues.</p> <p>I can use a dictionary efficiently to check the meaning of new words I have read.</p> <p>I begin to use a thesaurus to explore vocabulary in more depth, and link read ideas to my writing.</p> <p>I can summarise main ideas succinctly.</p> <p>I can use different organisational devices within a non-fiction text to retrieve, record and discuss information e.g. index, contents, subtitles.</p> <p>I can give two different pieces of evidence, and not repeat an answer</p>	<p>I can use contextual evidence and my grammatical knowledge to make sense of what is read, exploring meaning of new vocabulary.</p> <p>I can start to work out the meaning of new words, using the rest of the sentence or paragraph to help me.</p> <p>I can summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p> <p>I can give answers according to the amount of marks in the question, drawing upon my knowledge of words and synonyms.</p> <p>I can use and apply new tier 2</p>	<p>I can work out the meaning of new words, using the rest of the sentence or paragraph to help me.</p> <p>I can explain impressions that are found in the text.</p> <p>I can summarise the main ideas drawn from across the text.</p> <p>I can use a range of synonyms to explain my understanding.</p> <p>My answers are well-developed, paying attention to the marks in the question.</p> <p>I can use and apply new tier 2 and tier 3 vocabulary.</p>

	<p>new knowledge and vocabulary.</p>		<p>understanding of texts.</p> <p>I practise finding information quickly (using page numbers, pictures, titles etc) to skim and scan at speed.</p> <p>I can answer a range of question types (find and copy, tick, match, write) at speed.</p> <p>I can use tier 2 and tier 3 vocabulary.</p>	<p>with the words “suggest/imply/ Impression” writing more developed answers.</p> <p>I can use tier 2 and tier 3 vocabulary.</p>	<p>e.g. “give two impressions this gives you of water”.</p> <p>I can use tier 2 and tier 3 vocabulary.</p>	<p>and tier 3 vocabulary.</p>	
<p><b>Retrieve</b></p>  <p>I can retrieve from <b>fiction and non-fiction</b></p>	<p>Recall and order key events from the text.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>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 check the text makes sense to me as I read.</p> <p>I can self-correct inaccurate reading.</p> <p>I understand that non-fiction books are different to fiction books.</p> <p>I can recall facts from a non-fiction book.</p> <p>With support, I can skim and scan to find a key word in a text, and read the sentence around it. I use my finger to help.</p>	<p>I can check text makes sense as I read.</p> <p>I can underline the key word in a question.</p> <p>I can find the word and read the sentence that it is in.</p> <p>I can read the sentence before or after to find the answer.</p> <p>I can copy down the answer to the question.</p>	<p>I can retrieve and record information from non-fiction books.</p> <p>I can realise when I have retrieved enough information to answer a question.</p> <p>I know that I sometimes need to give 2 pieces of evidence from a text.</p> <p>I can use a range of question types to retrieve (See Y6 reading SATS document)</p>	<p>I can use a dictionary to find out the meaning of technical vocabulary.</p> <p>I know that I sometimes need to give 3 valid pieces of evidence from a text.</p> <p>I do not repeat my answers/use the same quotation twice when retrieving.</p> <p>I can make my answers concise when retrieving.</p> <p>I can use a range of question types to retrieve (See Y6</p>	<p>I can use different organisation devices within fiction and non-fiction texts to retrieve, record and discuss information.</p> <p>I can find and record information from non-fiction texts over a wide range of subjects.</p> <p>I know that retrieving information does not necessarily come in the order of the text.</p> <p>I can quickly use my skills to retrieve statements over a</p>	<p>I can retrieve, record and present information from non-fiction texts.</p> <p>I can use non-fiction materials in other subjects and contexts where I am genuinely motivated to find out more. E.g. website, theatre programme.</p> <p>I know that retrieving information does not necessarily come in the order of the text.</p> <p>I can quickly use my skills to retrieve</p>

	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</p> <p>Use a story line or narrative in role play and small world play.</p>				reading SATS document)	longer piece of writing.	statements over a longer piece of writing.
<p><b>Interpret</b></p>  <p><b>Inference and making prediction</b></p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>I can begin to make inferences.</p> <p>I can predict what might happen on the basis of what has been read so far.</p> <p>I can begin to explain these ideas verbally or through pictures.</p> <p>I can skim and scan to find a key word in a question, using finger to help.</p>	<p>I can make some inferences on the basis of what is being said or done.</p> <p>I can predict what might happen on the basis of what has been read so far.</p> <p>I can read across paragraphs and use information from the full story to work things out.</p> <p>I can understand character thoughts and feelings at different parts of the story.</p>	<p>I can ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>I justify my predictions using evidence from the text, using details stated and implied.</p> <p>I am taught the skills of using details from the text to form further predictions.</p> <p>I can find clues within and across paragraphs using page numbers to help me locate clues.</p>	<p>I can draw inferences from characters' feelings, thoughts and motives that justify their actions.</p> <p>I can locate a paragraph accurately to find a section of text.</p> <p>I know the difference between what is stated and what is implied, which will help me with predictions.</p> <p>I can justify my predictions from details stated and implied.</p> <p>I can answer 2 mark interpret questions – without repeating</p>	<p>I can draw inferences from characters' feelings, thoughts and motives.</p> <p>I can make predictions based on details stated and implied.</p> <p>I can justify my predictions with evidence from the text.</p> <p>I can ask questions to improve my understanding.</p> <p>I can read paragraphs to find clues to support my points.</p> <p>I can match my points to the amount of marks in the question.</p>	<p>I can consider different accounts of the same event and discuss viewpoints (Both of authors and of fictional characters).</p> <p>I can make predictions based on details stated and implied.</p> <p>I can discuss how characters change and develop through texts, by drawing inferences based on indirect clues (read between the lines).</p> <p>I can use clues from a full story.</p>

					my answer or simply retrieving details. I give 2 different acceptable points. This needs to be explicitly taught.		
<b>Choice Explaining author's choice.</b>	I can talk about books to clarify my thinking.	My teacher can help me to think about what the author wants me to think.  I can discuss titles and events.	I can use clues to empathise with a main character, my teacher thinks out loud to help me understand an author's choice.  I can make links to my own experiences and make links to other stories and characters.	I can discuss authors' choice of words and phrases for effect.  I can identify themes in some books.  I can see how structure and presentation can affect the meaning and purpose of a text.	I start to recognise author's use of language and how it affects the reader's understanding.  I can discuss vocabulary used to capture a reader's interest and imagination.  I can recognise familiar themes in stories.  I can identify mood changes across a text.	I can discuss vocabulary used by the author to create effect, including figurative language.  I can evaluate authors' use of language and the impact it has on the reader, may be with support.  I can make comparisons within and across books.  I can identify themes and patterns in a wide range of fiction.	I can analyse and evaluate an authors' use of language, including figurative language and its impact on the reader, including technical terminology such as metaphor, analogy, imagery.  I can provide reasons for my views on books.  I can discuss themes and conventions in and across texts.
<b>Poetry and Performance</b>	<b>Sing a large repertoire of songs.</b>  <b>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</b>  <b>Take part in simple pretend play, using an object to represent</b>	I can recite simple poems by heart.	I can build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.  I can begin to use appropriate intonation and volume when reading aloud.	I can recognise some different forms of poetry e.g. free verse/narrative poetry.  I can prepare and perform poems and play scripts with appropriate techniques (intonation, volume and action) to show	I can continually show an awareness of audience when reading aloud, using intonation, tone, volume and action.	I can confidently perform text, including poems learnt by heart, using a wide range of devices to engage an audience.

	<p>something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Remember and sing entire songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>				<p>awareness of the audience when reading aloud.</p>		
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	<p>Develop storylines in their pretend play.</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>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music</p>						
<p><b>Asking questions about my reading</b></p>	<p>With support, I can generate simple questions using who, what, when, how and why.</p>	<p>I can generate simple questions using who, what, when, how and why.</p>	<p>I can answer and ask relevant questions about my reading.</p>	<p>I can ask questions to improve my understanding of a text.</p>	<p>I can start to ask questions to investigate an author's intentions</p>	<p>I can generate a variety of questions to focus my reading, adjusting them when I find evidence otherwise.</p>	<p>I can generate a variety of questions to focus my reading, adjusting them when I find evidence otherwise.</p>

						I can take a book discussion deeper by asking questions that go beyond the text.	I can ask my own critical thinking questions that take a discussion beyond a text.
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