

# Progression of Skills and Knowledge: Reading

The 3 core strands of reading		
Early Reading and phonics	The Reading curriculum	Reading for pleasure

EYFS and KS1 (other than interventions later)	Key Stage 2 primarily, with some introduction towards the end of KS1					All years Reading for pleasure	
PhonicsBug phonics teaching daily	<b>Vocabulary</b> Find and explain the meaning of words in context	<b>Inference</b> Make and justify inferences using evidence from the text	<b>Prediction</b> Predict what might happen from the details given and implied	<b>Explanation</b> Explain meaning, how information contributes to the whole text and how themes develop.	<b>Retrieval</b> Retrieve and record information and identify key details	<b>Summarising/ Sequencing</b> Summarise the main point of the text or put key events in order	Embedding an ethos of reading for pleasure, where picking up a book is 'the norm', and families value reading for pleasure above other things.

# Vocabulary

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Key reading Skills</b>	<ul style="list-style-type: none"> <li>discussing word meanings, linking new meanings to those already known</li> <li>draw upon knowledge of vocabulary in order to understand the text</li> <li>join in with predictable phrases</li> <li>use vocabulary given by the teacher</li> <li>discuss his/her favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>discussing and clarifying the meanings of words; link new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>recognise some recurring language in stories and poems</li> </ul>	<ul style="list-style-type: none"> <li>use dictionaries to check the meaning of words that they have read</li> <li>discuss words that capture the readers interest or imagination</li> <li>identify how language choices help build meaning</li> <li>find the meaning of new words using substitution within a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> <li>use a thesaurus to find synonyms</li> <li>discuss why words have been chosen and the effect these have on the reader</li> <li>explain how words can capture the interest of the reader</li> <li>discuss new and unusual vocabulary and clarify the meaning of these</li> <li>find the meaning of new words using the context of the sentence.</li> </ul>	<ul style="list-style-type: none"> <li>explore the meaning of words in context, confidently using a dictionary</li> <li>discuss how the author's choice of language impacts the reader</li> <li>evaluate the authors use of language</li> <li>investigate alternative word choices that could be made</li> <li>begin to look at the use of figurative language</li> <li>use a thesaurus to find synonyms for a larger variety of words</li> <li>re-write passages using alternative word choices</li> <li>read around the word' and *explore its meaning in the broader context of a section or paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>evaluate how the authors' use of language impacts upon the reader</li> <li>find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</li> <li>discuss how presentation and structure contribute to meaning.</li> <li>explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.</li> </ul>
<b>Key Question stems</b>	<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>Which word in do you think is the most important? Why?</li> <li>Which of the words best describes the character or setting?</li> <li>Which word in this part do you think is the most important?</li> <li>Why do you think they repeat this word in the story?</li> </ul>	<ul style="list-style-type: none"> <li>Can you find a noun/adjective/verb that tells/shows you that...?</li> <li>Why do you think that the author used the word... to describe...?</li> <li>Which other word on this page means the same as...?</li> <li>Find an adjective in the text which describes...</li> <li>Which word do you think is most important in this section? Why?</li> <li>Which word best describes...?</li> </ul>	<ul style="list-style-type: none"> <li>What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>Can you find this word in the dictionary?</li> <li>By writing in this way, what effect has the author created?</li> <li>What other words/phrases could the author have used here?</li> <li>How has the author made you feel by writing...?</li> <li>Which word tells you that...?</li> <li>Find and highlight the word that is closest in meaning to...?</li> </ul>	<ul style="list-style-type: none"> <li>Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus?</li> <li>What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>By writing..., what effect has the author created?</li> <li>Do you think they intended to?</li> <li>What other words/phrases could the author have used here? Why?</li> <li>How has the author made you/this character feel by writing...? Why?</li> <li>Which word is closest in meaning to...?</li> </ul>	<ul style="list-style-type: none"> <li>Can you quickly find...in the dictionary and thesaurus?</li> <li>What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>By writing..., what effect has the author created? Do you think they intended to?</li> <li>What other words/phrases could the author have used here? Why?</li> <li>How has the author made you/this character feel by writing...? Why?</li> <li>Find and highlight the word which is closest in meaning to ...</li> <li>Find a word which demonstrates...</li> <li>Can you rewrite this in the style of the author using your own words?</li> <li>How have simile and metaphor been used here to enhance the text?</li> </ul>	<ul style="list-style-type: none"> <li>What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>By writing..., what effect has the author created? Do you think they intended to?</li> <li>Can you find examples of simile, metaphor, hyperbole or personification in the text?</li> <li>Why has the text been organised in this way? Would you have done it differently?</li> <li>What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?</li> </ul>

# Inference

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key reading Skills	<ul style="list-style-type: none"> <li>• children make basic inferences about characters' feelings by using what they say as evidence.</li> <li>• infer basic points with direct reference to the pictures and words in the text</li> <li>• discuss the significance of the title and events</li> <li>• demonstrate simple inference from the text based on what is said and done</li> </ul>	<ul style="list-style-type: none"> <li>• make inferences about characters' feelings using what they say and do.</li> <li>• infer basic points and begin, with support, to pick up on subtler references.</li> <li>• answering and asking questions and modifying answers as the story progresses</li> <li>• use pictures or words to make inferences</li> </ul>	<ul style="list-style-type: none"> <li>• children can infer characters' feelings, thoughts and motives from their stated actions.</li> <li>• justify inferences by referencing a specific point in the text.</li> <li>• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> <li>• make inferences about actions or events</li> </ul>	<ul style="list-style-type: none"> <li>• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</li> <li>• infer characters' feelings, thoughts and motives from their stated actions.</li> <li>• consolidate the skill of justifying them using a specific reference point in the text</li> <li>• use more than one piece of evidence to justify their answer</li> </ul>	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• make inferences about actions, feelings, events or states</li> <li>• use figurative language to infer meaning</li> <li>• give one or two pieces of evidence to support the point they are making.</li> <li>• begin to draw evidence from more than one place across a text.</li> </ul>	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>• make inferences about events, feelings, states backing these up with evidence.</li> <li>• infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text</li> </ul>
Key Question stems	<ul style="list-style-type: none"> <li>• What do you think.....means?</li> <li>• Why do you think that?</li> <li>• How do you think. ...?</li> <li>• When do you think. ...?</li> <li>• Where do you think. ?</li> <li>• How does ..... make you feel?</li> <li>• Why did ..... happen?</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think.... means?</li> <li>• Why do you think that?</li> <li>• Why do you think...?</li> <li>• How do you think....?</li> <li>• When do you think...?</li> <li>• Where do you think...?</li> <li>• How has the author made us think that...?</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think.... means?</li> <li>• Why do you think that?</li> <li>• Why do you think...?</li> <li>• How do you think....?</li> <li>• Can you explain why....?</li> <li>• What do these words mean and why do you think that the author chose them?</li> <li>• Find and copy a group of words which show...?</li> <li>• How does the description of ... show that they are...?</li> <li>• Who is telling the story?</li> <li>• Why has the character done this at this time?</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think.... means?</li> <li>• Why do you think that? Could it be anything else?</li> <li>• I think....; do you agree? Why / why not?</li> <li>• How do you think....?</li> <li>• Can you explain why....?</li> <li>• Can you explain why based on two different pieces of evidence?</li> <li>• What do these words mean and why do you think that the author chose them?</li> <li>• Find and copy a group of words which show that...</li> <li>• What impression of ...do you get from this paragraph?</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think... means? Why do you think that? Could it be anything else?</li> <li>• I think....; do you agree? Why/why not?</li> <li>• Why do you think the author? decided to...?</li> <li>• Can you explain why...? Can you give me evidence from somewhere else in the text?</li> <li>• What do these words mean and why do you think that the author chose them?</li> <li>• How does the author make you feel?</li> <li>• What impression do you get from these paragraphs?</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think... means? Why do you think that? Could it be anything else?</li> <li>• I think....; do you agree? Why/why not?</li> <li>• Why do you think the author decided to...?</li> <li>• Can you explain why...?</li> <li>• What do these words mean and why do you think that the author chose them?</li> <li>• How do other people's descriptions of ...show that...?</li> <li>• Where else in the text can we find the answer to this question?</li> </ul>

# Prediction

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key reading Skills	<ul style="list-style-type: none"> <li>• predicting what might happen on the basis of what has been read so far in terms of story, character and plot</li> <li>• make simple predictions based on the story and on their own life experience.</li> <li>• begin to explain these ideas verbally or through pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• predicting what might happen on the basis of what has been read in terms of plot, character and language so far</li> <li>• make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</li> </ul>	<ul style="list-style-type: none"> <li>• justify predictions using evidence from the text.</li> <li>• use relevant prior knowledge to make predictions and justify them.</li> <li>• use details from the text to form further predictions.</li> </ul>	<ul style="list-style-type: none"> <li>• justify predictions using evidence from the text.</li> <li>• use relevant prior knowledge as well as details from the text to form predictions and to justify them.</li> <li>• monitor these predictions and compare them with the text as they read on</li> </ul>	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> <li>• support predictions with relevant evidence from the text.</li> <li>• confirm and modify predictions as they read on.</li> </ul>	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> <li>• support predictions by using relevant evidence from the text</li> <li>• confirm and modify predictions in light of new information.</li> </ul>
Key Question stems	<ul style="list-style-type: none"> <li>• Looking at the cover and the title, what do you think this book is about?</li> <li>• Where do you think.....will go next?</li> <li>• What do you think... will say / do next?</li> <li>• What do you think this book will be about? Why?</li> <li>• How do you think that this will end?</li> <li>• Who do you think has done it?</li> <li>• What might.....say about that?</li> <li>• Can you draw what might happen next?</li> </ul>	<ul style="list-style-type: none"> <li>• Where do you think.... will go next?</li> <li>• What do you think... will say/do next?</li> <li>• What do you think this book will be about? Why?</li> <li>• How do you think that this will end? What makes you say that?</li> <li>• Who do you think has done it?</li> <li>• What might.... say about that?</li> <li>• How does the choice of character affect what will happen next?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you think of another story with a similar theme?</li> <li>• Which stories have openings like this?</li> <li>• Do you think that this story will develop the same way?</li> <li>• Why did the author choose this setting? Will that influence the story?</li> <li>• What happened before this and what do you think will happen after?</li> <li>• Do you think the setting will have an impact on plot moving forward?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you think of another text with a similar theme? How do their plots differ?</li> <li>• Which stories have openings like this? Do you think that this story will develop the same way?</li> <li>• Why did the author choose this setting? Will that influence the story?</li> <li>• What does this paragraph suggest what will happen next?</li> <li>• Do you think ... will happen? Explain your answers with evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Can you think of another story with a similar theme? How do their plots differ?</li> <li>• Which stories have openings like this? Do you think that this story will develop the same way?</li> <li>• Why did the author choose this setting? Will that influence the story?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you think of another story with a similar theme? How do their plots differ?</li> <li>• Which stories have openings like this? Do you think that this story will develop the same way?</li> <li>• Why did the author choose this setting? Will that influence the story?</li> </ul>

# Explanation

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key reading Skills	<ul style="list-style-type: none"> <li>• give my opinion including likes and dislikes (not nc objective).</li> <li>• link what they read or hear to their own experiences</li> <li>• explain clearly my understanding of what has been read to them</li> <li>• express views about events or characters</li> </ul>	<ul style="list-style-type: none"> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> <li>• express my own views about a book or poem</li> <li>• discuss some similarities between books</li> <li>• listen to the opinion of others</li> </ul>	<ul style="list-style-type: none"> <li>• discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</li> <li>• identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts</li> <li>• recognise authorial choices and the purpose of these</li> </ul>	<ul style="list-style-type: none"> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• recognise authorial choices and the purpose of these</li> </ul>	<ul style="list-style-type: none"> <li>• provide increasingly reasoned justification for my views</li> <li>• recommend books for peers in detail</li> <li>• give reasons for authorial choices</li> <li>• begin to challenge points of view</li> <li>• begin to distinguish between fact and opinion</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates</li> </ul>	<ul style="list-style-type: none"> <li>• provide increasingly reasoned justification for my views</li> <li>• recommend books for peers in detail</li> <li>• give reasons for authorial choices</li> <li>• begin to challenge points of view</li> <li>• begin to distinguish between fact and opinion</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>• distinguish between fact, opinion and bias explaining how they know this.</li> </ul>
Key Question stems	<ul style="list-style-type: none"> <li>• Is there anything you would change about this story?</li> <li>• What do you like about this text?</li> <li>• Who is your favourite character? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• What is similar/different about two characters?</li> <li>• Explain why... did that..</li> <li>• Is this as good as...?</li> <li>• Which is better and why?</li> <li>• Does the picture help us? How?</li> <li>• What would you do if you were...?</li> <li>• Would you like to live in this setting? Why?</li> <li>• Is there anything you would change about this story?</li> <li>• Do you agree with the author's...? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• What is similar/different about two characters?</li> <li>• Explain why... did that.</li> <li>• Describe different characters' reactions to the same event.</li> <li>• Is this as good as...?</li> <li>• Which is better and why?</li> <li>• Why do you think they chose to order the text in this way?</li> <li>• What is the purpose of this text and who do you think it was written for?</li> <li>• What is the author's viewpoint? How do you know?</li> <li>• How are these two sections in the text linked?</li> </ul>	<ul style="list-style-type: none"> <li>• What is similar/different about two characters? Did the author intend that?</li> <li>• Explain why... did that.</li> <li>• Describe different characters' reactions to the same event.</li> <li>• Is this as good as...?</li> <li>• Which is better and why?</li> <li>• What can you tell me about how this text is organised?</li> <li>• Why is the text arranged in this way?</li> <li>• What is the purpose of this text and who is the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which section was the most ...? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• What is similar/different about two characters? Did the author intend that?</li> <li>• Explain why... did that.</li> <li>• Describe different characters' reactions to the same event.</li> <li>• Does this story have a moral?</li> <li>• Which is better and why?</li> <li>• How is the text organised and what impact does this have on you as a reader?</li> <li>• Why has the text been written this way?</li> <li>• How can you tell whether it is fact and opinion?</li> <li>• How is this text similar to the writing we have been doing?</li> <li>• How does the author engage the audience?</li> </ul>	<ul style="list-style-type: none"> <li>• What is similar/different about two characters? Did the author intend that?</li> <li>• Explain why... did that.</li> <li>• Describe different characters' reactions to the same event.</li> <li>• Does this story have a moral?</li> <li>• Which is better and why?</li> <li>• Can you identify where the author has shown bias towards a particular character?</li> <li>• Is it fact or is it opinion? How do you know?</li> <li>• How does the author make you feel at this point in the story? Why did they do that?</li> <li>• Can you explain it in a different way?</li> </ul>

# Retrieval

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key reading Skills	<ul style="list-style-type: none"> <li>• answer a question about what has just happened in a story.</li> <li>• develop their knowledge of retrieval through images.</li> <li>• recognize characters, events, titles and information.</li> <li>• recognize differences between fiction and non-fiction texts.</li> <li>• retrieve information by finding a few key words.</li> <li>• Contribute ideas and thoughts in discussion</li> </ul>	<ul style="list-style-type: none"> <li>• independently read and answer simple questions about what they have just read.</li> <li>• asking and answering retrieval questions</li> <li>• draw on previously taught knowledge</li> <li>• remember significant event and key information about the text that they have read</li> <li>• Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read</li> </ul>	<ul style="list-style-type: none"> <li>• use contents page and subheadings to locate information</li> <li>• learn the skill of 'skim and scan' to retrieve details.</li> <li>• begin to use quotations from the text.</li> <li>• retrieve and record information from a fiction text.</li> <li>• retrieve information from a non-fiction text</li> </ul>	<ul style="list-style-type: none"> <li>• confidently skim and scan texts to record details,</li> <li>• using relevant quotes to support their answers to questions.</li> <li>• retrieve and record information from a fiction or non-fiction text.</li> </ul>	<ul style="list-style-type: none"> <li>• confidently skim and scan, and also use the skill of reading before and after to retrieve information.</li> <li>• use evidence from across larger sections of text</li> <li>• read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</li> <li>• retrieve, record and present information from non-fiction texts.</li> <li>• ask my own questions and follow a line of enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts</li> <li>• Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</li> <li>• Retrieve, record and present information from a wide variety of non-fiction texts.</li> <li>• Ask my own questions and follow a line of enquiry.</li> </ul>
Key Question stems	<ul style="list-style-type: none"> <li>• Who is your favourite character?</li> <li>• Why do you think all the main characters are ... in this book?</li> <li>• Would you like to live in this setting? Why/why not?</li> <li>• Who is/are the main character(s)?</li> <li>• When/where is this story set?</li> <li>• Which is your favourite/worst/funniest/scariest part of the story?</li> <li>• Is this a fiction or a non-fiction book? How do you know?</li> </ul>	<ul style="list-style-type: none"> <li>• Who is/are the main character(s)?</li> <li>• When/where is this story set? How do you know?</li> <li>• Which is your favourite/worst/funniest/scariest part of the story? Why?</li> <li>• Tell me three facts you have learned from the text.</li> <li>• Find the part where...</li> <li>• What type of text is this?</li> <li>• What happened to ... in the end of the story?</li> </ul>	<ul style="list-style-type: none"> <li>• Who are the characters in this text?</li> <li>• When / where is this story set? How do you know?</li> <li>• Which part of the story best describes the setting?</li> <li>• What do you think is happening here?</li> <li>• What might this mean?</li> <li>• How might I find the information quickly?</li> <li>• What can I use to help me navigate this book?</li> <li>• How would you describe the story?</li> <li>• Whose perspective is the story told from?</li> </ul>	<ul style="list-style-type: none"> <li>• Find the... in this text. Is it anywhere else?</li> <li>• When/where is this story set? How do you know?</li> <li>• Find the part of the story that best describes the setting.</li> <li>• What do you think is happening here? Why?</li> <li>• What might this mean?</li> <li>• Whose perspective is the story told by and how do you know?</li> <li>• How can you use the subheading to help you here?</li> </ul>	<ul style="list-style-type: none"> <li>• Find the... in this text. Is it anywhere else?</li> <li>• When/where is this story set? Find evidence in the text.</li> <li>• Find the part of the story that best describes the setting.</li> <li>• What do you think is happening here? Why?</li> <li>• Who is telling this story?</li> <li>• Can you skim/scan quickly to find the answer?</li> </ul>	<ul style="list-style-type: none"> <li>• Find the... in this text. Is it anywhere else?</li> <li>• Can you skim the next... and find me the answer to...?</li> <li>• When/where is this story set? Find evidence in the text.</li> <li>• Find the part of the story that best describes the setting.</li> <li>• What do you think is happening here? Why?</li> <li>• What do you think is happening here? Why?</li> <li>• Who is telling this story?</li> <li>• What genre is...?</li> <li>• Can you look at these other texts and find me what is similar and what is different?</li> </ul>

## Summarise/ Sequence

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key reading Skills	<ul style="list-style-type: none"> <li>• retell familiar stories orally e.g fairy stories and traditional tales</li> <li>• sequence the events of a story they are familiar with</li> <li>• begin to discuss how events are linked</li> </ul>	<ul style="list-style-type: none"> <li>• discuss the sequence of events in books and how items of information are related.</li> <li>• retell using a wider variety of story language.</li> <li>• order events from the text.</li> <li>• begin to discuss how events are linked focusing on the main content of the story.</li> </ul>	<ul style="list-style-type: none"> <li>• identifying main ideas drawn from a key paragraph or page and summarising these</li> <li>• begin to distinguish between the important and less important information in a text.</li> <li>• give a brief verbal summary of a story.</li> <li>• teachers begin to model how to record summary writing.</li> <li>• identify themes from a wide range of books</li> <li>• make simple notes from one source of writing</li> </ul>	<ul style="list-style-type: none"> <li>• use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</li> <li>• identifying main ideas drawn from more than one paragraph.</li> <li>• identify themes from a wide range of books</li> <li>• summarise whole paragraphs, chapters or texts</li> <li>• highlight key information and record it in bullet points, diagrams, maps etc</li> </ul>	<ul style="list-style-type: none"> <li>• summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</li> <li>• make connections between information across the text and include this in an answer.</li> <li>• discuss the themes or conventions from a chapter or text</li> <li>• identify themes across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>• summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> <li>• make comparisons across different books.</li> <li>• summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</li> </ul>
Key Question stems	<ul style="list-style-type: none"> <li>• What happens in the beginning of the story?</li> <li>• Can you number these events in the story?</li> <li>• How/where does the story start?</li> <li>• What happened at the end of the....?</li> <li>• Can you retell the story to me in 20 words or less?</li> <li>• What happened before that?</li> <li>• Can you sequence the key moments in this story?</li> </ul>	<ul style="list-style-type: none"> <li>• What happens in the story's opening?</li> <li>• How/where does the story start?</li> <li>• What happened at the end of the...? •</li> <li>• What is the dilemma in this story?</li> <li>• How is it resolved?</li> <li>• Can you retell the story to me in 20 words or less?</li> <li>• Can you summarise in 3 sentences the beginning, middle and end of this story?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the main point in this paragraph?</li> <li>• Sum up what has happened so far in X words or less.</li> <li>• Which is the most important point in these paragraphs?</li> <li>• Do any sections/paragraphs deal with the same themes?</li> <li>• Have you noticed any similarities between this text and any others you have read?</li> <li>• What do I need to jot down to remember what I have read?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the main point in this paragraph? Is it mentioned anywhere else?</li> <li>• Sum up what has happened so far in X words/seconds or less.</li> <li>• Which is the most important point in these paragraphs? Why?</li> <li>• Do any sections/paragraphs deal with the same themes?</li> <li>• How might I record this to ensure the best possible outcome?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the main point in this paragraph? Is it mentioned anywhere else?</li> <li>• Sum up what has happened so far in... words/seconds or less.</li> <li>• Which is the most important point in these paragraphs? Why?</li> <li>• Do any sections/paragraphs deal with the same themes?</li> <li>• Can you find a text with a similar theme?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the main point of the text?</li> <li>• Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else?</li> <li>• Sum up what has happened so far in... words/seconds or less.</li> <li>• Can you read the text and summarise what has happened?</li> <li>• Which is the most important point in these paragraphs? Why?</li> <li>• Do any sections/paragraphs deal with the same themes?</li> </ul>