



Learning for Life

# St. Luke's CE Primary School Reading Curriculum Map

## 23-24



Learning for Life

Nursery	
Spoken Language	
<p><b>Listening, Attention and Understanding -</b></p> <ul style="list-style-type: none"> <li>• Starts to listen to adults around them and will respond to very simple requests, usually on their own terms. More likely to listen to and respond to a simple request or instruction.</li> <li>• Starts to understand more of the 'F1-specific' vocabulary.</li> <li>• Responds to simple questions and attempts to answer by speaking, pointing or gesturing.</li> <li>• Can listen for a longer period of time but will need prompting to maintain focus.</li> <li>• Will use characters in their play but not necessarily the features of the characters or the events from a story.</li> <li>• Is starting to use some new vocabulary and join in with songs, stories and rhymes.</li> <li>• Can remember the main events in a story and will follow a single instruction with little support.</li> <li>• Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory).</li> </ul>	<p><b>Speaking –</b></p> <ul style="list-style-type: none"> <li>• Pupils are starting to communicate through words and gestures.</li> <li>• Regular plural forms are consistent.</li> <li>• Uses 'is', 'are', 'am' in a sentence.</li> <li>• Pupils are starting to engage in longer dialogues.</li> <li>• Pupils are more confident when using fantasy language in play.</li> <li>• Knows some colours and prepositions.</li> </ul>
Word Reading	Reading Comprehension
<ul style="list-style-type: none"> <li>• Identifies environmental sounds and can copy/repeat some.</li> <li>• Identifies instrumental sounds and can copy/repeat some.</li> <li>• Explores different ways of making sounds with their bodies, sings songs and rhymes independently.</li> <li>• Hears initial sound phonemes and applies knowledge to alliteration.</li> <li>• Explores and creates sound words.</li> <li>• Claps syllables in words.</li> <li>• Reads some meaningful key words and can orally segment and blend words.</li> </ul>	<ul style="list-style-type: none"> <li>• Likes to read a book with an adult.</li> <li>• Will talk about the pictures and what is happening.</li> <li>• Knows where to find the story on the page.</li> <li>• Can identify some signage in the classroom.</li> <li>• Can talk about the characters in a story.</li> <li>• Can talk about the story events in simple terms.</li> </ul>



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Reception	
Spoken Language	
<p><b>Listening, Attention and Understanding -</b></p> <ul style="list-style-type: none"> <li>• Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory).</li> <li>• Demonstrates good listening through increased interaction.</li> <li>• Shows an understanding of a broader vocabulary.</li> <li>• Initiates interactions and shows an understanding of more-complex questions.</li> <li>• Begins to express own opinions and justify them.</li> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<p><b>Speaking –</b></p> <ul style="list-style-type: none"> <li>• Begins to show physical attributes of a good speaker, e.g. face the person they are communicating with etc.</li> <li>• Starts to interact with more confidence.</li> <li>• Starts to use more appropriateness structure and vocabulary.</li> <li>• Uses more complex vocabulary.</li> <li>• Begins to articulate their own thoughts and ideas.</li> <li>• Uses talk for a range of purposes.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
Word Reading	Reading Comprehension
<ul style="list-style-type: none"> <li>• Beginning to link graphemes and phonemes.</li> <li>• Links phonemes to every letter of the alphabet and beginning to blend them in words.</li> <li>• Beginning to apply knowledge of long vowels in their reading of sentences.</li> <li>• Reads HFW from Phase 3</li> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows an interest in reading often choosing a book to look at themselves or with friends.</li> <li>• Listens to a story and can give simple details about the story. Starts to use some of the events in their own play.</li> <li>• Can answer questions about the content of a book and shows an interest in reading by themselves.</li> <li>• Shows a preference for a book, story type, genre, author. Chooses to read to friends.</li> <li>• Likes to join in with reading in class.</li> <li>• Can answer more-complex questions about books and stories.</li> </ul>



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- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

### Year 1

#### Spoken Language

**Listening Skills** - To listen to others in a range of situations and usually respond appropriately.

**Instructions** - To understand instructions with more than one point in many situations.

**Questions** - To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one word answers).

**Performance** - To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. To know when it is their turn to speak in a small group presentation or play performance. To take part in a simple role play of a known story.

**Vocabulary** - To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.

**Purpose** - To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud.

**Discussion** - To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.

#### Word Reading

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

#### Reading Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - being encouraged to link what they read or hear to their own experiences
  - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
  - recognising and joining in with predictable phrases
  - learning to appreciate rhymes and poems, and to recite some by heart
  - discussing word meanings, linking new meanings to those already known



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<ul style="list-style-type: none"> <li>• read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• reread these books to build up their fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>➢ having an awareness of nonfiction books, beginning to distinguish between fiction and nonfiction.</li> <li>• understand both the books they can already read accurately and fluently and those they listen to by:             <ul style="list-style-type: none"> <li>➢ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>➢ checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>➢ discussing the significance of the title and events</li> <li>➢ making inferences on the basis of what is being said and done</li> <li>➢ predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them</li> </ul>
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1a Draw on knowledge of vocabulary to understand texts	1b Identify/explain key aspects of texts	1c Identify and explain the sequence of event in texts	1d Make inferences from the text	1e Predict what might happen based on reading from the text
To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. To notice unfamiliar and interesting words.	To answer simple questions about the text, retrieving information from non-fiction and fiction texts. To retell well-known stories and books that the class have read in sequence	To discuss the sequence of events in books and how items of information are related.	To comment on obvious characteristics and the actions of characters in the story.	To predict what might happen on the basis of what has been read so far in a text and their experience and knowledge of previously-read stories.

Year 1 Question Stems				
What does the word ..... mean in this sentence? • Find and copy a word which means ..... • Which word in do you think is the most important? Why?	• Who is your favourite character? • Why do you think all the main characters are ... in this book? • Would you like to live in this setting? Why/why	What happens in the beginning of the story? • Can you number these events in the story? •	What do you think.....means? • Why do you think that? • How do you think. ..? • When do you think. ..? • Where do you think. ?	Looking at the cover and the title, what do you think this book is about? • Where do you think.....will go next? • What do



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<ul style="list-style-type: none"> <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>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> <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>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>• How does ..... make you feel?</li> <li>• Why did ..... happen?</li> </ul>	<ul style="list-style-type: none"> <li>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>
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### Year 2

### Spoken Language

**Listening Skills** – To listen carefully and respond with increasing appropriateness to what is being said e.g. make a helpful contribution when speaking in a small group.

**Instructions** - To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance.

**Questions** - To show that they are following a conversation by asking relevant and timely questions. To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so.

**Performance** - To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading sentences and stories aloud. To take on a different role in a drama or role play and discuss the character's feelings. To recognise that sometimes speakers talk differently and discuss reasons why this might happen.

**Vocabulary** - To start to use subject specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to the topic being discussed. To start to vary language according to the situation between formal and informal. To usually speak in grammatically correct sentences.

**Purpose** - To talk about themselves clearly and confidently. To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.

**Discussion** - To give enough detail to hold the interest of other participant(s) in a discussion. To engage in meaningful discussions that relate to different topic areas. To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.

### Word Reading

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes

### Reading Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - discussing the sequence of events in books and how items of information are related



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<ul style="list-style-type: none"> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• reread these books to build up their fluency and confidence in word reading</li> </ul>		<ul style="list-style-type: none"> <li>➢ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>➢ being introduced to non-fiction books that are structured in different ways</li> <li>➢ recognising simple recurring literary language in stories and poetry</li> <li>➢ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>➢ discussing their favourite words and phrases</li> <li>➢ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>➢ rereading texts to build up fluency and confidence in word reading and understanding the text</li> <li>• understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> <li>➢ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>➢ checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>➢ making inferences on the basis of what is being said and done</li> <li>➢ answering and asking questions</li> <li>➢ predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <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> </ul>		
1a Draw on knowledge of vocabulary to understand texts	1b Identify/explain key aspects of texts	1c Identify and explain the sequence of event in texts	1d Make inferences from the text	1e Predict what might happen based on reading from the text
To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases in a text.	To recognise that nonfiction and fiction books are often structured in different ways.  To retrieve information from non-fiction and fiction texts	To discuss the sequence of events in books and how items of information are related (cause and effect, patterns in the story).	To make inferences on the basis of what is being said and done (with reference to thoughts, feelings and actions).	To predict what might happen on the basis of what has been read so far in a text and a range of clues (book title, blurb and personal experience).



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To begin to discuss how different words and phrases affect meaning.		To summarise a story, giving the main points in sequence		
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### Year 2 Question Stems

Can you find a noun/adjective/verb that tells/shows you that...? • Why do you think that the author used the word... to describe...? • Which other word on this page means the same as...? • Find an adjective in the text which describes... • Which word do you think is most important in this section? Why? • Which word best describes...?	What is similar/different about two characters? • Explain why... did that.. • Is this as good as...? • Which is better and why? • Does the picture help us? How? • What would you do if you were...? • Would you like to live in this setting? Why? • Is there anything you would change about this story? • Do you agree with the author's...? Why? Who is/are the main character(s)? • When/where is this story set? How do you know? • Which is your favourite/worst/funniest/ scariest part of the story? Why? • Tell me three facts you have learned from the text. • Find the part where... • What type of text is this? • What happened to ... in the end of the story?	• What happens in the story's opening? • How/where does the story start? • What happened at the end of the...? • • What is the dilemma in this story? • How is it resolved? • Can you retell the story to me in 20 words or less? • Can you summarise in 3 sentences the beginning, middle and end of this story?	What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • When do you think...? • Where do you think...? • How has the author made us think that...?	• Where do you think.... will go next? • What do you think... will say/do next? • What do you think this book will be about? Why? • How do you think that this will end? What makes you say that? • Who do you think has done it? • What might.... say about that? • How does the choice of character affect what will happen next?
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### Lower Key Stage 2

### Spoken Language

Year 3	Year 4
<p><b>Listening Skills</b> – To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p> <p><b>Instructions</b> - To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions.</p> <p><b>Questions</b> - To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers to questions with justifiable reasoning.</p>	<p><b>Listening Skills</b> – To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p> <p><b>Instructions</b> - To follow complex directions/multi-step instructions without the need for repetition.</p> <p><b>Questions</b> - To generate relevant questions to ask a specific speaker/ audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning.</p> <p><b>Performance</b> – To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from</p>



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**Performance** – To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To speak regularly in front of large and small audiences. To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person’s emotions.

**Vocabulary** - To use vocabulary that is appropriate to the topic and/or the audience. To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. To discuss topics that are unfamiliar to their own direct experience.

**Purpose** - To organise what they want to say so that it has a clear purpose. To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.

**Discussion** - To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. To take account of the viewpoints of others when participating in discussions.

teachers and peers. To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. To discuss the language choices of other speakers and how this may vary in different situations.

**Vocabulary** - To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.

**Purpose** - To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To debate issues and make their opinions on topics clear. To adapt their ideas in response to new information.

**Discussion** - To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum.

### Lower Key Stage 2

#### Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

#### Reading Comprehension

- Pupils should be taught to:
  - develop positive attitudes to reading and understanding of what they read by:
    - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
    - reading books that are structured in different ways and reading for a range of purposes
    - using dictionaries to check the meaning of words that they have read
    - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
    - identifying themes and conventions in a wide range of books
    - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ➢ discussing words and phrases that capture the reader’s interest and imagination



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	<ul style="list-style-type: none"> <li>➤ recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>• understand what they read, in books they can read independently, by:             <ul style="list-style-type: none"> <li>➤ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>➤ asking questions to improve their understanding of a text</li> <li>➤ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>➤ predicting what might happen from details stated and implied</li> <li>➤ identifying main ideas drawn from more than one paragraph and summarising these</li> <li>➤ identifying how language, structure, and presentation contribute to meaning</li> <li>➤ retrieve and record information from non-fiction</li> </ul> </li> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>
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## Year 3

2a Give and explain the meaning of words	2b Retrieve and record information from texts	2c Summarise main ideas from more than one paragraph	2d Make inference from the text with evidence to support answers	2e Make predictions about what might happen	2f Explain how content impacts on meaning	2g Explain how meaning is enhanced through vocab choices	2h Make comparisons within the text
To discuss and clarify the meanings of words, linking new meanings to known vocabulary. Use root words as a basis for discussions.	To skim and scan for key words in retrieval questions within the	To discuss, then record, main ideas drawn from texts and summarise these links. Teacher led then phase out to	To ask and answer questions appropriately, including some simple inference	To justify predictions using evidence from the text	To identify how structure and presentation contribute to meaning. For example, sub-	To discuss authors' choice of words and phrases for effect.	To compare characters, settings and themes within a text, directed by the teacher



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<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>texts that are being read.  To retrieve and record information from nonfiction and fiction texts</p>	<p>partner teach as the year progresses.</p>	<p>questions based on characters' feelings, thoughts and motives.</p>		<p>headings in non-fiction texts.</p>		
<b>Year 3 Question Stems</b>							
<p>What does this word/phrase/sentence tell you about the character/setting/mood? • Can you find this word in the dictionary? • By writing in this way, what effect has the author created? • What other words/phrases could the author have used here? • How has the author made you feel by writing...? • Which word tells you that...? • Find and highlight the word that is closest in meaning to...?</p>	<p>Who are the characters in this text? • When / where is this story set? How do you know? • Which part of the story best describes the setting? • What do you think is happening here? • What might this mean? • How might I find the</p>	<p>What is the main point in this paragraph? • Sum up what has happened so far in X words or less. • Which is the most important point in these paragraphs? • Do any sections/paragraphs deal with the same themes? • Have you noticed any similarities between this text and any others you have read? • What do I need to jot down to remember what I have read?</p>	<p>• What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • Can you explain why....? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show...? • How does the description of ... show that they</p>	<p>Can you think of another story with a similar theme? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this</p>	<p>What is similar/different about two characters? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • Why do you think they chose to order the text in this way? • What is the purpose of this text and who do you think it was written for? •</p>	<p>By writing in this way, what effect has the author created? • What other words/phrases could the author have used here? • How has the author made you feel by writing...? • Which word tells you that...? • Find and highlight the word that</p>	<p>Can you think of another story with a similar theme/character/setting? • Which stories have openings like this? • Do you think that this story will develop the same way?</p>



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	information quickly? • What can I use to help me navigate this book? • How would you describe the story? • Whose perspective is the story told from?		are...? • Who is telling the story? • Why has the character done this at this time?	setting? Will that influence the story? • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward?	What is the author's viewpoint? How do you know? • How are these two sections in the text linked?		
<b>Year 4</b>							
<b>2a Give and explain the meaning of words</b>	<b>2b Retrieve and record information from texts</b>	<b>2c Summarise main ideas from more than one paragraph</b>	<b>2d Make inference from the text with evidence to support answers</b>	<b>2e Make predictions about what might happen</b>	<b>2f Explain how content impacts on meaning</b>	<b>2g Explain how meaning is enhanced through vocab choices</b>	<b>2h Make comparisons within the text</b>
To discuss and clarify the meanings of words, linking new meanings to known vocabulary. Use root words as a basis for	To skim and scan, quickly for key words in retrieval questions	To identify main ideas drawn from more than one paragraph and summarise these.	To draw inferences from characters'	To make predictions about characters' feelings,	To identify how structure and presentation contribute to meaning. For	Discuss vocabulary used to capture readers' interest and imagination.	To compare characters, settings and themes within a text.



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discussions, build on this knowledge with prefixes and suffixes.  Discuss their understanding of new vocabulary and explain the meaning of words in context.	within the texts that are being read.  To use all of the organisational devices available within a nonfiction text to retrieve, record and discuss information.		feelings, thoughts and motives, supporting their views with evidence from the text.	thoughts and motives supporting their views with evidence from the text.	example, sub-headings in non-fiction texts, different fonts for emphasis in fiction texts and layout/presentation of poems.	To identify how language choices contribute to meaning.	
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### Year 4 Question Stems

Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? • Do you think they intended to? • What other words/phrases could the	Find the... in this text. Is it anywhere else? • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. • What do you	What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in X words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same	What do you think.... means? • Why do you think that? Could it be anything else? • I think....; do you agree? Why / why not? • How do you think....? •	Can you think of another text with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this	What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good	What does the word/phrase/sentence tell you about the character/setting/mood? By writing... what effect has the author created? Do you think they intended to? What other word/phrases could the author	Can you think of another text with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way?
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<p>author have used here? Why? How has the author...? • Which word is closest in meaning to...?</p>	<p>think is happening here? Why? • What might this mean? • Whose perspective is the story told by and how do you know? • How can you use the subheading to help you here?</p>	<p>themes? • How might I record this to ensure the best possible outcome?</p>	<p>Can you explain why....? • Can you explain why based on two different pieces of evidence? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show that... • What impression of ...do you get from this paragraph?</p>	<p>story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What does this paragraph suggest what will happen next? • Do you think ... will happen? Explain your answers with evidence from the text.</p>	<p>as...? • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most ...? Why?</p>	<p>have used here? Why? How has the author...?</p>	
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Upper Key Stage 2

Spoken Language

Year 5

Year 6

**Listening Skills** – To listen carefully, making timely contributions and asking questions that are responsive to others’ ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.

**Listening Skills** – To make improvements based on constructive feedback on their listening skills.  
**Instructions** - To follow complex directions/multi-step instructions without the need for repetition



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**Instructions** - To follow complex directions/multi-step instructions without the need for repetition.

**Questions** - To ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed answers and justification.

**Performance** – To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.

**Vocabulary** - To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.

**Purpose** - To plan and present information clearly with ambitious added detail and description for the listener. To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.

**Discussion** - To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole class conversations. To engage in longer and sustained discussions about a range of topics. To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.

**Questions** - To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations.

**Performance** – To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). To gain, maintain and monitor the interest of the listener(s). To select and use appropriate registers for effective communication.

**Vocabulary** - To use relevant strategies to build their vocabulary. To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose To speak audibly, fluently and with a full command of Standard English in all situations. To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. To confidently explain the meaning of words and offer alternative synonyms.

**Purpose** - To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence. To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. To make reference back to their original thoughts when their opinions have changed and give reasons for their change

**Discussion** –To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. To offer an alternative explanation when other participant(s) do not understand.

### Upper Key Stage 2

#### Word Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

#### Reading Comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes



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- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning ➤ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
  - distinguish between statements of fact and opinion
  - retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously



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- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

## Year 5

2a Give and explain the meaning of words	2b Retrieve and record information from texts	2c Summarise main ideas from more than one paragraph	2d Make inference from the text with evidence to support answers	2e Make predictions about what might happen	2f Explain how content impacts on meaning	2g Explain how meaning is enhanced through vocab choices	2h Make comparisons within the text
<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary. Use root words as a basis for discussions, build on this knowledge with prefixes, suffixes and word families.</p> <p>Discuss their understanding of new vocabulary and explain the meaning of words in context. Teachers to have a greater focus on figurative language where they link with well-chosen class texts.</p>	<p>To skim and scan, quickly and accurately for key words in retrieval questions within the texts that are being read.</p> <p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction</p>	<p>To draw out key information and to summarise the main ideas in a text, within specific sections.</p>	<p>To draw inferences from characters' feelings, thoughts and motives, that justifies their actions, supporting their views with evidence from the text.</p>	<p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To identify and comment on, how structure and presentation contribute to meaning.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To compare characters, settings and themes within a text and across more than one text, directed by the teacher.</p>



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	and non-fiction texts.						
<b>Year 5 Question Stems</b>							
Can you quickly find...in the dictionary and thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • What other words/phrases could the author have used here? Why? • How has the author made you/this character feel by writing...? Why? • Find and highlight the word which is closest in meaning to ... • Find a word which demonstrates... • Can you rewrite this in the style of the author using your own words? • How have simile and metaphor been used	Find the... in this text. Is it anywhere else? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • Can you skim/scan quickly to find the answer?	What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • Can you find a text with a similar theme?	What do you think... means? Why do you think that? Could it be anything else? • I think...; do you agree? Why/why not? • Why do you think the author decided to...? • Can you explain why...? Can you give me evidence from somewhere else in the text? • What do these words mean and why do you think that the author chose them? •	• Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?	What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • How is the text organised and what impact does this have on you as a reader? • Why has the text been written this way? • How can you tell whether it is	What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • What other words/phrases could the author have used here? Why? • How has the author made you/this character feel by writing...? Why?	Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way?



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here to enhance the text?			How does the author make you feel? • What impression do you get from these paragraphs?		fact and opinion? • How is this text similar to the writing we have been doing? • How does the author engage the audience?		
<b>Year 6</b>							
<b>2a Give and explain the meaning of words</b>	<b>2b Retrieve and record information from texts</b>	<b>2c Summarise main ideas from more than one paragraph</b>	<b>2d Make inference from the text with evidence to support answers</b>	<b>2e Make predictions about what might happen</b>	<b>2f Explain how content impacts on meaning</b>	<b>2g Explain how meaning is enhanced through vocab choices</b>	<b>2h Make comparisons within the text</b>
To discuss and clarify the meanings of words, linking new meanings to known vocabulary. Children to apply their own knowledge of root words as a basis for discussions, build on this knowledge with prefixes, suffixes and word families. Discuss their understanding of new vocabulary and explain the meaning of words in context.	To retrieve, record and present information from all texts types (non-fiction, fiction and poetry)  To use non-fiction materials for purposeful information retrieval (e.g. in reading)	To draw out key information and to summarise the main ideas in a text, both as a whole and within specific sections.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of Fictional characters). To discuss how characters, change and develop	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To identify and comment on, how structure and presentation contribute to meaning, using evidence from the text to justify explanations.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using Technical terminology such as metaphor, simile, analogy, imagery, style and effect.	To compare characters, settings and themes within a text and across more than one text.



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<p>Teachers to have a greater focus on figurative language and idioms where they link with well-chosen class texts.</p> <p>Knowledge of complex word meanings and subject-specific technical language is required.</p>	<p>history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review)</p> <p>Retrieval questions focus on information is not prominent within the text and there is significant</p>		<p>through texts by drawing inferences based on indirect clues.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>Answers are extended, with pupils giving fully-structured responses.</p>				
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	competing information, either within the text or in form of functional distractors.						
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## Year 6 Question Stems

<p>What does this word/phrase/sentence tell you about the character/setting/mood?</p> <ul style="list-style-type: none"> <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</li> </ul>	<p>Find the... in this text. Is it anywhere else?</p> <ul style="list-style-type: none"> <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</li> </ul>	<p>What is the main point of the text?</p> <ul style="list-style-type: none"> <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>	<p>What do you think... means? Why do you think that? Could it be anything else?</p> <ul style="list-style-type: none"> <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</li> </ul>	<p>Can you think of another story with a similar theme? How do their plots differ?</p> <ul style="list-style-type: none"> <li>• Which stories have openings like this? Do you think that this story will develop the same way?</li> </ul>	<p>What is similar/different about two characters? Did the author intend that?</p> <ul style="list-style-type: none"> <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</li> </ul>	<p>What does this word/phrase/sentence tell you about the character/setting/mood?</p> <ul style="list-style-type: none"> <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</li> </ul>	<p>Can you think of another story with a similar theme? How do their plots differ?</p> <ul style="list-style-type: none"> <li>• Which stories have openings like this? Do you think that this story will develop the same way?</li> </ul>
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<p>character feel by writing...? Why?</p>	<p>here? Why? • Who is telling this story? • What genre is...? • Can you look at these other texts and find me what is similar and what is different?</p>		<p>author chose them? • How do other people's descriptions of ...show that...? • Where else in the text can we find the answer to this question?</p>		<p>particular character? • Is it fact or is it opinion? How do you know? • How does the author make you feel at this point in the story? Why did they do that? • Can you explain it in a different way?</p>	<p>organised in this way? Would you have done it differently? • What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?</p>	
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