



Newbald Primary School :

READING

Framework





Newbald Primary School Aims for Reading

At Newbald Primary school, we intend that:

- All children know all phonics sounds by the end of Year 1 - There is no alternative to phonics. - All children make rapid catch up if needed
- All children to become confident, fluent readers and develop an enjoyment & love for reading.
- All children to be exposed to a wide vocabulary & have a deep understanding of texts that they read including knowledge of inference, prediction & retrieval.
- All children to read a variety of genres fiction, non-fiction & poetry that also expands the children's wider curriculum knowledge





Key learning and teaching points:



- Reading and writing need to be promoted, encouraged and implemented across the curriculum
- Reading is of the highest priority and each class will have timetabled activities throughout the week to ensure that reading skills are taught to the highest standard.

Daily Phonics (In Key Stage 1)

- o In Key Stage 1, separate phonics planning needs to be in place, based on 30-minute daily sessions
- o Teaching of phonics will be consistent from entry until the end of Key Stage 1
- o Teaching of phonics will include dictation and application time to apply phonetic knowledge to reading and spelling. This can be part of the daily phonics allocated time, but also a weekly session directed for handwriting, phonics application, spelling and dictation
- o TA support & intervention must be directed at the earliest possible point to any child who is in need of extra help with phonics. Every child is expected to know their phonics sounds and apply these to help them read and spell at Newbald Primary School
- o Reading and comprehension skills can be developed through well-planned speaking and listening activities, including drama, role play, hot seating, debate etc.
- o Any child who is in need of extra phonics tuition will receive intervention beyond KS1 if needed.



Home Reading Books (In Pre-School & Foundation Stage & KS1)

- o Reading books will be allocated to children weekly and must be related and match their phonics knowledge & reading ability
- o Phonics skills will be regularly assessed and reading books will be adjusted to suit
- o Children should be able to read their allocated 'scheme' book fluently
- o Children should be encouraged to re-read books multiple times
- o Children in Foundation Stage & KS1 will also be regularly allocated a 'together time' book. This is a book with more adventurous vocabulary for an adult to read with the child. Children will be encouraged to share these books multiple times.
- o Reading books will be changed on a weekly basis.



Home Reading Books (In Key Stage 2)

- o Children that are still mastering their phonics knowledge will continue to be matched to 'scheme books' that matches their reading ability enabling the children to read fluently and confidently.
- o Children that have mastered phonetic sound application will continue to be given longer 'scheme' books, but will be encouraged to move onto own choice books (organised by year group)
- o Free choice books will be available for each class, so that they can read for pleasure during designated time in school and at home. Children will be encouraged to also bring their own books should they choose to do so.
- o Children are encouraged to read every day (including weekends) Achievable targets (such as 4 times a week) is set for reluctant readers.
- o Reading books will be changed on a fortnightly basis

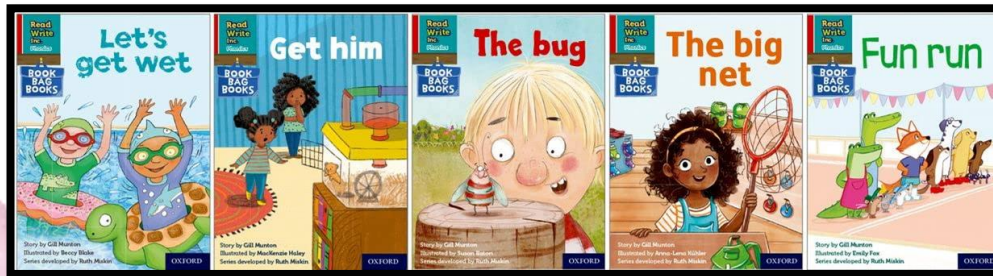




Reading Scheme



To begin with, our children read Read Write Inc books specifically linked to the Read Write Inc phonic scheme used in school. The children begin the scheme in Reception starting with the Sound Blending books finishing with grey books in year two or three.



The children then move onto Oxford Reading Tree and Project X. These two reading schemes merge together. Children will move onto an appropriate stage and will move through the levels until reaching the final stage. When having completed the stages, the children move onto Free Reading.



Oxford
Reading
Tree



BOX	READ WRITE INC
1	Sound Blending
2	Red Ditty
3	Set 1 - Green
4	Set 2 - Purple
5	Set 3 - Pink
6	Set 4 - Orange
7	Set 5 - Yellow Fiction
8	Set 5 - Yellow Non Fiction
9	Set 6 - Blue Fiction
10	Set 6 - Blue Non Fiction
11	Set 7 - Grey Fiction
12	Set 7 - Grey Non Fiction



	OXFORD READING TREE	PROJECT X	
13	Stage 6	Band 6	Year 1 and 2
14	Stage 7	Band 7	Year 1 and 2
15	Stage 8	Band 8	Year 2 and 3
16	Stage 9	Band 9	
17	Stage 10	Band 10	
18	Stage 11	Band 11	Year 2 and 3
19	Stage 11	Band 12	
20	Stage 12	Band 11+	
21	Stage 12	Band 13	
22	Stage 13	Band 13	Year 3
23	Stage 14	Band 13	Year 3 and 4
24	Stage 15	Band 14	Year 4
25	Stage 16	Band 14	Year 4 and 5
26	Stage 17	Band 15	Year 5
27	Stage 18	Band 15 (+)	Year 5 and 6
28	Stage 19	Band 15 (+)	Year 6
29	Stage 20	Band 15 (+)	



Reading for Pleasure

- o Each class will be allocated time to read for pleasure, ideally three to four times a week.
- o Children will choose a book of their choice.
- o Children will be recommended books by staff that may develop and foster a love for reading



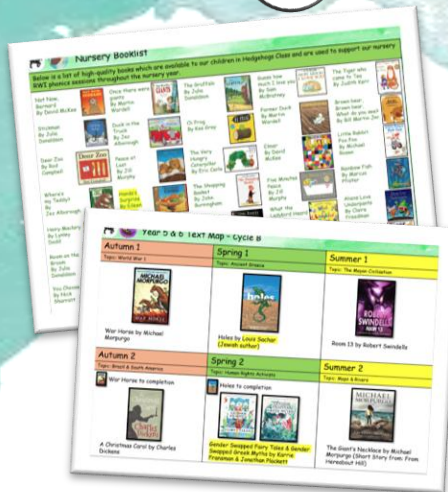
Reading with an Adult in school / Bark and Read

- o Where possible, adults will listen to children read as often as possible.
- o Adults can include teachers, TAs, governors, other members of staff and volunteers
- o We will aim for an adult to listen to all children read either every week or every other week. This may be 1-1 reading time, part of a comprehension reading activity or wider reading task
- o All children attending the after-school club (daily) will have the opportunity to read to an adult
- o When reading with an adult, the adult will question the reader to challenge comprehension skills
- o Scheme books will be used for 1-1 reading with adults in Foundation - KS1
- o A variety of reading resources will be used for 1-1 reading with adults including: scheme books, reading for pleasure choice books, inference cards and reading mats. - Questioning the children about what they have read is imperative to challenge and extend comprehension skills
- o Class teachers will nominate a group of children to read with Murphy, the school dog.
- o This Bark & Read session will be led with an Adult and is designed to boost reading aloud for reluctant readers





Class Story Time & Text Map



- o Three or four times a week, each class will enjoy story time where the class teacher reads to their class.
- o Books have been carefully selected. In some instances, a link has been made with a topic, but a focus on 'quality first' has been considered ensuring children have access to classic and quality texts which increase in complexity as the pupils move through school. This is available to see in the school text map document.
- o Reading and developing a love for reading is of paramount importance and in carefully selecting quality texts and teachers passionately reading regularly to their pupils this is one way in which we promote reading at Newbald Primary School. Where a series of books are available the first book in the series has been selected, so that some pupils will be inspired to go on to read the next books independently. A range of inspiring authors have been chosen so that pupils may choose to read other books written by the author too.



Wider Reading Strategies

- o Staff will demonstrate a passion and a love for reading recommending authors and books to individual children
- o Staff will prioritise intervention for decoding or comprehension as a priority and allocate TA time to ensure that children make good progress to 'catch up'
- o Each class will have a reading display in their classroom that promotes reading and forms part of the class reading reward scheme
- o Children will be encouraged to talk positively about books they have read and give recommendations to each other and book recommendations are also published in the school newsletter.
- o Annually, the school will celebrate World Book Day, where the school will promote the love of reading; dress up as much-loved book characters; write character descriptions; write book reviews and design new book covers
- o The school will give a book as a leaving gift to outgoing Year 6s





High Ability Readers

- o High ability readers will have adapted in class comprehension activities to challenge
- o Recommendation of reading books identified by staff to further an interest for individuals including books by celebrated classic authors such as Dickens, Bronte, Austen etc
- o Recommendation of genres to further the child's interest range such as mystery novels, fantasy, nonfiction, poetry or historical fiction.
- o High Ability readers are encouraged to present, recommendations of books that they have enjoyed reading to the rest of the school in a multimedia way e.g. video blogging / leading assemblies / creating a PowerPoint presentation etc



Assessment

- o Teachers will use multiple strategies for formative and summative assessment
- o Summative PIRA tests - From Year 1 onwards
- o Regular summative Phonics assessment of taught sounds & skills
- o Regular formative assessment through questioning and through observation and marking of ongoing provision
- o Formative assessment through 1-1 reading and response questioning





VIPERS Reading Lessons

- o **In EYFS**, 3 to 4 weekly generally mixed nursery and reception reading sessions encompassing shared reading and repetition of the story as well as questioning to begin to introduce skills including retrieval, simple inference, prediction and sequencing.
- o **In Key Stage 1 and 2**, weekly 1 hour lessons responding to a reading text encompassing a combination of the reading skills, VIPERS.
 - These can be related to a topic, theme or genre being learnt about at that time or a contrast to the current topic ensuring that true comprehension skills are being used rather than relying upon topical knowledge.
 - A range of questioning will be used to ensure that all areas are covered and regularly practiced. This includes:
 - Vocabulary questions
 - Inference questions
 - Prediction questions
 - Explain questions (Including Comparing, contrasting & giving own opinions)
 - Retrieval questions
 - Summary and Sequence questions
 - Questions related to reading activities will be answered initially in 'short' form and to maximise reading and response time. Children may write their answers in full sentences once having answered all of the questions in 'short' form.





Written comprehension exercises linked to Writing



- o Written comprehension exercises are an essential part of the two-week Writing planning cycle from year 1 upwards
- o Comprehension tasks form an essential part of the planning cycle introducing the children to examples of text related to the writing genre the children will be expected to be writing over the two to three weeks of learning including presenting the children with 'what a good one looks like'
- o These activities must be related to the current topic or theme
- o Features of the genre can be learnt and studied as part of understanding the text to a deeper level.
- o A range of questioning will be used to ensure that all areas are covered and regularly practiced. This includes:
 - Vocabulary questions
 - Inference questions
 - Prediction questions
 - Explain questions (Including Comparing, contrasting & giving own opinions)
 - Retrieval questions
 - Summary & Sequence questions
- o Although differentiated or adapted to ensure all children can achieve, questions related to lesson comprehension tasks will be usually answered in a 'longer' form and should be answered using full sentences as part of a wider grammatical focus.
- o There is never a need to copy out questions maximising reading and response time.
- o Reading and comprehension is interwoven through all areas of the curriculum. Skills can be developed through cross curricular texts, well-planned speaking and listening activities, including drama, role play, hot seating, debate etc

The main character is a **lady** called **Sally** and she is **35 years old**. She **lives** in a **huge house** in **London**. Sally **enjoys** **swimming** and **works** in a school as a **teacher**.



Vocabulary Skills

KS1	YEAR 1	• discussing word meanings, linking new meanings to those already known • draw upon knowledge of vocabulary in order to understand the text • join in with predictable phrases • use vocabulary given by the teacher • discuss his/her favourite words and phrases
	YEAR 2	• discussing and clarifying the meanings of words; link new meanings to known vocabulary • discussing their favourite words and phrases • recognise some recurring language in stories and poems
LKS2	YEAR 3	• use dictionaries to check the meaning of words that they have read • discuss words that capture the reader's interest or imagination • identify how language choices help build meaning • find the meaning of new words using substitution within a sentence.
	YEAR 4	• using dictionaries to check the meaning of words that they have read • use a thesaurus to find synonyms • discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader • discuss new and unusual vocabulary and clarify the meaning of these • find the meaning of new words using the context of the sentence.
UKS2	YEAR 5	• explore the meaning of words in context, confidently using a dictionary • discuss how the author's choice of language impacts the reader • evaluate the author's use of language • investigate alternative word choices that could be made • begin to look at the use of figurative language • use a thesaurus to find synonyms for a larger variety of words • re-write passages using alternative word choices • read around the word' and • explore its meaning in the broader context of a section or paragraph.
	YEAR 6	• evaluate how the authors' use of language impacts upon the reader • find examples of figurative language and how this impacts the reader and contributes to meaning or mood. • discuss how presentation and structure contribute to meaning. • 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.



Vocabulary Sentence Stems

K S 1	YEAR 1	• 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? • Which of the words best describes the character or setting? • Which word in this part do you think is the most important? • Why do you think they repeat this word in the story?
	YEAR 2	• 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...?
L K S 2	YEAR 3	• 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...?
	YEAR 4	• 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 author have used here? Why? How has the author...? • Which word is closest in meaning to...?
U K S 2	YEAR 5	• 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 here to enhance the text?
	YEAR 6	• 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? • Can you find examples of simile, metaphor, hyperbole or personification in the text? • Why has the text been 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?



Inference Skills

K S 1	YEAR 1	children make basic inferences about characters' feelings by using what they say as evidence. • infer basic points with direct reference to the pictures and words in the text • discuss the significance of the title and events • demonstrate simple inference from the text based on what is said and done
	YEAR 2	• make inferences about characters' feelings using what they say and do. • infer basic points and begin, with support, to pick up on subtle references. • answering and asking questions and modifying answers as the story progresses • use pictures or words to make inferences
L K S 2	YEAR 3	• children can infer characters' feelings, thoughts and motives from their stated actions. • justify inferences by referencing a specific point in the text. • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • make inferences about actions or events
	YEAR 4	• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • infer characters' feelings, thoughts and motives from their stated actions. • consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answer
U K S 2	YEAR 5	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • make inferences about actions, feelings, events or states • use figurative language to infer meaning • give one or two pieces of evidence to support the point they are making. • begin to draw evidence from more than one place across a text.
	YEAR 6	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • discuss how characters change and develop through texts by drawing inferences based on indirect clues. • make inferences about events, feelings, states backing these up with evidence. • 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



Inference Sentence Stems

K S 1	YEAR 1	What do you think.....means? • Why do you think that? • How do you think. ...? • When do you think. ...? • Where do you think. ? • How does make you feel? • Why did happen?
	YEAR 2	• 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...?
L K S 2	YEAR 3	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 are...? • Who is telling the story? • Why has the character done this at this time?
	YEAR 4	• 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 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?



Inference Sentence Stems

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YEAR 5

- 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?
 - How does the author make you feel?
- What impression do you get from these paragraphs?

YEAR 6

- 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...?
- What do these words mean and why do you think that the 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?



Predict Skills

K S 1	YEAR 1	• predicting what might happen on the basis of what has been read so far in terms of story, character and plot • make simple predictions based on the story and on their own life experience. • begin to explain these ideas verbally or through pictures
	YEAR 2	• predicting what might happen on the basis of what has been read in terms of plot, character and language so far • make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them
L K S 2	YEAR 3	• justify predictions using evidence from the text. • use relevant prior knowledge to make predictions and justify them. • use details from the text to form further predictions.
	YEAR 4	• justify predictions using evidence from the text. • use relevant prior knowledge as well as details from the text to form predictions and to justify them. • monitor these predictions and compare them with the text as they read on
U K S 2	YEAR 5	• predicting what might happen from details stated and implied • support predictions with relevant evidence from the text. • confirm and modify predictions as they read on
	YEAR 6	• predicting what might happen from details stated and implied • support predictions by using relevant evidence from the text • confirm and modify predictions in light of new information.



Predict Sentence Stems

K S 1	YEAR 1	• Looking at the cover and the title, what do you think this book is about? • 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? • Who do you think has done it? • What might.....say about that? • Can you draw what might happen next?
	YEAR 2	• 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?
L K S 2	YEAR 3	• 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 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?
	YEAR 4	• 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? • 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.
U K S 2	YEAR 5	• 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?
	YEAR 6	• 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?



Explain Skills

KS1	YEAR 1	• give my opinion including likes and dislikes (not nc objective). • link what they read or hear to their own experiences • explain clearly my understanding of what has been read to them • express views about events or characters
	YEAR 2	• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • express my own views about a book or poem • discuss some similarities between books • listen to the opinion of others
LKS2	YEAR 3	• discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the purpose of these
	YEAR 4	• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these
UKS2	YEAR 5	• provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • 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 • explain and discuss their understanding of what they have read, including through formal presentations and debates.
	YEAR 6	• provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • 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 • explain and discuss their understanding of what they have read, including through formal presentations and debates. • distinguish between fact, opinion and bias explaining how they know this.



Explain Sentence Stems

K S 1	YEAR 1	• Is there anything you would change about this story? • What do you like about this text? • Who is your favourite character? Why?
	YEAR 2	• 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?
L K S 2	YEAR 3	• 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? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked?
	YEAR 4	• 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 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?



Explain Sentence Stems

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YEAR 5

- 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 fact and opinion?
- How is this text similar to the writing we have been doing?
- How does the author engage the audience?

YEAR 6

- 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?
- Can you identify where the author has shown bias towards a 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?



Retrieve Skills

K S 1	YEAR 1	• answer a question about what has just happened in a story. • develop their knowledge of retrieval through images. • recognize characters, events, titles and information. • recognize differences between fiction and non-fiction texts. • retrieve information by finding a few key words. • Contribute ideas and thoughts in discussion
	YEAR 2	• independently read and answer simple questions about what they have just read. • asking and answering retrieval questions • draw on previously taught knowledge • remember significant event and key information about the text that they have read • Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read
L K S 2	YEAR 3	• use contents page and subheadings to locate information • learn the skill of 'skim and scan' to retrieve details. • begin to use quotations from the text. • retrieve and record information from a fiction text. • retrieve information from a non-fiction text
	YEAR 4	• confidently skim and scan texts to record details, • using relevant quotes to support their answers to questions. • retrieve and record information from a fiction or non-fiction text.
U K S 2	YEAR 5	• confidently skim and scan, and also use the skill of reading before and after to retrieve information. • use evidence from across larger sections of text • read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. • retrieve, record and present information from non-fiction texts. • ask my own questions and follow a line of enquiry.
	YEAR 6	• 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 • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. • Retrieve, record and present information from a wide variety of non-fiction texts. • Ask my own questions and follow a line of enquiry.



Retrieve Sentence Stems

K S 1	YEAR 1	• 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 not? • Who is/are the main character(s)? • When/where is this story set? • Which is your favourite/worst/ funniest/scariest part of the story? • Is this a fiction or a non-fiction book? How do you know?
	YEAR 2	• 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?
L K S 2	YEAR 3	• 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 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?
	YEAR 4	• 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 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?



Retrieve Sentence Stems

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K
S
2

YEAR 5

- 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?

YEAR 6

- Find the... in this text. Is it anywhere else?
- Can you skim the next... and find me the answer to...?
 - 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? • What genre is...?
 - Can you look at these other texts and find me what is similar and what is different?



Sequence Skills

K S 1	YEAR 1	• retell familiar stories orally e.g fairy stories and traditional tales • sequence the events of a story they are familiar with • begin to discuss how events are linked
	YEAR 2	• discuss the sequence of events in books and how items of information are related. • retell using a wider variety of story language. • order events from the text. • begin to discuss how events are linked focusing on the main content of the story.
L K S 2	YEAR 3	Sequence questions are less frequent throughout KS2. • revision of KS1 sequencing skills • sequence multiple events of the text • use clues within the text to identify when events happened and the order in which they occurred
	YEAR 4	
U K S 2	YEAR 5	
	YEAR 6	



Sequence Sentence Stems

K
S
1

YEAR 1

- What happens in the beginning of the story?
- Can you number these events in the story?
- How/where does the story start?
- What happened at the end of the....?
- Can you retell the story to me in 20 words or less?
- What happened before that?
- Can you sequence the key moments in this story?

YEAR 2

- 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?



Summarise Skills

L K S 2	YEAR 3	• identifying main ideas drawn from a key paragraph or page and summarising these • begin to distinguish between the important and less important information in a text. • give a brief verbal summary of a story. • teachers begin to model how to record summary writing. • identify themes from a wide range of books • make simple notes from one source of writing
	YEAR 4	• use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. • identifying main ideas drawn from more than one paragraph. • identify themes from a wide range of books • summarise whole paragraphs, chapters or texts • highlight key information and record it in bullet points, diagrams, maps etc
U K S 2	YEAR 5	• summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. • make connections between information across the text and include this in an answer. • discuss the themes or conventions from a chapter or text • identify themes across a wide range of writing
	YEAR 6	• summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • make comparisons across different books. • summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.



Summarise Sentence Stems

L K S 2	YEAR 3	• 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?
	YEAR 4	• 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 themes? • How might I record this to ensure the best possible outcome?
U K S 2	YEAR 5	• 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?
	YEAR 6	• What is the main point of the text? • Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Can you read the text and summarise what has happened? • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes?