



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Comprehension strategies	Ask questions about what they see in books they have read to them. Join in with and finish known sentences, especially repeated phrases and rhyme in stories.	Identify words that they do not understand and begin to ask for clarification. Identify parts of stories they do not understand and ask for clarification. Discuss the title of the book.	Recognise that authors use paragraphs, headings and subheadings to make the content clearer. Listen to and discuss a range of poems, stories and non-fiction at a level beyond that of which they can read independently. Being encouraged to link what they read or hear to their own experiences.	Check sentences make sense to themselves as they read and correct inaccurate reading caused by omission, substitution, mispronunciation, insertion, repetition, and reversal.		
Retrieval	Retrieve information from pictures of familiar objects. Discuss characters in books being read Find title of the book	Pick out familiar words and labels in the classroom. Identify the main events, setting and principle characters in a book they have read. Pick out simple information from books (fiction and non-fiction) Scan a display to find a letter.	Find simple comparisons and differences (e.g. Between characters and settings) Find characteristics of fairy tales and traditional tales e.g. Once upon a time..., simple stories structure, good and bad characters. Understand that retrieval is finding information directly from the text. Scan a text for specific word or phrase. Recognising and joining in with predictable phrases.	Pick out the sequence of events in books (fiction and non-fiction). Identify items of information, which are related within a text (e.g. how a character develops through a story of the three most important facts in a short passage of non-fiction). Find recurring language across different stories and poems e.g. foe instead of enemy. Pick out favourite words and phrases. Retrieve and explain details about characters, events and information. Use contents page, simple index and subheadings to find information. Scan a text for specific information in response to written questions	Find words that capture the reader's interest and imagination. Identify the main idea from one paragraph and summarise it. Use graphs, charts or diagrams to find factual information. Skim a text quickly to get a general idea of meaning.	Find phrases that gain the readers interest and imagination. Identify the theme from several books on the same topic. Quote key events and identify key information. Understand the difference between skim reading and deep reading.



				Understand the different between close reading and scanning.		
<p>Inference</p> <p>Coherence Inference across a sentences or whole text. Completed at the point of reading.</p> <p>Elaborative Gap-filling or knowledge based. Completed either at the point of reading or after.</p>		<p>Infer character feelings using pictures</p> <p>Infer character's feelings through linking them to own</p> <p>Infer character's feelings using information explicitly stated in the text</p> <p>Accurately predict key events</p> <p>Understand a prediction must be based on a reason</p> <p>Draw out common themes such as kindness, bravery and link them to their own experiences</p>	<p>Identify grammatical feature of a sentence that infer additional information – pronouns, sequencing, plurals, tenses</p> <p>Understand that inference is a suggestion based on other information that they know or they have retrieved from the text</p> <p>Understand that some inferences are drawn as you read</p> <p>Make inferences on the basis of what is being said</p> <p>Make inferences on the basis of what is being done</p> <p>Make a prediction based on stated facts</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Discuss the significant of the title and events.</p>	<p>Draw on what they already know and new vocabulary provided by the teacher</p> <p>Identify vocabulary which infers additional information</p> <p>Identify grammatical features of a sentence that infer additional information – punctuation, tenses, prefixes and suffixes, coordinating and subordinating conjunctions</p> <p>Make inferences on the basis of what is being said and done</p> <p>Explain a prediction clearly referencing the text</p> <p>Update a prediction whilst reading</p>	<p>Make knowledge based inferences linked to topic specific vocab infer the meaning of a word from its context, within a sentence, subheading CI identify grammatical features of a sentence that infer additional information – differences between tenses, prefixes and word families, conjunctions, adverbs and prepositions, inverted commas.</p> <p>Identify a theme in individual paragraphs and chapters</p> <p>Understand that some inferences are drawn after reading the whole text</p> <p>Infer characters' feelings, thoughts from their actions</p> <p>Justify inferences with at least two source of evidence</p> <p>Explain why they have modified a prediction</p>	



<p>Reading entitlement</p>	<p>Provide opportunities to experience different forms of print, e.g. comics, magazines, hard and soft books, pop-up books, big books, poems, stories (of children) from different cultures. Engage in a variety of reading activities: individual, paired, small group, whole class. Encourage children to use stories they hear in their play, using pictures, toys, and small world objects within role-play, real objects and puppets. Engage in at least daily story time.</p>	<p>Encourage children to use stories they hear in their play, using pictures, toys, small world objects within role-play, real objects and puppets. Re-read books to build confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Key stories, non-fiction, poems, rhymes, fairy tales, traditional tales, key stories (e.g. Easter and Christmas) ...at a level beyond that at which they can read independently.</p>	<p>Stories, narratives, non-fiction (structured in different ways), contemporary and classic poetry, fairy tales, traditional tales, ...at a level beyond that at which they can read independently</p>	<p>Continue reading to and with children: fiction, poetry, plays, non-fiction texts, reference (e.g., dictionary, thesauruses, atlases), topic text books Reading books that are structured in different ways and reading for a range of purposes (enjoyment, information, communication)</p>	<p>Continue reading to and with children: fiction, myths, legends, fairy tales, poetry (different verse and in plays, non-fiction thesaurus, dictionary, topic text books Reading books, structured in reading for enjoyment, to communicate</p>
<p>Terminology</p>	<p>Front cover Book Page Picture Story Question Start End print</p>	<p>Page number Fiction Non-fiction Setting Action Event Plot Next First Beginning Find Title Left Right</p>	<p>Retrieve Retrieval Infer Inference Suggest Suggestion Predict Prediction Characters Order Fairy tales Traditional tales Poem Rhyme</p>	<p>Locate Sequence Structure Poetry Modern Traditional Opinion View skim</p>	<p>Summarise Condense</p>	<p>Justify Identify Clarify Myth Legend Play script Intonation Tone Volume Reference</p>



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