



English- Reading

Progression of conceptual knowledge:

Phonics, word reading and decoding	
Fluency	
Develop positive attitudes to reading	
1/2A	Explain the meaning of words in context
1/2B	Retrieve and record information and identify key details from fiction/non-fiction
1/2C	Summarise main ideas from more than one paragraph
1/2D	Make inferences from the text. Justify inferences from evidence from the text
1/2E	Predict what might happen from details stated and implied
1/2F	Identify and explain how information/narrative content is related and contributes to meaning as a whole
2G	Identify and explain how meaning is enhanced through choice of words and phrases
2H	Make comparisons within and between texts
Skills and strategies for reading to find out	



English – Reading Progression of conceptual knowledge:

		Year Group	Key skills and “sticky” knowledge	Key vocabulary
Phonics, word reading and decoding	F1	After 1 term in F1	I can repeat songs, rhymes, stories and repeat familiar phrases. I can fill in missing words from well known rhymes.	Rhyme Song Story Information Book Sign Writing Read Letter Sound Phoneme
		After 2 terms in F1	I can notice and repeat sounds. I can identify signs and symbols in the environment and recall what they mean.	
		By the end of F1	I can join in with rhymes and stories. I can identify rhymes. I can join in with the rhythm of well known rhymes and songs. I can recognise my own name.	
	F2	December F2	I can join in with rhymes and stories. I can join in with the rhythm of well known rhymes and songs. I can recognise my own name. I can identify sounds in words, in particular, initial sounds. I can segment and blend simple words demonstrating my knowledge of sounds with support. I can link sounds to letters in the alphabet.	Rhyme Recognise Phoneme Sounds Segment Blend Digraph Trigraph Sound button sound line Adjacent consonant Letter Grapheme Sentence Sound out
		April F2	I can segment and blend simple words demonstrating my knowledge of sounds independently. I can read simple words and simple sentences. I can identify rhymes. I can find my own rhymes.	
		July F2	I can read some common irregular words. I can use phonic knowledge to decode regular words and read them aloud accurately. I can read and understand simple sentences.	
	Year 1		<p>Know how to apply phonic knowledge and skills as the route to decode words</p> <p>Blend sounds in unfamiliar words using the GPCs taught</p> <p>Know the correct phoneme for the given grapheme and recognise these speedily Match all the 40+ graphemes to their phonemes.</p> <p>Know all the 40+ graphemes and recognise when reading. Read words with familiar endings –s, -es, -ing, -ed, -er, -est Read words of more than one syllable that contain GPCs.</p> <p>Read words with contractions.</p> <p>Read phonetically decodable texts with confidence and fluency.</p> <p>Read all year 1 common exception words, noting unusual correspondences between the graphemes and the phonemes where these occur in words.</p>	As FS and split vowel digraph adjacent consonant consonant cluster



Phonics, word reading and decoding	Year 1	<p>Read aloud books, sounding out unfamiliar words accurately, automatically and without undue hesitation. Read age appropriate books fluently and confidently.</p> <p>Use the graphemes taught to blend words accurately without undue hesitation. Know and understand the importance of decoding words automatically.</p> <p>Know that phonemes may be represented by different graphemes. Know that graphemes may be read in different ways.</p> <p>Recognise alternatives and consider which will make meaning. Apply knowledge so that reading is fluent.</p> <p>Recognise syllables in words.</p> <p>Know that breaking words down into syllables helps fluent decoding. Read words of two or more syllables accurately.</p> <p>Know that some words have unusual correspondence between phoneme and grapheme, notice these when reading and decode to retain meaning.</p> <p>Know that familiar words do not need to be sounded out and blended. Read most words containing common suffixes.</p> <p>Read all year 1 and 2 common exception words, noting unusual correspondences between the grapheme and phonemes.</p>	As Y1 and : Syllable Suffix prefix Chunk Graph Root word
	Year 3	<p>Use phonics knowledge to decode quickly and accurately (tackling longer, unknown words with support at times) Know what prefixes and suffixes are and how they can change the meaning of a word.</p> <p>Apply growing knowledge of root words and prefixes and to begin to read words with them in texts: in-, im-, il-,ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-, auto-)</p> <p>Apply growing knowledge of suffixes and to begin to read words with them in texts (-ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion, -cian)</p> <p>Know that some words may have a similar pronunciation but may be written differently. Use knowledge of unusual phoneme/grapheme correspondences to read unfamiliar words Use analogy drawing on the pronunciation of other similar known words to read others.</p> <p>Begin to read Y3/4 common exception words in texts.</p>	Root word Prefix Suffix
	Year 4	<p>Use knowledge of root words to read unfamiliar words.</p> <p>Use knowledge of root words, prefixes and suffixes to read aloud fluently.</p> <p>Know when phonics as a strategy will not help read a word.</p> <p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>Use analogy drawing on the pronunciation of similar known words to read others.</p> <p>Read all Y3/4 common exception words, discussing the unusual correspondences between spelling and sounds and where these occur in words.</p>	analogy
	Year 5	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues..</p>	



Primary Academy	<p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words including words with -sion, -tion, -cial, -tial -ant/-ance, -ence/-ency, -able/-ably -ible/-ibly.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Read most of the Y5/6 exception words, discussing the unusual correspondences between spelling and sound where these occur in words.</p>	
Year 6	<p>Read fluently with full knowledge of further exception words, noting unusual correspondences between the spelling and sounds, where these occur.</p> <p>Apply knowledge of root words, prefixes, suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues and application of analogy and etymology.</p> <p>Read all Y5/6 exception words, discussing the unusual correspondences between spelling and sound where these occur in words.</p>	Etymology Morphology

English – Reading Progression of conceptual knowledge:



	Year group	Key skill	Vocabulary
Fluency	F1 Academy	Tune in, remember, talk about and make different sounds. Know that print carries meaning and, in English, is read from left to right and top to bottom.	sounds listen page book front cover start story
	F2	Hear and say the initial, medial and final phoneme in words and blend to read. Read and understand simple sentences.	phoneme blend sentence start top bottom page
	Year 1	Accurately read texts that are consistent with developing phonic knowledge and do not require use of other strategies to work out words. Re read texts to build fluency and confidence in word reading.	Story telling voice
	Year 2	Read aloud age appropriate books, sounding out unfamiliar words accurately, automatically and without due hesitation. Reread these books to build up fluency and confidence in word reading. Read words accurately and fluently, without overt sounding and blending. (Averagely, over 90 words a minute to enable the reader to focus on the meaning of texts read) Read age appropriate texts with fluency, pace and expression to demonstrate meaning. Know that there is a difference in reading alone and with someone else. Understand that the reading has to be heard and understood by the audience. Can read alone and maintain pace and meaning.	Intonation Expression Pace Fluency Phrasing Sentence punctuation
	Year 3	Read aloud books, sounding out unfamiliar words accurately, automatically and without hesitation. Recognise and use punctuation, pausing at key moments. Reading is appropriately paced and the sentences flow smoothly.	flow smooth reading pause pace
	Year 4	Read clearly and apply punctuation accurately. Use expression and intonation with a growing awareness of audience and purpose. Know that, when reading to others, reading has to engage the audience and it is the reader's role to keep the text interesting. Word reading should also support the development of vocabulary.	pause dramatic effect
	Year 5	Read fluently, using punctuation, expression and intonation linked to a growing vocabulary, showing awareness of the intended audience and purpose.	purpose audience vary
	Year 6	Use punctuation, expression and intonation of a wider vocabulary to create moods, showing an appreciation of audience and purpose. Understands how to control voice – tone and pitch and pace and volume of reading to create atmosphere.	Pitch tone volume

English – Reading Progression of conceptual knowledge:

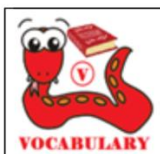


	Year group	Engagement	Participation	Sharing	Ownership	Opportunities for reading outside reading teaching
Developing positive attitudes to reading	F1	Enjoy listening to a story	Join in with rhyme/ repetitive language	Create or follow actions to well-known stories	Ask questions/make observations when looking at non-fiction books.	Reading buddies Online stories Mobile library visits Story time with pupil librarians
	F2	Take pleasure in reading	Read independently and in groups	Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say	Extend their range of reading	Mobile library visits Story sacks Reading buddies Story time with pupil librarians
	Year 1	Select books for personal reading and give reasons for choices. Enjoy listening to books read to them	Read independently and in groups.	Discuss books they like and give reasons for their preferences	Select books to read and listen to	Reading buddies Mobile library visits Story time with pupil librarians Class novel
	Year 2	Read and listen to whole books, make choices for their personal reading	Read independently and in groups. Enjoy listening to books read to them	Justify their choices of books and their preferences from the books they have read or have had read to Them	Make choices from a selection of texts to listen to and to read themselves	Reading buddies Mobile library visits Reading support from pupil librarians Story time with pupil librarians Class novel
Developing positive attitudes to reading	Year 3	Sustain their reading for enjoyment and to find out	Read independently and in groups. Enjoy listening to books read to them.	Discuss why they like particular books or authors with others, giving reasons.	Extend the range of books read by browsing and selecting texts, including poetry, to read independently.	Reading buddies Mobile library visits Reading support from pupil librarians Class novel
	Year 4	Read independently complete short texts and sections from information books	Read independently and in groups. Enjoy listening to books read to them	Describe and review their own reading habits	Develop their reading stamina as they read longer texts	Reading buddies Mobile library visits Reading support from pupil librarians Class novel



	Year 5	<p>Listen to texts read to them.</p> <p>Read favourite authors and choose books to read on the recommendation of others</p>	<p>Read independently and in groups.</p> <p>Enjoy listening to books read to them</p>	<p>Talk about books referring to details and examples in the text</p>	<p>Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader</p>	<p>Reading buddies</p> <p>Mobile library visits</p> <p>Visits to secondary school library</p> <p>Reading support from pupil librarians</p> <p>Class novel</p>
	Year 6	<p>Listen to texts read to them and sustain their reading of longer and more challenging texts</p>	<p>Read independently and in groups.</p> <p>Enjoy listening to books read to them</p>	<p>Plan personal reading goals which reflect their interests and extend their range</p>	<p>Develop their reading stamina and complete the independent reading of some longer texts.</p>	<p>Reading buddies</p> <p>Mobile library visits</p> <p>Visits to secondary school library</p> <p>Reading support from pupil librarians</p> <p>Class novel</p>

English – Reading Progression of conceptual knowledge:





1A: Words in context

Key Stage 1

- Shows an understanding of common words and familiar, everyday phrases, in a story that is read to/with them.
- With some support, shows an increasingly independent understanding of some familiar and less familiar words and phrases in a shared story.
- Finds a word/phrase in a text that has the same meaning as a given word.
- Discusses word meanings, linking new meanings to those already known.
- Discusses and clarifying the meanings of words, linking new meanings to known vocabulary.

Expectation		Success Criteria	Vocabulary Questions
F2	<p>- Shows an understanding of common words and familiar, everyday phrases, in a story that is read to/with them.</p>	<ul style="list-style-type: none"> - In the story 'Jack and the Beanstalk', the child says that the word 'chopped' means the same as 'cut'. - In the story 'Goldilocks and the Three Bears', the child explains what the phrases 'just right' means. - "The author says that Bill was dancing. This means he was happy." - "The author uses the word 'spooky'. This makes me feel scared." 	<ul style="list-style-type: none"> - What does the word XYZ mean? - Can you find a word that means the same as...? - What can help you understand the tricky word XYZ? - How has the author made you feel happy/sad? - The author uses the word _____. How does this make you feel? - How has the author made the character seem happy/sad? - What word in the text tells you...?
Year 1	<p>With some support, shows an increasingly independent understanding of some familiar and less familiar words and phrases in a shared story.</p>	<ul style="list-style-type: none"> - When asked for the meaning of 'glad', the child can work out the meaning from the context of the story (i.e. happy or pleased). - "It makes it makes me feel a bit sad and scared, when the author used the word 'gloomy'." - "The word 'speedily' means the same as 'fast'." - "The author says that Susie is 'tearful', this tells me that she is feeling sad." 	<ul style="list-style-type: none"> - What does the word XYZ mean? - What other word/s could the author have used to say/explain...? - Can you find a word that means the same as...? - What clues are around the sentence (before/after) which might help you understand the word? - How has the author made you feel happy/sad/angry? Can you find words that make you feel this way? - The author uses the word _____. How does this make you feel? - How has the author made the character seem happy/sad/angry? - What word in the text tells you ...?



Finds a word in a sentence/page that has the same meaning as a given word or simple phrase.

The child can find a word on a page that means the same as big/good/sad (e.g. huge, excellent, upset).
 - When asked to find a word that means the same as 'grabbed', the child can point to the word 'snatched'.
 - "The author says that the character 'tiptoed across the hallway' – This means that the character doesn't want to get caught."
 - The author uses the word ... to describe ..., what does this tell you about XYZ?

- The author uses the word ABC to describe XYZ, what does this tell you about... ?

- What other words/phrases could the author have used to say/explain...?
 - Give the meaning of the word... in this sentence.
 - Can you find a word that means the same as...?
 - Can you tell me another way of saying _____?
 - Can you find other words within the word... that can help you with the meaning?
 - What clues (before/after) which might help you understand the word/phrase?
 - How has the author made you feel happy/angry? Which words make you feel the same?
 - The author uses the word _____. How does this make you feel? What does this make you think?
 - How has the author made the character seem happy/sad/angry?
 - What word in the text tells you ...?
 - The author uses the word ... to describe ..., what does this tell you about XYZ?

2A: Words in Context

Key Stage 2

- Use text before and after the unknown word to make a sensible guess about its meaning.
- Use developing knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary.
 - Use knowledge of how a dictionary is structured to find out the meaning of new words.
- Use a dictionary independently to check the meaning of unfamiliar words and explain the meanings to someone else.
 - Give alternative words/phrases with a similar meaning using a thesaurus if necessary.



BA

	Expectation	Success criteria	Questions
Year 3	<ul style="list-style-type: none"> - Uses text before and after the unknown word to make a sensible guess about its meaning - Uses developing knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary - Uses knowledge of how a dictionary is structured to find out the meaning of new words 	<p>Give synonyms for given words. Predict the meaning of a word using the context of the sentence/ paragraph.</p> <p>When searching for a word in a dictionary, the child turns to the first letter to demonstrate knowledge of alphabetical order.</p>	<ul style="list-style-type: none"> - What other words/phrases could the author have used to say/explain...? - Give the meaning of the word... in this sentence. - Can you find a word that means the same as...? - Can you find any other words within the word... that can help you with the meaning? <ul style="list-style-type: none"> - What clues are around the sentence (before/after) which might help you understand the word/phrase?
Year 4	<ul style="list-style-type: none"> Uses what they know about root words, prefixes and suffixes to help understand the meaning of new vocabulary - Uses a dictionary to check the meaning of new vocabulary 	<p>When finding an unknown word, the child can find it in a dictionary with very little support. The child can use the definition to explain what the word means. Interpret and explain phrases/techniques such as similes.</p>	<ul style="list-style-type: none"> - What other words/phrases could the author have used to say/explain...? - Give the meaning of the word... in this sentence. - Can you find a word that means the same as...? - Can you find any other words within the word... that can help you with the meaning? - What does this figurative phrase (simile/metaphor/ personification) mean?
Year 5	<ul style="list-style-type: none"> - Uses knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary - Uses a dictionary independently to check the meaning of unfamiliar word/s and explain the meaning/s to someone else 	<p>Explain how the word choice (e.g. sullen) helps us to understand the character's feelings.</p> <ul style="list-style-type: none"> • Give synonyms for age-related vocabulary, e.g. complex. • Independently find words in a dictionary and give the definition in their own words. 	<p>What other words/phrases could the author have used to say/explain...?</p> <ul style="list-style-type: none"> - Give the meaning of the word... in this sentence. - Which word most closely matches the meaning of...? - Which word is a synonym for...? - Can you explain the dictionary definition of the word... in your own words? - Explain 2 things that the word XYZ suggests.



Uses knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary
 - Uses a dictionary independently to check the meaning of unfamiliar word/s and give alternative words/phrases with a similar meaning (using a thesaurus, if necessary)

Define synonyms and provide examples.
 Explain idioms/phrases such as “driving me round the bend”.

Use a dictionary to define words such as “fraudulent” and explain them in their own words.

What other words/phrases could the author have used to say/explain...?

- Give the meaning of the word... in this sentence.
- Which word most closely matches the meaning of...?
- Which word is a synonym for...?
- What does the idiomatic phrase... mean?
- Which words in the thesaurus most closely give the same meaning of the word... in the present context?

English – Reading Progression of conceptual knowledge:



1B: Retrieve and record information and identify key details from fiction/non-fiction

Key Stage 1

- Retrieves information from pictures in a book, in response to a simple question.
- Says something about who was in a story, what happened and/or where it took place.

Discuss the significance of the title and events.

Become very familiar with key stories (fairy stories and traditional tales), considering their particular characteristics.



Expectation		Success Criteria	Questions
F2	<ul style="list-style-type: none"> - Retrieves information from pictures in a book, in response to a simple question. - Says something about who was in a story, what happened and/or where it took place. 	<ul style="list-style-type: none"> - In response to the story of 'Goldilocks and the Three Bears', the child can say why Baby Bear's chair was broken or why Goldilocks was scared and ran away from the house. - Answers literal questions, for example: <i>What did Goldilocks do? Why did Baby Bear cry? Where did the bears find Goldilocks?</i> 	<ul style="list-style-type: none"> - What is the title of the book? - Who is in the story? - Which characters are in the book? - Where do the characters go? - What happened in the story? - What has happened in the story so far? - Can you tell me the main parts of the story in the right order? - What do the pictures tell us about...? - What is the main character like? - Where is the story set?
Year 1	<ul style="list-style-type: none"> - Answers simple 'how' and 'why' questions, based on an event in a text (where the answer is clear within the story read). - Identifies and links two significant events in a story they have read. 	<ul style="list-style-type: none"> - Answers simple questions such as: <i>Why did Goldilocks sit on all three chairs? What did Bill say on page 7? How did Jack climb up to giant's castle? Why did Jack sell the cow for beans?</i> - "The 'Contents page' tells me which pages I can find information about different things." 	<ul style="list-style-type: none"> - What do you think the title might tell us about the story? - Is this a good title for this book? Why? - What happened in the story? - Where/when does the story take place? - What did s/he/it look like? - Who was s/he/it? - Where did s/he/it live? - Who are the characters in the book? - What part of the story do you like best? Why? - What are the main events that happen in this story? - Where in the book would you find XYZ? - How does the index/contents page help me to find information in this book? - Is this a fiction or a non-fiction text? How do you know?
Year 2	<ul style="list-style-type: none"> - Understands simple cause and effect in texts, where the link is clearly stated or suggested. - Explains why a character thinks/feels/behaves 	<ul style="list-style-type: none"> - In the story of 'Little Red Riding Hood', the child can explain why the wolf dresses up as grandma or how mum might feel when she hears about what happened to LRRH at grandma's house. - In a non-fiction text, the child can say why a bird's hollow bones help it to fly. 	<ul style="list-style-type: none"> - Where/When does the story take place? - Who are the characters in the story? - Can you name the key characters? Why are they important to the story? - What did the character look like? - Where did the character live? - What did the character do when _____? - How do the title/contents page/chapter headings/index/ glossary, etc... help me find information in this book? - Which part of the text should I use to find...? - Why has the author organised the information like this? - Which part of the story best describes the setting?



in a specific way
(based on an event
within the text).

- What part of the story do you like best? Why?
- Can you tell me 3 interesting facts you have learnt from the text?
- How does the index/contents page help me to find information in this book?

2B: Retrieve and record information and identify key details from fiction/non-fiction

Key Stage 2

- Know information can be found in non-fiction features such as diagrams, photos, captions, labels and charts, as well as in the main text, and often use these features with minimal prompting to find answers to questions.
- Use range of different non-fiction text features to help retrieve information from a text, and with support choose a simple way in which they could record the information they have discovered.
 - Retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it.
 - Select and sort information from a range of sources and, with minimal support, record this information.
 - Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support.
 - Start to select information independently from more than one source and often summarise it (in note form).

Expectation

Success criteria

Questions



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 3</p>	<p>- Know information can be found in non-fiction features such as diagrams, photos, captions, labels and charts, as well as in the main text, and often use these features with minimal prompting to find answers to questions.</p>	<ul style="list-style-type: none"> - “The glossary helps me to understand what tricky words mean that I don’t understand by myself.” - With some support, the child can answer question such as: ‘Can you explain where brown bears hibernate during the winter?’ - When asked to explain where mangoes grow, the child uses a map, photo/caption as well as text to find relevant information. - “My favourite part of the story is when Max falls off his chair and squeals like a mouse, because I think that this is funny!” 	<ul style="list-style-type: none"> - How do the title/contents page/chapter headings/index/ glossary, etc... help me find information in this book? - Which part of the text should I use to find...? - Why has the author organised the information like this? - Where/when does the story take place? - What did s/he/it look like? - Where did s/he/it live? - Who are the characters in the book? - What part of the story do you like best? Why? - Who do you think is the most interesting character? Why? - Where would you look to find information about...?
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 4</p>	<p>- Use range of different non-fiction text features to help retrieve information from a text, and with support choose a simple way in which they could record the information they have discovered.</p>	<ul style="list-style-type: none"> - When asked to find a piece of information from a book, the child uses index and contents page to help find it and, with support, begins to be able to record this, e.g. by filling in a chart or making simple notes. In fiction, the child can locate relevant information to add to a character profile about a main character, and record the information briefly in note form. - The child understands how to find information in a picture, caption or diagram as well as in the text, and with prompting can decide whether to record the information in note form or in a simple chart. - “I like it when Sara says ‘I will never do it again’ because it shows how sorry she is for her mistake.” 	<ul style="list-style-type: none"> - How do the title/contents page/chapter headings/index/ glossary, etc... help me find information in this book? - Which part of the text should I use to find...? - Why has the author organised the information like this? - Where in the book would you find...? - What part of the story do you like best? Find evidence to support your opinion. - Can you find evidence from the text which shows us that the character is feeling excited/angry/guilty?



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5</p>	<p>- Retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it.</p> <p>- Select and sort information from a range of sources and, with minimal support, record this information.</p>	<ul style="list-style-type: none"> - The child can quickly find information on a history topic on the 'Egyptians' by using library books, websites, maps and information leaflets, and with support can make notes of key points. - When given a page of text, the child can make notes in the margin to identify key ideas and can highlight relevant sections, and with support can explain/present this information to others. - "I think that it's true that Count Belvir is 'deceptive' because he keeps hiding things from others and denying he knows where they are kept." 	<ul style="list-style-type: none"> - How do the title/contents page/chapter headings/index/ glossary, etc... help me find information in this book? - Which part of the text should I use to find...? - Why has the author organised the information like this? - What do you think about the way information is organised in different parts of the text? - What was revealed at... the beginning, middle, end, specific paragraph of the text? - Which of these statements is true/false? Explain. - What does the character bring to the story? - Why did the character do...? What effect did this have on the story? - Can you explain one way in which the text suggests that...? Can you say where the text tells you this? - Which part of the story best describes XYZ? Explain why.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 6</p>	<p>- Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support.</p> <p>- Start to select information independently from more than one source and often summarise it (in note form).</p>	<ul style="list-style-type: none"> - When researching a project on WWII, the child selects appropriate books, websites and other information sources, and can draw together information appropriately in order to present it succinctly. - When researching a topic, the child can locate information quickly, e.g. by skimming (general impression) and scanning (specific information) and can record or present information, e.g. by making brief notes. - When looking for specific information in fiction texts, the child can use skimming/scanning skills to find relevant details quickly and accurately, recording their findings in note form. - "The mood of the text becomes more dramatic as the author uses shorter sentences to describe what is happening." 	<ul style="list-style-type: none"> - Why has the author organised the information like this? - What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done? - From whose point of view is the story told? How do you know? - At which part of the story does the atmosphere change/character realise.../action heighten? What evidence do you have to support/justify your opinion? - Which of these statements is true/false? Justify your answer. - What does the character bring to the story? - Why did the character do...? What effect did this have on the story? - Can you explain one way in which the text suggests that...? Can you say where the text tells you this? - Why did (character) do ...? What effect did this have on the story? - Can you give two reasons why (character) does / does not like ...?



English – Reading Progression of conceptual knowledge:



1C: Summarise main ideas from more than one paragraph

Key Stage 1

- Remembers 2 or 3 events from a familiar story (in the correct order).
- Remembers 2 or 3 events from a familiar story (in the correct order).
- Retells familiar stories, in the correct order, from those they have heard (or have read).
- Retells the key points of a shared story.
- Retells the key events, in the correct sequence, from the story they are reading.

Expectation

Success Criteria

Questions



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">F2</p>	<p>- Remembers 2 or 3 events from a familiar story (in the correct order).</p>	<p>- In response to the story 'Little Red Riding Hood', the child can say where we meet the wolf first and where he goes afterwards.</p> <p>- In response to the story 'Goldilocks and the Three Bears', the child can recall that Goldilocks first eats the porridge, then sits on the chairs and finally sleeps in the bed.</p>	<p>- What happened at the beginning of the story? - What happened next? - How did the story end?</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 1</p>	<p>- Retells familiar stories, in the correct order, from those they have heard (or read). - Retells the key points of a shared story.</p>	<p>- The child can retell the main events of a story. For example: The wolf tried to blow the straw house down, then the house of sticks, before trying to blow the down the house of bricks. Finally, the 3 little pigs frighten the wolf away. - Teacher asks: "Tell me what happens with the 3 little pigs and the house of bricks." Child: "The wolf tries to blow it down, but can't. So he climbs down the chimney. The 3 little pigs put a pot of hot water at the bottom so he burns himself and runs away."</p>	<p>- What happened first in the story? - What is the most important event that has happened so far? Why? - What does the main character do in the middle of the story? - What happened after the character _____? - How did the story end? - What's the main point in this paragraph? - Summarise the key point of this paragraph.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 2</p>	<p>- Retells the key events, in the correct sequence, from the story they are reading.</p>	<p>- The child can give a simple summary of a story, from its beginning, the problem, and how it ends. - The child can answer simple questions about significant events in a story. For example: <i>Why couldn't Cinderella go to the ball? How did Cinderella manage to go to the ball? Why didn't the stepmother want the prince to try the shoe on Cinderella?</i></p>	<p>- What happened first in the story? - What is the most important event that has happened so far? Why? - What does the main character do in the middle of the story? - What happened after the character _____? - How did the story end? - What's the main point in this paragraph? - Summarise the key point of this paragraph.</p>



2C: Summarise main ideas from more than one paragraph

Key Stage 2

- Explains the main idea from the paragraphs just read
- Identifies the main ideas and key events from across a range of paragraphs
- Summarises the main ideas and themes explored within the wider text
- Identifies at least one key detail which supports their thinking
- Summarises the main ideas and themes explored across the whole text read
- Identifies key details which supports their thinking

	Expectation	Success criteria	Questions
Year 3	<ul style="list-style-type: none">- Explains the main idea from the paragraphs just read	<ul style="list-style-type: none">- “The main thing that happens in this paragraph is that the teacher keeps the children in for their poor behaviour.”- “I think the most important thing so far is that the egg has hatched because this shows us that the chick is alive and safe.”- “The story ends with Paul returning the objects to the other characters, which shows that he realised he had done something wrong.”	<ul style="list-style-type: none">- What’s the main point in this paragraph?- Summarise the key point of this paragraph.- What is the most important event that has happened so far? Why?- What happened first in this chapter/the story?- How did the story end?



<p>Year 4</p>	<p>Identifies the main ideas and key events from across a range of paragraphs</p>	<p>- "I think that the most important point is that children should be safe when crossing roads, as it tells us about the accidents that happen and where you should cross roads safely." - "At the beginning of the story: Kit had lost the key to his new house; felt a range of negative emotions (panic/confusion); and he began to explore various places he might have left it."</p>	<p>- What's the main point in this paragraph? - Summarise the key point of this paragraph. - How would you describe the personality of... and why? - How would you describe the beginning/middle/end of the story in 3 sentences?</p>
<p>Year 5</p>	<p>Summarises the main ideas and themes explored within the wider text Identifies at least one key detail which supports their thinking</p>	<p>- "In summary, this chapter is about loss, hope and friendship." - "Mrs Cox feels 'lonely' and 'desperate to make friends' as she sits alone and stares out of her window, watching the world go by every day."</p>	<p>- Summarise the paragraph/chapter/story in your own words. - How would you summarise the paragraph/chapter in 3 words. - How would you describe the personality of... and why?</p>
<p>Year 6</p>	<p>Summarises the main ideas and themes explored across the whole text Identifies key details which supports their thinking</p>	<p>"This story is primarily about the relationship between a father and son, and how important this bond is throughout life." - "The subtitles I would give these three paragraphs are: Habitat, Diet and Behaviour."</p>	<p>- Summarise the paragraph/chapter/story in your own words. - How would you summarise the paragraph in 3 words. - What sub-headings could you give each paragraph/ section? - How would you describe the personality of... and why?</p>



English – Reading Progression of conceptual knowledge:



1D: Inference

Key Stage 1

Makes simple inferences based on things said or done (especially about a character’s motivation for their behaviour), including ‘How...?’ and ‘Why...?’ questions.
Makes simple inferences about the character’s actions from the text, based on a specific event - including ‘How...?’ and ‘Why...?’ questions.

Non-negotiable Knowledge		Success Criteria	Vocabulary Questions
Year 1	Makes simple inferences based on things said or done (especially about a character’s motivation for their behaviour), including ‘How...?’ and ‘Why...?’ questions.	<ul style="list-style-type: none"> - The child can answer more probing questions such as: <ul style="list-style-type: none"> Why didn’t the ugly sisters want Cinderella to go to the ball? Why did the 3 little pigs keep running to each other’s house? <ul style="list-style-type: none"> • How do you think the prince felt when he found Cinderella’s shoe on the steps? 	What kinds of things do you think we might see in this book? (Non-fiction) <ul style="list-style-type: none"> - What does the character mean they s/he says...? - What does XYZ mean? Can you find a clue in the text to help you explain your answer? - How does the character feel when XYZ happens? - What makes you think that...? - Which words give you the idea that...? - How do you feel about...? - Can you explain why...? - Why do you think the author chose the word XYZ? <ul style="list-style-type: none"> • - What does the character mean when s/he says ...?



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<p>Year 2</p>	<p>- Makes simple inferences about the character's actions from the text, based on a specific event - including 'How...?' and 'Why...?' questions.</p>	<p>- The child can answer more probing questions such as:</p> <p>Why did the wolf put on grandma's clothes? Why did the gingerbread man climb from the fox's back onto his head and nose? In the 3 Billy Goats Gruff, why didn't the troll eat the first goats and wait for the next?</p> <p>- "I know that the woodcutter was brave because he rescued Little Red Riding Hood from the scary wolf."</p>	<ul style="list-style-type: none"> - What does the character say/do that makes you think that...? - Can you give me a specific word/phrase/sentence from the text that makes you think that...? - What makes you think that...? - How can you tell that...? - Which words make you feel...? - Can you explain why...? - Why do you think the author chose the word XYZ? - How do you think...? - Why do you think the character did/didn't...? - What kinds of things do you think we might see in this book? (Non-fiction) - What does the character mean they s/he says...? - What does XYZ mean? Can you find a clue in the text to explain your answer? - How does the character feel when XYZ happens? - What is the main theme of the story? - Which specific word in the text create a happy/sad/scary mood? - What makes this a successful story? Explain. - What does the character mean when s/he says ...

2D: Inference

Key Stage 2



B
A

- Makes clear inferences, justifying these with specific evidence taken directly from the text and/or based on implied detail
- Makes inferences based on evidence from different points in the text, primarily linked to the character's actions and behaviour
- Makes clear inferences, justifying these with specific evidence taken directly from the text and/or based on implied detail
- Makes clear inferences, justifying these with specific evidence taken directly from the text and/or based on implied detail

	Expectation	Success criteria	Questions
Year 3	Makes clear inferences, justifying these with specific evidence taken directly from the text and/or based on implied detail	<ul style="list-style-type: none"> - The child can answer questions such as: 'Why did Coraline slam the door on her 'other' mother? How was she feeling?' (when the answer is not stated directly in the text). - In a story where a character has misunderstood a situation, the child can answer the question: 'What did Laura think was happening?' - "I can tell that Jo is 'anxious' because she is biting her nails while her hands are shaking." 	<ul style="list-style-type: none"> What does the character say/do that makes you think that...? - Can you give me a specific word/phrase/sentence from the text that makes you think that...? - Can you give me a specific word/phrase/sentence from the text that makes you feel ...? - What makes you think that...? - How can you tell that...? - What is the main theme of the story? - Which specific word/phrase in the text creates a happy/sad/scary mood? - What makes this a successful story? Explain. - Why do you think ...? Explain with evidence from the text. - How can you tell that ...? Explain with evidence from the text. - Which word/s give you the impression that ...?
Year 4	Makes inferences based on evidence from different points in the text, primarily linked to the character's actions and behaviour	<ul style="list-style-type: none"> - The child can answer inferential questions, e.g. 'How do you think Isaac felt when he stayed over at his friend's house for the first time?' and, with support in finding the relevant section of the text, can justify their answer, e.g. 'It says he kept asking what time it was, so he must be wanting to go home soon.' - "I think that the wind was blowing hard because it says it 'howled' and later tells us it 'destroyed the old tree.'" 	<ul style="list-style-type: none"> What makes you think that...? - How can you tell that...? - How does the character behave to make you think that...? - What evidence from the text can you give (from at least 2 different points) to support your thinking? - Can you find the place in the text where it reveals that the character is thinking/feeling...? - Can you find an example which shows where the main character is acting brave/foolish? - Why do you think ...? Explain with evidence from the text. - How can you tell that ...? Explain with evidence from the text. - Which word/s give you the impression that ...? - Can you give me a specific word/phrase/sentence from the text that makes you think that (or feel)...?



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5</p>	<p>Makes clear inferences, justifying these with specific evidence taken directly from the text and/or based on implied detail</p>	<ul style="list-style-type: none"> - The child can infer what a character is like from stated details, e.g. when the book states that a character has missed school and stolen from children's drawers, they can infer that the character is a 'trouble-maker' and can use the examples in the text to justify this answer. - "The word 'trudging' suggests that the soldier is struggling to walk across the muddy field." - "The word 'tranquil' tells us that the place is calm and peaceful." 	<ul style="list-style-type: none"> - What makes you think that...? - How can you tell that...? - What does this word/phrase/sentence imply/reveal about the character/setting/mood/atmosphere? - Explain what... (phrase/word) suggests about... character/setting/action? - How does the blurb build up excitement and interest? - Which words/phrases does the author use to let us know how the main character is thinking/feeling? Explain. - How did the character's behaviour at this point, effect what happened later in the story? - Why do you think ...? Explain with evidence from the text. - How can you tell that ...? Explain with evidence from the text. - Which word/s give you the impression that ...?
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 6</p>	<p>Makes clear inferences, justifying these with specific evidence taken directly from the text and/or based on implied detail</p>	<ul style="list-style-type: none"> - In discussing a story, the child might point out that Emily helped the elderly woman to her feet after her fall, but that was only so people would think she was a kind, helpful girl. - The child can use context of what they know about characters to recognise when a character means something different from what they say, e.g. being sarcastic or patronising. 	<ul style="list-style-type: none"> - What makes you think that...? - How can you tell that...? - Explain what... (phrase/word) suggests about... character/setting/action? - What motives do you think the character had behind...? Explain. - What assumptions can you make about...? Why? - How does the author indicate that the character feels downhearted/ anxious/ frustrated/ regretful? - Can you find a quotation from the text which reveals...? - Why did the character behave the way they did? Did they know what would happen as a consequence of their actions? Explain. - Why do you think ...? Explain with evidence from the text. - How can you tell that ...? Explain with evidence from the text. - Which word/s give you the impression that ...?

English – Reading Progression of conceptual knowledge:



1E: Prediction

Key Stage 1

- Suggests how the story might end.
 - Makes a simple prediction about what might happen next in a book that they are reading (or has been read to them). Makes a simple and plausible prediction about what might happen next, based on personal experiences/views and what has been read so far.
- Makes a simple and sensible prediction of what might happen next based on what is stated
When prompted, justifies the prediction based on what has already happened within the story.

	Expectation	Success Criteria	Questions
F2	<ul style="list-style-type: none"> - Suggests how the story might end. - Makes a simple prediction about what might happen next in a book that they are reading (or has been read to them). 	<ul style="list-style-type: none"> - When reading a book about lots of farm animals climbing into a boat, they predict that the boat will probably sink. - The child makes a plausible (but not necessarily correct) prediction, often based on their experiences, about how a story is likely to end (e.g. "I think the little girl will find her mummy and daddy and give them a big hug."). 	<ul style="list-style-type: none"> - Look at the cover/title/picture... What do you think this story might be about? Who do you think will be in the story? Where do you think the story might be set? - What do you think might happen to the character? - What do you think might happen next in the story? - What do you think might happen at the end of the story?



<p style="text-align: center;">Year 1</p>	<p>Makes a simple and plausible prediction about what might happen next, based on personal experiences/views and what has been read so far.</p>	<p>- The child can answer more probing questions such as: Why didn't the ugly sisters want Cinderella to go to the ball? Why did the 3 little pigs keep running to each other's' house?</p> <ul style="list-style-type: none"> • How do you think the prince felt when he found Cinderella's shoe on the steps? 	<p>What kinds of things do you think we might see in this book? (Non-fiction)</p> <ul style="list-style-type: none"> - What does the character mean they s/he says...? - What does XYZ mean? Can you find a clue in the text to help you explain your answer? - How does the character feel when XYZ happens? - What makes you think that...? - Which words give you the idea that...? - How do you feel about...? - Can you explain why...? - Why do you think the author chose the word XYZ? • - What does the character mean when s/he says ...?
<p style="text-align: center;">Year 2</p>	<p>Makes a simple and sensible prediction of what might happen next based on what is stated.</p> <p>When prompted, justifies the prediction based on what has already happened within the story.</p>	<p>- The child can answer more probing questions such as: Why did the wolf put on grandma's clothes? Why did the gingerbread man climb from the fox's back onto his head and nose? In the 3 Billy Goats Gruff, why didn't the troll eat the first goats and wait for the next?</p> <p>- "I know that the woodcutter was brave because he rescued Little Red Riding Hood from the scary wolf."</p>	<ul style="list-style-type: none"> - What does the character say/do that makes you think that...? - Can you give me a specific word/phrase/sentence from the text that makes you think that...? - What makes you think that...? - How can you tell that...? - Which words make you feel...? - Can you explain why...? - Why do you think the author chose the word XYZ? - How do you think...? - Why do you think the character did/didn't...? - What kind of things do you think we might see in this book? (Non-fiction) - What does the character mean they s/he says...? - What does XYZ mean? Find a clue in the text to explain your answer. - How does the character feel when XYZ happens? - What is the main theme of the story? - Which specific word in the text create a happy/sad/scary mood? - What makes this a successful story? Explain. - What does the character mean when s/he says ...



2E: Prediction

Key Stage 2

Makes a simple and sensible prediction of what might happen next based on what is stated

When prompted, justifies the prediction based on what has happened so far

Predicts what might happen in a story, finding stated and clearly implied evidence to justify the prediction

Makes a more detailed prediction, drawing on details (stated and/or implied) from within the text to justify the prediction

Predicts what might happen from details based on character and/or setting, giving justifications by identifying specific (supportive) evidence from within the text

Expectation		Success Criteria	Questions
Year 3	<p>Makes a simple and sensible prediction of what might happen next based on what is stated</p> <p>- When prompted, justifies the prediction based on what has happened so far</p>	<ul style="list-style-type: none"> - In a story in which a very scruffy pirate goes to sea on a very tidy ship, the child can predict that the pirate might become more tidy and give a reason for this prediction. - In a story in which a character did not listen properly to an instruction, the child can predict that something will go wrong and can give a simple reason for this. - "I predict that this story will be about a child who struggles to make friends as the cover shows a girl standing separate from a small group of children." 	<p>Look at the cover/title/first line/chapter headings – What do you think the story is about/will happen next?</p> <ul style="list-style-type: none"> - How has the cover/title/first line/chapter heading helped you come up with this idea? - What might happen next? Why do you think this? - What has happened so far to make you think...?
Year 4	<p>Predicts what might happen in a story, finding stated and clearly implied evidence to justify the prediction</p>	<ul style="list-style-type: none"> - The child can answer predictive questions, e.g. 'How do you think Zainab will feel when she walks into her new house?' and, with support in finding the relevant section of the text, can justify their answer, e.g. 'It says she had lots of happy memories from her early childhood so I think she will be nervous about her new life in her new home.' - "The title 'Battle Within' suggest that this might be about someone who has lots of different and opposite emotions inside their head." 	<ul style="list-style-type: none"> - Look at the cover/title/first line/chapter headings – What do you think the story is about/will happen next? - What do you think the main character might do next? Why? What clues has the author given? - What might happen next? What can you guess from what has/hasn't been said?



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5</p>	<p>Makes a more detailed prediction, drawing on details (stated and/or implied) from within the text to justify the prediction</p>	<ul style="list-style-type: none"> - The child can predict how a character might behave (e.g. the man is likely to get cross at the person knocking on his door) from details explained elsewhere (e.g. the man likes his own company). - "Kitty's mother is likely to be upset about her relationship because my mum got cross with me when I started playing with the wrong friends." 	<ul style="list-style-type: none"> - Look at the cover/title/first line/chapter headings – What do you think the story is about/will happen next? - Why did the author choose this setting? How might this influence how the story develops? Explain. - How is the character like someone you know? Do you think they will react in the same way? Why/why not? - What evidence from the text makes you think...? - Why did the author choose this setting? How might this influence how the story develops?
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 6</p>	<p>Predicts what might happen from details based on character and/or setting, giving justifications by identifying specific (supportive) evidence from within the text</p>	<ul style="list-style-type: none"> - "Queen Elsa has always looked after her people, so when she is faced with her town's people having no food I think she will give up what she has for them." - "I think that Bill will never trust his brother again because it says that he 'looked at his brother in a different light'." 	<ul style="list-style-type: none"> - Look at the cover/title/first line/chapter headings – What do you think the story is about/will happen next? - Based on what you know about the main character, how might this story develop? Why do you think this? Explain. - Based on the setting of the story, how might the character behave//think? Why do you think this? Explain. - Which quote from the text clearly explains why the character behaved in such a way? Explain your thinking. - What evidence from the text makes you think...? - Can you predict several possible outcomes and explain your answer? - If there was a sequel to this story, what might happen? Explain.

English – Reading Progression of conceptual knowledge:



1F: Identify and explain how information/narrative content is related and contributes to meaning as a whole

Key Stage 1

Makes a simple and plausible prediction about what might happen next, based on personal experiences/views and what has been read so far.

Makes a simple and sensible prediction of what might happen next based on what is stated

When prompted, justifies the prediction based on what has already happened within the story.

	Expectation	Success Criteria	Questions
F2	- Gives a simple opinion about whether they liked the book/story or not, giving a simple reason why.	- Is the book funny/sad? Why? - What is your favourite word in the sentence? Why? - Can you find an adjective to describe the character/setting? - Can you hear any rhyming words? - Can you find a describing word on this page?	- Find 2 things that the author tells you about... - What does this word/sentence tell you about the character/setting? - What other word/s could the author have used to...? - How has the author made the character seem... happy/sad/ angry, etc.? - Can you find two adjectives on this page? - Can you think of another adjective the author could have used instead? - Which word makes you feel happy/sad/excited/scared? - Can you think of another rhyming word which would fit this pattern? - Why do you think the author's use the adjective XYZ to describe the character?



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 1</p>	<p>- With some prompting, recalls some interesting words/phrases from the book/story, stating their reason/s why.</p>	<ul style="list-style-type: none"> - Children give reasons for their opinions - "I like it when the stone goes 'plop' because that's a funny noise." - Children draw on their knowledge to discuss the text- "I liked the word 'snuggly' because it sounds soft and a bit warm." 	<ul style="list-style-type: none"> - Find 2 things that the author tells you about... - What does this word/sentence tell you about the character/setting? - What other word/s could the author have used to...? - How has the author made the character seem... happy/sad/ angry, etc.? - Can you find two adjectives on this page? - Can you think of another adjective the author could have used instead? - Which word makes you feel happy/sad/excited/scared? - Can you think of another rhyming word which would fit this pattern? - Why do you think the author's use the adjective XYZ to describe the character?
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 2</p>	<p>- Identifies specific words or phrases (e.g. alliteration) that they find interesting, explaining their opinions for their choice/s.</p>	<ul style="list-style-type: none"> - When the teachers asks: "Which word has the author used to help you imagine how quick the mouse ran across the barn? And why?" The child responds: "The author uses the word 'rushed' which sounds like the mouse is running really quickly." - "I liked it when the sad girl 'lost and lonely' because those words start with the same sound and it makes me feel sad for her. It makes me want to help her." - Teacher: "Which phrases do you like most in the story 'We're Going on a Bear Hunt'? And why?" Child: "I like it when is says 'swishy, swashy' because it sounds like the grass is really moving side-to-side." 	<ul style="list-style-type: none"> - Find 2 or 3 things that the author tells you about... - What does this word/phrase/sentence tell you about the character/setting/mood? - What other word/s or phrase/s could the author have used to...? - Which words do you think are most effective in...? Why? - How has the author made the character appear... happy/sad/ angry/frustrated/lonely/bitter, etc.? - How has the author made you, as the reader, feel...? - How does the description of the character tell you about how they are feeling? - What does the way the character looks/behaves tell us about how s/he feels? - How does the author get you interested in the story? - Why did the author choose the word XYZ in this sentence? - How does the author try and make the story more interesting? Explain. - Why does the author put certain words in bold or italic?



2F: Identify and explain how information/narrative content is related and contributes to meaning as a whole

Key Stage 2

Begins to use familiar non-fiction features independently to navigate through a text - Identifies some basic features of organisation at sentence/text level
 Identifies basic features of organisation at sentence/text level
 Identifies some structural choices with simple comment given
 Discusses features relating to organisation, at sentence/text level, including form, clearly giving some explanation as to why the author might have chosen this structure (with some comment on effectiveness)
 Discusses and evaluates a range of features, relating to organisation at sentence/text level, and explains how these contribute to the effects achieved - Some detailed exploration about how structural choices support the writer's purpose or theme

Expectation		Success Criteria	Questions
Year 3	<ul style="list-style-type: none"> - Begins to use familiar non-fiction features independently to navigate through a text - Identifies some basic features of organisation at sentence/text level 	<ul style="list-style-type: none"> - When asked to locate a specific piece of information, the child uses headings/sub-headings to help them locate it. - The child can identify written instructions by commenting on presentational devices such as numbered lists. - The child can identify a set of school rules by commenting on the language used, e.g. commands/imperative verbs. 	<ul style="list-style-type: none"> - Why do you think the author chose to use questions/ bullet points/sub-headings/a table to present this information? - Why has the author written/organised the text in this way? - Why are some words in bold/italics? - How does the layout of the page/chapter/book help you to find information easily/quickly? - Where does it tell you...? - How could someone find out about...? - How is the layout of the book similar/different to...? - Why does the author use sub-heading? - Why do you think some of the text is printed in dark? - How has the author organised their ideas? - In what way/s do the illustrations support the ...?
Year 4	<ul style="list-style-type: none"> - Identifies basic features of organisation at sentence/text level - Identifies some structural choices with simple comment given 	<ul style="list-style-type: none"> - The child can identify a range of different types of writing by recognising features such as greetings in letters and the use of the first person in diaries. - The child can find examples of how some chapters open dramatically and other chapters end on a cliff-hanger. 	<ul style="list-style-type: none"> - Why do you think the author chose to use questions/ bullet points/sub-headings/a table to present this information? - Why has the author written/organised the text in this way? - Why are some words in bold/italics? - What impact does the author's use of short, punchy sentences have on the reader? - Where does it tell you...?



	Spa Primary Academy D. Academy	<ul style="list-style-type: none"> - "The author uses bold text to show that the character is probably really angry and possibly shouting." 	<ul style="list-style-type: none"> - How could someone find out about...? - How has the author organised their ideas? - How has the author structured the text? Why? - Why did the author choose to start a new paragraph at this point? - In what way/s do the illustrations support the ...?
Year 5	<ul style="list-style-type: none"> - Discusses features relating to organisation, at sentence/text level, including form, clearly giving some explanation as to why the author might have chosen this structure (with some comment on effectiveness) 	<ul style="list-style-type: none"> - In a short non-fiction text, the child can explain what is successful and make some suggestions about how the layout could possibly be improved. - The child can identify that the use of very short chapters in a particular book helps to build a feeling of excitement and keeps the reader reading. - "The author uses speech to reveal the character's feelings and to prepare us for the decision he is likely to make next." 	<ul style="list-style-type: none"> - Why do you think the author chose to use questions/ bullet points/sub-headings/a table to present this information? - How could this text/information be improved? - How does the layout of the text help you to find/ understand the information presented? - How does the author use dialogue to move the action on? - Which text-type is this piece of writing? How do you know? - Which sub-headings could you give to each of these sections? - In what way/s do the illustrations support the ...? - Who do you think this information is for?
Year 6	<ul style="list-style-type: none"> - Discusses and evaluates a range of features, relating to organisation at sentence/text level, and explains how these contribute to the effects achieved - Some detailed exploration about how structural choices support the writer's purpose or theme 	<ul style="list-style-type: none"> - The child can explain that diaries and autobiographies are written in the first person and that this helps the reader to understand that it is the narrator's point of view. - The child can compare language, structure and presentation of two texts on a similar theme, e.g. a history text and a diary from the same time, explaining how these contribute to the impact on the reader in each text. - "The author uses figures and then personal accounts to reveal the dreadful impact of the 'Holocaust' on the Jewish community." 	<ul style="list-style-type: none"> - How could this text/information be improved? - How does the layout of the text help you to find/ understand the information presented? - Why do you think the author chose to use questions/ bullet points/sub-headings/a table to present this information? - How has the author been successful in the planned purpose of the text? (Consider layout/language) - How does the author build up your understanding of the key theme/s? - Why did the author choose to start a new paragraph at this point? - In what way/s do the illustrations support the ...? - Who do you think this information is for?

English – Reading Progression of conceptual knowledge:



2G: Identify and explain how meaning is enhanced through choice of words and phrases

Key Stage 2

- Discusses words and phrases that capture the readers interest and imagination (Yr.3/4)
- Discusses and evaluates how author's use language, including figurative language, considering the impact on the reader (Yr.5/6)

	Expectation	Success Criteria	Questions
Year 3	<ul style="list-style-type: none"> - Recognises interesting vocabulary within a text and explains why this is effective - Explain, in simple terms, the effect the word has on the reader 	<p>The child can discuss interesting words, e.g. 'terrifying' and, in answer to the question: "Why is this a better choice than 'scary'?" can explain that 'terrifying' sounds scarier.</p> <ul style="list-style-type: none"> - The child can point out an interesting word, e.g. 'delighted' and can explain that this is a good choice because it sounds even happier than just saying 'happy.' - "The author makes me feel nervous because she asks questions like: 'What could be in the box?' 'Should the box be opened?'" - "The author makes the character seem frustrated because he uses words like 'annoyed' and 'irritated'." 	<ul style="list-style-type: none"> - Find 2 or 3 things that the author tells you about... - What does this word/phrase/sentence tell you about the character/setting/mood? - What other word/s or phrase/s could the author have used to...? - Which words do you think are most effective in...? Why? - How has the author made the character appear... happy/sad/angry/frustrated/lonely/bitter, etc.? - How has the author made you, as the reader, feel...? - How does the description of the character tell you about how they feel? - How does the author get you interested in the story? - Why did the author choose the word XYZ in this sentence? - How does the author try and make the story more interesting? Explain. - Which words help the reader to...?
Year 4	<ul style="list-style-type: none"> - Discusses words and phrases from a text they have read and explains how they capture the reader's interest and imagination 	<ul style="list-style-type: none"> - The child can discuss the phrase 'fearsome fighters' in a book about the Celts and explain, when prompted, that this is an effective choice because it makes you think that the Celts were powerful and dangerous. - The child can pick out the phrase 'a spring in his step' from a passage of text and explain that it's a good phrase because it makes it sound as if the character was going along happily. - "The author could have used the word 'baffled' instead of 'confused'." 	<ul style="list-style-type: none"> - Find 2 or 3 things that the author tells you about... - What does this word/phrase/sentence tell you about the character/setting/mood? - What other word/s or phrase/s could the author have used to...? - Which words do you think are most effective in...? Why? - How has the author made the character appear... happy/sad/angry/frustrated/lonely/bitter, etc.? - How has the author made you, as the reader, feel...? - Why do you think the author chose to use the word/s...? - As a reader, how do you feel about...? How did the author create this feeling? - How has the author made this part of the story scary/mysterious/adventurous? Explain.



	Spa Primary Academy D. Academy		<ul style="list-style-type: none"> - Why has the author used short sentences here? - How do you feel after reading this text? How has the author made you feel this way? - What impact does the phrase ... have on the reader?
Year 5	<ul style="list-style-type: none"> - Discusses how authors use language, including figurative language, considering the impact upon the reader 	<ul style="list-style-type: none"> - When prompted, the child can identify that “The dragon's breath was as hot as lava” is a good ‘simile’ because it helps the reader imagine how hot the dragon's breath was. - The child can explain that the short sentences in a paragraph help to build up tension by drawing the reader's attention to those sentences, suggesting that something is about to happen. - The child can notice that a particular character uses a lot of slang words, and explain how that affects reactions to that character. - The child notes how technical language in a non-fiction text helps to give a formal feel to the text. - “The phrase ‘down-trodden’ makes you feel sorry for the character because it sounds like he’s trampled on by others.” 	<ul style="list-style-type: none"> - Find 2 or 3 things that the author tells you about... - What does this word/phrase/sentence tell you about the character/setting/mood? - What other word/s or phrase/s could the author have used to...? - Which words do you think are most effective in...? Why? - How has the author made the character appear... happy/sad/angry/frustrated/lonely/bitter, etc.? - How has the author made you, as the reader, feel...? - Which figurative devices has the author used? Why? - How does the simile/metaphor/personification help you to understand? Why is it effective? - How does the phrase... help to make the description of the character/setting effective? - How does the author create a feeling of suspense? - Which words/phrases had most impact on you as a reader? Why? - How does the author’s vocabulary choices/sentence structures make you want to keep on reading? - What impact does the phrase ... have on the reader?
Year 6	<ul style="list-style-type: none"> - Discusses and, with some support, evaluates how authors use some common types of literary (figurative language, imagery, analogy) or subject-specific language, considering the impact upon the reader 	<ul style="list-style-type: none"> - The child can point out examples of emotive language in a persuasive text, or detailed and sequential instructions in a procedural text. - In response to directed questions, the child can identify that a poem about the summer and the winter could be an analogy for two people with very different personalities. - When asked how a poet has helped the reader to picture a scene, the child can identify examples of figurative language and analogy and explain how these affect the reader. - “The author creates an understanding of the power of weapons by using personification to talk about how they ‘behave’ in a violent manner.” 	<ul style="list-style-type: none"> - What does this word/phrase/sentence tell you about the character/setting/mood? - How does the author’s use of vocabulary / sentence composition help to create a specific mood/atmosphere? - What other word/s or phrase/s could the author have used to...? - Which words do you think are most effective in...? Why? - How has the author made the character appear... happy/sad/angry/frustrated/lonely/bitter, etc.? - How has the author made you, as the reader, feel...? - How does the simile/metaphor/personification help you to understand? Why is it effective? - How does the phrase... help to make the description of the character/setting effective? - How does the author use imagery to create mood? - Does the author present information in the most effective way? Why/why not?



- How else could the author have presented this information? Why might it be better/worse in this way? Explain.

English – Reading Progression of conceptual knowledge:

2H: Make comparisons within and across texts

Key Stage 2



Identifying themes and conventions in a wide range of books
Identifying and discussing themes and conventions in and across a wide range of writing
Making comparisons within and across books

Expectation		Success Criteria	Questions
Year 3	- Identifying themes and conventions in a wide range of books	The child can recognise another book set in the same time/ place. The child can identify several books with the same character in. The child can identify a theme across two or more books (good versus evil, brains over brawn).	- Which book does this remind you of? - Can you name another book with an animal as the main character? - Can you name another book set in the same setting? - Have you read another book in which an underdog saves the day?
Year 4	- Identifying themes and conventions in a wide range of books	The child can recognise another book set in the same time/ place. The child can identify several books with the same character in. The child can identify a theme across two or more books (good versus evil, brains over brawn).	- Which book does this remind you of? - Can you name another book with an animal as the main character? - Can you name another book set in the same setting? - Have you read another book in which an underdog saves the day? - Name 2 or more stories set in a jungle. - In the books X, Y and Z, what do the main characters have in common?
Year 5	Identifying/discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books	The child gives opinions about books they have read that have known similarities. The child identifies similarities and differences between texts that share settings/similar characters. The child compares each character's reaction to the same event and empathises with their reaction.	- Describe different characters' reactions to the same event in a story. - How is this book similar to...? - How is it different to...? - Is this book as good as ...? - Which book with the same setting is better? - Compare and contrast different characters/settings/themes in the text.
Year 6	Identifying and discussing themes and conventions in and across a wide range of writing Making comparisons within and across books	The child identifies how the presentation of a text can help the reader make links. The child identifies gender stereotypes and gives examples to challenge them, e.g. Bill wears a dress even though his Dad doesn't approve and the wrestling princess fights princes even though both of these characters act in ways you don't expect. The child analyses why popular themes are popular what their purpose is.	- Which theme do these three books share? - Can you give another female character who challenges a stereotype? - Why is the theme of good versus evil so popular? - Why do children/adults/girls/etc identify with this type of character - What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?



English – Reading Progression of conceptual knowledge:

Skills and strategies for reading to find out	Year Group	Retrieve and record information from non-fiction texts	Ask questions to find out	Identify how the structure and presentation of non-fiction texts contributes to meaning	Identify how language ...contributes to meaning	Apply strategies for reading non-fiction texts
	Year 1	Find information in a text about an event, character or topic. Pose questions and use a text to find answers.	Discuss different ways pages from an information book can be laid out and how this is different from story books.	Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.	Discuss the meaning of significant words met in reading linked to particular topics. Notice how language is used in instructional writing and recounts. Discuss language used in labels& captions.	Locate parts of the text which give particular information, including labelled diagrams and charts.



	Year 2	<p>Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc.</p> <p>Express and record their understanding of information orally, using simple graphics or in writing.</p> <p>Compare information in different texts.</p>	<p>Pose and record questions prior to reading to find something out.</p> <p>Ask follow up questions about the topics they've read about.</p>	<p>Identify and explain the use of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions and bullet points.</p>	<p>Notice some of the language features of non-fiction texts, e.g. direct language, the language of explanation, time adverbials etc.</p> <p>Discuss possible meanings of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding.</p>	<p>Scan a text to find specific sections using key words or phrases, sub headings.</p> <p>Decide on whether a text is useful for a particular purpose by skim reading its title, contents page, illustrations, headings and sub headings.</p>
Skills and strategies for reading to find out	Year 3	<p>Take information from diagrams, flow charts and forms where it is presented graphically.</p> <p>Express and record their understanding of information orally, using simple graphics, or in writing.</p>	<p>Prepare and list questions as the basis for enquiry and decide which are the most important to follow up.</p>	<p>Identify how different non-fiction texts are organised.</p> <p>Use the organisational features of non-fiction texts in their own reading and research.</p>	<p>Begin to identify some of the language differences between fiction and non-fiction texts. Develop their understanding of key words met in reading non-fiction texts.</p>	<p>Skim and scan a text to locate information quickly and accurately.</p> <p>Draw together ideas and information from across a text, using simple signposts (contents, index, sub headings, page numbers) in the text.</p>
	Year 4	<p>Pick out key sentences and phrases that convey important information.</p> <p>Take information from diagrams, flow charts and forms where it is presented graphically.</p> <p>Collect information from different sources and present it in a simple format, e.g. chart, poster, diagram.</p>	<p>Prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search.</p>	<p>Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how to use to find information efficiently.</p>	<p>Investigate the language features of different sorts of non-fiction texts.</p> <p>Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary.</p>	<p>Clarify unfamiliar vocabulary met in information texts.</p> <p>Skim a text for an overview, Scan texts for key words, phrases and sentences as well as useful headings to locate information.</p> <p>Pay particular attention to introductions and opening/ closing sentences in paragraphs to identify key information.</p> <p>Adapt reading strategies to the</p>



		ary Academy				different sorts of text read, including IT texts, and to different purposes for reading.
Skills and strategies for reading to find out	Year 5	<p>Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.</p> <p>Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information.</p>	<p>Prepare for research by identifying what they already know and what they need to find out.</p> <p>Plan their inquiry or research in the light of these questions.</p> <p>Adapt their questions as they read.</p>	<p>Identify the features of different non-fiction texts, e.g. recounts, instructions, explanations, persuasive writing and argument, including content, structure, vocabulary, style, layout and purpose.</p> <p>Discuss the way that writers of non-fiction match text structure to their intentions.</p>	<p>Investigate the use of language in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority.</p> <p>Compare explanations or definitions given for technical or subject specific words and phrases in non-fiction texts.</p>	<p>Clarify unfamiliar vocabulary met in information texts.</p> <p>Apply the range of reading strategies to reading information texts</p> <p>i) consider prior knowledge</p> <p>ii) skim to summarise</p> <p>iii) scan to locate specifics</p> <p>iv) close reading to develop understanding</p> <p>v) text mark.</p> <p>Plan research in other subjects, considering how best to read different sources, and find and record the information they need.</p>
	Year 6	<p>Evaluate texts for their reliability and usefulness when researching a topic.</p> <p>Record important details retrieved from a text using an appropriate format, e.g. by making a comparisons table.</p>	<p>Locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information.</p> <p>Refine research questions in the light of initial findings.</p>	<p>Understand/explain how different conventions/ presentational features are used across a range of information or non-narrative texts.</p> <p>Compare different types of information texts, including texts which are hybrid texts/ were written for a number of purposes simultaneously&identify differences in the way that they are structured.</p>	<p>Discuss the way that writers of non-fiction match language and text structure to their intentions</p> <p>- to amuse, persuade etc. Explain and use accurately the subject specific vocabulary used in different non-fiction texts.</p>	<p>Clarify unfamiliar vocabulary in information texts.</p> <p>Read effectively for research purposes, e.g. skim&scan to gain an overview, identify part of the text to be read more carefully for particular information, read slowly&carefully, annotating the text as appropriate.</p> <p>Plan research in other</p>



E A		ary Academy				subjects, considering how best to read different sources, and find and record the information they need.
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