

St Sebastian's Primary School Reading Knowledge Progression



With help from the FFT's Reading Comprehension Framework, our reading knowledge is carefully and rigorously mapped progressively across school. It is planned in a specific, detailed and systematic order so that teachers can create more coherent units of work about texts and comprehension. The objectives are drawn from the 2014 Programme of Study, previous versions of the National Curriculum and the two National Strategies Frameworks for literacy. On the few occasions where there was no obvious objective available to continue the progression, an objective has been created.

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EYFS						
Comprehension	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories using pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. Story sacks linked to relevant text. Reading books linked to Letters and Sounds phonics scheme.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books. Story sacks linked to relevant text. Reading books linked to Letters and Sounds phonics scheme.	Making up stories with themselves as the main character. Retelling traditional tales through drama. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to Letter and Sounds. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read. Story sacks linked to relevant text. Reading books linked to Letters and Sounds phonics scheme.	Superhero stories. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. Story sacks linked to relevant text. Reading books linked to Letters and Sounds phonics scheme.	Exploring a variety of non-fiction texts. Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. Include labels, sentences or captions. Story sacks linked to relevant text. Reading books linked to Letters and Sounds phonics scheme.	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a nonfiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories Story sacks linked to relevant text. Reading books linked to Letters and Sounds phonics scheme

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Word Reading	Phonics: Letters and Sounds whole class phase 2. (see phonics overview) Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	Phonics: Letters and Sounds whole class, continue phase 2. (see phonics overview) Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell. Begin to learn tricky words. Intervention for children not secure on phase 2 sounds.	Phonics: Letters and Sounds whole class. Phase 2/begin phase 3 (see phonics overview) Letters names. Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with diagraphs. Provide opportunities for children to read words containing familiar diagraphs.	Phonics: Letters and Sounds phase 3. Whole class (see phonics overview) Letter names. Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of lettersound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.	Phonics: Letters and sounds phase 3/4. (whole class) Letter names. Reading: Non-fiction texts, Internal blending, Distinguishing capital letters and lower case letters. Continue teaching of reading of tricky words for phase 3 and 4. Reading longer words and identifying syllables within words	Phonics: Letters and sounds phase 4. Plus recap of phase 2 and 3. Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition into year 1
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Word Reading					
Y1	Y2	Y3	Y4	Y5	Y6
Letters and Sounds Phases 4 to 5 Know and apply phonic knowledge and skills as the route to decode words Know how to respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (e.g. ow in snow and cow) Know how to 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 Know how to read other words of more than one syllable that contain taught GPCs Know how to read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in word reading	Letters and Sounds Phase 6 Know how to continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Know how to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Know how to accurately read words of two or more syllables that contain the same graphemes as above (e.g., shoulder, roundabout, grouping) Know how to read words containing common suffixes (e.g. –ness, –ment, –ful, –ly) Know how to read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Know how to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered (e.g. shout, hand, stop, dream) Know how to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading	Know and apply their growing knowledge of root words, prefixes (e.g. un-, dis-, -mis-, re-) and suffixes (e.g. –ation, -ous) (etymology and morphology) as listed in National Curriculum English Appendix 1, both to read aloud and to understand the meaning of new words they meet Know how to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Begin to accurately and fluently read books written at an age-appropriate level at a speed that is sufficient to enable a focus on understanding Know how to read silently	Know how to apply their growing knowledge of root words, prefixes (e.g. sub-, inter-, -anti-, auto-) and suffixes (e.g. –ation, -ous, -tion, -sion, -ssion, -cian) (etymology and morphology) as listed in National Curriculum English Appendix 1, both to read aloud and to understand the meaning of new words they meet Know how to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Accurately and fluently read books written at an age-appropriate interest level at a speed that is sufficient to enable a focus on understanding Know how to read silently	Know how to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in National Curriculum English Appendix 1, both to read aloud and to understand the meaning of new words that they meet Know how to read silently for a sustained period of time	Know how to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in National Curriculum English Appendix 1, both to read aloud and to understand the meaning of new words that they meet Know how to read silently for a sustained period of time

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	Begin to read silently				
Comprehension – Engage in a range of reading - Read independently and in groups. - Enjoy listening to books read to them - Participate in discussion about what is read to them, taking turns and listening to what others say - Extend their range of reading					
Y1	Y2	Y3	Y4	Y5	Y6
Regularly listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently with the teacher, other adults and each other, (including those from the school's identified Y1 'suggested texts') Know how to link what they read or hear read to their own experiences Know how to make personal reading choices and simple comments about reading preferences (e.g. say what they like/dislike about a text) Know how to discuss books they like and give reasons for their preferences	Regularly listen to, discuss and express 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 (including those from the school's identified Y2 'suggested texts') read for a range of purposes (e.g. enjoyment, to find out information) Know how to make personal reading choices and explain reasons for these (e.g. linked to content, cover) Read independently and in groups. Know how to justify their choices of books and their preferences from the books they have read or have had read to them Know how to recommend books that they have read to their peers (make links to personal reading choices and reasons for these) identify appropriate non-fiction books to use to find out information about a given topic	Regularly listen to and discuss a wide range of fiction (including whole books), poetry, plays, non-fiction and reference books or textbooks at a level beyond those they might not choose themselves (including those from the school's identified Y3 'suggested texts') Know how to read for a range of purposes (e.g. enjoyment, to find out information or the meaning of new words) make personal reading choices and explain reasons for these (e.g. referring to the author, blurb and content) Know how to recommend books that they have read to their peers (making links to personal reading choices and reasons for these) Know how to discuss why they like particular books or authors with others, giving reasons. appraise non-fiction texts to evaluate their usefulness	Regularly listen to and discuss a wide range of fiction (including whole books), poetry, plays, non-fiction and reference books or textbooks at a level beyond those they might choose themselves (including those from the school's identified Y4 'suggested texts') Know how to read for a range of purposes (e.g. enjoyment, to find out information or the meaning of new words) make personal reading choices and explain reasons for these (e.g. referring to the author, blurb, content and genre) Know how to recommend books that they have read to their peers (making links to personal reading choices and reasons for these) Know how to describe and review their own reading habits Know how to develop their reading stamina as they read longer texts Know how to independently read complete short texts and sections from information books quickly appraise non-fiction texts to evaluate their usefulness	Regularly listen to and discuss a range of fiction (including whole novels), poetry, plays and non-fiction from a wide range of authors and genres which they might not choose to read for themselves (including those from the school's identified Y5 'suggested texts') Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read for a range of purposes (<i>e.g. enjoyment, to find out information or the meaning of new words</i>) make personal reading choices and explain reasons for these (<i>e.g. style, genre etc.</i>) Know how to reflect on reading preferences and habits and compare these with those of others Know how to recommend books that they have read to their peers, giving reasons for their choices (making links to personal reading choices and reasons for these) Know how to refer to details and examples in the text when talking about books Know how to plan personal reading goals which reflect their interests and extend their range quickly appraise non-fiction texts to evaluate their usefulness and quality	Regularly listen to and discuss a range of fiction (including whole novels), poetry, plays and non-fiction from a wide range of authors and genres which they might not choose to read for themselves (including those from the school's identified Y6 'suggested texts') Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (including reading longer texts with sustained stamina and interest) Know how to read for a range of purposes (e.g. enjoyment, to find out information or the meaning of new words) Know how to make personal reading choices and explain reasons for these (e.g. style, genre etc.) Know how to reflect on reading preferences (including in reading groups) and habits and plan personal reading goals Know how to recommend books that they have read to their peers, giving reasons for their choices (making links to personal reading choices and reasons for these) Know how to articulate their personal response to their reading, identifying how and why a text affects the reader

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						quickly appraise non-fiction texts to evaluate their usefulness and quality
Comprehension – Skills and Strategies to read for understanding - Use prior knowledge to support understanding - Check that books make sense to them - Ask questions to improve their understanding - Skim, scan and read closely - Use strategies to locate or infer the meaning of unfamiliar words - Annotate text - Visualise their understanding of what they read - Make predictions - Summarise understanding - Adapt reading strategies for different purposes or according to the text type						
	Y1	Y2	Y3	Y4	Y5	Y6
Use prior knowledge to support understanding	Know how to consider what they know about events or topics prior to reading.	Know how to link events or topics from a text to their own experience and/or information they know Know how books are similar to others they have read or heard.	Know how to link the events or topics from a text to their own experience and/or information gathered Know how to make links to similar books they have read	Know how to link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts.	Know how to use background knowledge or information about the topic or text type to establish expectations about a text. Know how to compare what is read to what was expected.	Know how to comment on what they have read and compare this to what they expected to read <i>e.g. in relation to events, ideas etc</i> Know how to make comparisons between a text and others they have read.
Check that books make sense to them	Know how to listen to their own reading, and that of others, and make a sense check at regular intervals.	Know to pause when reading to check their understanding and, where necessary, re-read to gain understanding	Know how to use contextual and grammatical knowledge, as well as background knowledge and understanding of word meaning, to make sense of what they have read. Know how to put their understanding of what they have read into their own words	Know they must monitor their understanding of a text and take steps to retrieve the meaning if comprehension has been lost.	Know what an active attitude towards reading is – seeking answers, anticipating events, empathising with characters and imagining events that are described.	Know how to link parts of a text together in order to understand how details or specific sections support a main idea or point. Know that there will be uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning.
Ask questions to improve their understanding	Know how to ask questions about aspects of a text they don't understand.	Know how to ask questions about a text to ensure they understand events or ideas in text	Know how to ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand.	Know how to ask questions to explore meanings and explanations of the events of ideas introduced or developed in a text	When aspects of text that are not clear have been identified, know how to ask questions to clarify their understanding or research the topic to find out more.	Know how to identify where they do not fully understand a text. Know how to ask effective questions that will help them clarify their understanding of the text or the topic they are researching.

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Skim, scan and read closely	Know how to skim to gain an overview of a page/text by focusing on significant parts (names, titles) Know how to scan to locate specific information (using titles and labels)	Know how to speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings and subheadings. Know how to scan pages to find specific information, using key words or phrases and headings.	Know how to skim opening sentences of each paragraphs to get an overview of a page or section of a page. Know how to scan contents, indexes and pages to locate specific information accurately.	Know how to skim read a text to get an overview of it. Know how to scan for key words, phrases and headings. Know how to decide which sections of text to read more carefully to fulfil a particular purpose <i>e.g. to summarise a text</i>	Know how to locate information accurately through skimming to gain an overall sense of the text. Know how to scan a text to gain specific information. Know how to use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/read on as appropriate.	Know how to evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning. Know how to read sections of text carefully to research information and answer questions.
Use strategies to locate or infer the meaning of unfamiliar words	Know how to speculate about the possible meanings of unfamiliar words met in reading. Know how to check whether the suggested meanings make sense in context.	Know how to read sections of text more carefully e.g. to answer a specific question. Know how to find the meaning of an unfamiliar word where this is explained in preceding of subsequent sentences or in a glossary. Know whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.	Know how to identify sections of a text that they need to read carefully in order to find specific information or answer a question. Know to re-read a sentence and read on to locate or infer the meaning of unfamiliar words. Know to discuss unfamiliar words and their possible meanings to clarify their understanding of a sentence or passage.	Know how to identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning <i>e.g. re-reading surrounding sentences and/or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax or using aids such as glossaries or dictionaries</i> Know how to identify where unfamiliar words are not explained in a text and where a dictionary needs to be used to understand them.	Know how to identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Know how to give increasingly precise explanation of word meanings that fit with the context of the text they are reading. Know to check the plausibility and accuracy of their explanations or inference of word meaning.	Know how to check the plausibility of their explanation or inference about a word meaning. Know how to identify when they do not understand the vocabulary used in a text and apply appropriate strategies (<i>re-reading, reading on, using context, knowledge of syntax or root words</i>) to clarify the meaning.
Annotate text	Know how to mark significant incidents in a story or information in a non-fiction text	Know how to make simple notes on a text <i>e.g. underlining key words or phrases, adding subheadings</i>	Know how to mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading. Know how to identify the main point or gist of a text <i>e.g. underlining or highlighting key words or phrases, listing key points, or making important information.</i>	Know how to mark texts to identify vocabulary and ideas which they need to clarify Know how to mark a text by highlighting or adding heading, underlining or noting words or sentences, and adding notes where helpful	Know how to annotate a text to identify key information or identify key elements they don't understand or want to revisit to explore further. Know how to note key points of what has been read, using simple abbreviations, diagrams or other simple marking systems. Know how to use these marking systems as the basis of follow up and discussion when appropriate.	Know how to identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading. As they read, know how to identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful

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Visualise their understanding of what they read	Know how to visualise what they have reading e.g. by drawing or acting out	Know how to use illustrations and simple formats such as flow charts or diagrams to re-present and explain a process of series of events	Know how to re-present information gathered from a text as a picture or graphic, labelling it with material from the text.	Know how to visualise the information they have read about <i>e.g. by mapping, illustrating, representing information graphically and acting out</i> Know to use information from the text to justify their visual representations	Know how to re-present information from a text graphically. Know how to comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.	Know how to re-present information from a text graphically. Know how to comment on the illustrations and graphic representation they encounter in texts, linking their comments back to the text itself.
Make predictions	Know how to make predictions based on clues such as pictures, illustrations and titles	Know how to use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out	Know how to update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading	Know how to make predictions about a text based on prior knowledge of the topic, event or type of text. Know how to modify predictions as they read on.	Know how to make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.	Know how to make plausible predictions and explain what they are basing them on. Know how and why they need to modify their predictions as they read on.
Summarise understanding		Know how to retell a story giving the main events. Know how to retell some important information they've found out from a text. Know how to draw together information from across a number of sentences to sum up what is known about a character, event or idea	Know how to retell main points of a story in sequence. Know how to identify a few key points from across a non-fiction passage.	Know how to summarise a sentence of paragraph by identifying the most important elements. Know how to make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.	Know how to make regular, brief summaries of what they've read, identifying key points. Know how to summarise a complete short text or substantial section of text. Know how to summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.	Know how to make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Know how to update their ideas about the text in the light of what they've just read. Know how to summarise 'evidence' from across a text to explain events or ideas. Know how to summarise their current understanding about a text at regular intervals.
Adapt reading strategies for different purposes or according	When listening to their own and others' reading, know to make a sense check at regular intervals, re-reading where necessary to regain understanding.	Know to stop and think about what they have read. Know how to put what they've read or heard into their own words.	Know how to identify where they don't understand what they've read, stop reading and take steps to fix the problem.	Know how to adapt reading strategies to the different sort of text reading, including e-texts, and different purposes for reading Know how to take steps to re-establish understanding when comprehension is lost.	Know how to apply a range of reading strategies to different reading tasks or circumstances <i>e.g. skimming to gain an overview, slow careful reading and re-reading to grapple with the meaning of a poem, presentation skills in order to perform it.</i>	Know how to make sensible decisions in order to read most effectively for a specific purpose <i>e.g. knowing when it is useful to gain an overview of a text and how best to do it, or identify which part of the text needs to be read more carefully to find particular information.</i>

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Comprehension – Understand the vocabulary used in texts

- Build a wide vocabulary
- Use a dictionary effectively
- Use strategies to locate or infer the meaning of unfamiliar words (also included in the Skills and Strategies strand)

	Y1	Y2	Y3	Y4	Y5	Y6
Build a wide vocabulary	Know how to make collections of interesting words and use them when talking about books and stories	Know how to develop understanding of words met in reading. Know how to speculate about the possible meaning of unfamiliar words they have read.	Know how to identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.	Know how writers use specific and precise nouns, adjectives, verbs and adverbs to convey meaning Know how to investigate meaning of technical or subject specific words they meet in their reading	Know how to distinguish between everyday word meaning and their subject specific use <i>e.g. specific meaning of force in scientific texts</i>	Know how to collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. Know how to collect and define technical vocabulary met in other subjects <i>e.g. developing subject or topic glossaries</i>
Use a dictionary effectively	Know how to use simple dictionaries and begin to understand their alphabetical organisation	Know how to use dictionaries to locate words by the initial letter. Know the term 'definition' Know how to discuss the definitions given in dictionaries and agree which is the most useful in context.	Know to use the first two letters of a word to locate it in the dictionary. Know the quartiles of a dictionary.	Know to use the third and fourth letters in a word to locate it in the dictionary. Know and use the quartiles of the dictionary effectively to locate words quickly.	Know how to use dictionaries effectively to locate word meanings and other information about words <i>e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context</i> Know how to use a dictionary to check a suggested meaning	Know how to use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading. Know how to identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.
Use strategies to locate or infer the meaning of unfamiliar vocabulary	Speculate about the possible meaning of new or unfamiliar words met in reading Know how to explain the meaning of the words they meet in a text	Know how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary. Know to check whether a suggested meaning of an unfamiliar word makes sense in the connect of the passage.	Know to re-read a sentence and read on in order to locate or infer the meaning of unfamiliar words. Know how to discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence of passage.	Know how to identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/or paragraphs to identify an explanation or develop a sensible inference <i>e.g. by identifying root words and derivatives, using context and syntax, or using aids such as glossaries or dictionaries.</i> Know when unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.	Know when they do not understand the vocabulary used in a text and need to clarify the meaning Know how to give increasingly precise explanations of word meanings that fit with the context of the text they are reading Know to check the plausibility and accuracy of their explanation or inference of the word meaning	Know how to check the plausibility and accuracy of their explanation of, or inference about, a word meaning. Know how to identify when they do not understand the vocabulary used in a text and apply appropriate strategies (<i>re – reading, reading on, using the context, knowledge of syntax or word roots</i>) to clarify the meaning

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Comprehension – Express, record and present their understanding

- Develop and express their understanding
- Answer questions about a text and record their understanding
- Justify their ideas about a text
- Annotate the text to support understanding
- Demonstrate understanding of stories, poetry and plays through retelling and reciting orally

	Y1	Y2	Y3	Y4	Y5	Y6
Develop and express their understanding	Know reasons why things happen in the texts they read or are read to them. Know how to express their understanding orally, and use words, illustrations and given formats to record their understanding	Know about themes, plots, events and characters, comparing stories by the same and different authors. Know how to compare the information given about topics in non-fiction texts	Know how to express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas. Know how to use simple graphics or illustrations to record and explain their understanding of information.	Know, understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so. Know how to compare and contrast stories, justifying their preferences and opinions	Know how to contribute to a discussion where a group explore their understanding of a topic raised through reading. Know how to discuss and comment on texts, and present their ideas in appropriate and helpful formats, including graphically	Know how to contribute constructively to a discussion about reading, responding to and building on the views of others. Know how to comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read.
Answer questions about a text and record their understanding	Know how to match events to characters in narrative and detail and information to objects or topics in non-fiction texts.	Know how to retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering, tabulating and copying. Know how to use different formats (<i>matching, ordering etc.</i>) to answer questions on a text	Know how to use different formats to retrieve, record and explain information about what they have read in both fiction and non-fiction texts, e.g. <i>flow charts, for and against columns, matrices and charts of significant information.</i> Know how to record their understanding of a text in different ways, using a range of formats.	Know how to retrieve and collect information from different sources and re-present it in different forms, e.g. <i>chart, poster, diagram.</i> Know how to answer questions on a text using different formats (<i>matching, ordering, tabulating, etc.</i>).	Know how to use different formats to capture, record and explain information about what they have read, e.g. <i>flow charts, for and against columns, matrices and charts of significant information.</i> Know different types of comprehension questions (retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text. Know how to vary the reading strategies they use to answer questions, depending on the different types asked. Know how to answer questions by explaining their ideas orally and in writing, including questions requiring open- ended responses.	Know how to record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc. Know different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer will be explicitly stated or implied in the text. Know how to vary the reading strategies they use and mode of answering according to what is expected of them by the question. Know how to confidently use the different formats (<i>matching, ordering etc.</i>) to answer questions on a text. Know how to answer questions by explaining their ideas orally and in writing.

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Justify their ideas about a text	Know how to answer simple questions where they recall information from a text.	Know how to answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.	Know how re-read sections of texts carefully to find 'evidence' to support their ideas about a text. Know how to answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.	Know how to support their ideas about a text by quoting or by paraphrasing from it. Know how to answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.	Know how to evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Know how to identify and summarise evidence from a text to support a hypothesis.	Know how to identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. Know how to identify and summarise evidence from a text to support a hypothesis
Annotate the text to support understanding	Know how to mark significant incidents in a story or information in a non-fiction text	Know how to make simple notes on a text <i>e.g. underlining key words or phrases, adding subheadings</i>	Know how to mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading. Know how to identify the main point or gist of a text <i>e.g. underlining or highlighting key words or phrases, listing key points, or making important information.</i>	Know how to mark texts to identify vocabulary and ideas which they need to clarify Know how to mark a text by highlighting or adding heading, underlining or noting words or sentences, and adding notes where helpful	Know how to annotate a text to identify key information or identify key elements they don't understand or want to revisit to explore further. Know how to note key points of what has been read, using simple abbreviations, diagrams or other simple marking systems. Know how to use these marking systems as the basis of follow up and discussion when appropriate.	Know how to identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading. As they read, know how to identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful
Demonstrate understanding of stories, poetry and plays through retelling and reciting orally	Know how to retell stories and parts of stories, using some of the features of story language. Know and recite simple poems and rhymes, with actions, and re-read them from the text	Know how to retell stories giving the main points or events in sequence and highlighting significant moments or incidents. Know how to retell stories individually and through role play in groups, using dialogue and narrative from the text. Know, re-read and recite favourite poems, conveying meaning by taking account of punctuation.	Know how to present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and characters. Know how to read, prepare and present poems and play scripts.	Know how to choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds. Know how to rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding	Know how to distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters. Know how to read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion	Know how to read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language. Know how to read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience

St Sebastian's Primary School Reading Knowledge Progression

Comprehension – Understanding the whole text

- Identify main ideas and themes in a wide range of books and understand how these are developed over a text
- Identify how structure and presentation contribute to meaning
- Make comparisons within and across texts
- Identify how language contributes to meaning
- Evaluate the text

	Y1	Y2	Y3	Y4	Y5	Y6
Identify main ideas and themes in a wide range of books and understand how these are developed over a text	Know how to pick out significant events, incidents or information that occur through a text. Know how to link familiar story themes to their own experiences, <i>e.g. illness, getting lost, going away.</i>	Know how to discuss familiar story themes that they have read or heard. Know reasons why things happen or change over the course of a narrative	Know and identify typical story themes, <i>e.g. trials and forfeits, good and evil, weak over strong, wise and foolish.</i> Know how characters' feelings, behaviour and relationships change over a text.	Know how to identify social, moral or cultural issues or themes in stories, <i>e.g. the dilemmas faced and dealt with by characters or the moral of the story.</i> Know how to link cause and effect in narratives and recounts. Know and explain how ideas are developed in non-fiction texts.	Begin to know how to distinguish between plot events/ details and the main themes in the texts they read. Know and identify how ideas and themes are explored and developed over a text, <i>e.g. how a story opening can link to its ending or how characters change over a narrative.</i> Know and explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic	Know and understand how a writer develops themes, ideas or points of view over a text. Know and identify how the narrative or author's voice influences the reader's point of view and frames their understanding and discuss how this can change over the course of a text. In non-fiction texts, know how to distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, <i>e.g. in autobiographies.</i>
Identify how structure and presentation contribute to meaning	Know and compare basic story elements, <i>e.g. beginnings and endings in different stories.</i> Know some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. Know and recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.	Know and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved. Know and explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points. Know, identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.	Know and investigate the features of traditional stories – <i>openings and endings, how events and new characters are introduced, how problems are resolved.</i> Know and explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic. Know how to distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.	Know how to explore narrative order (<i>introduction, build up, crisis, resolution, and conclusion</i>) and how scenes are built up and concluded through description, action and dialogue. Know and identify the main features of non-fiction texts (both print and computer based) including <i>headings, captions, lists, bullet points</i> and understand how these support the reader in gaining information efficiently. Know how to identify different patterns of rhyme and verse in poetry, <i>e.g. choruses, rhyming couplets, alternate line rhymes</i> and read these aloud effectively.	Know how to compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. Know and identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, <i>e.g. recounts, instructions, explanations, persuasive writing and argument.</i> Know and read poems by significant poets and identify what is distinctive about the style or presentation of their poems	Know and understand aspects of narrative structure, <i>e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together.</i> Know about and understand how writers use the features and structures of information texts to help convey their ideas or information. Know how to analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.

St Sebastian's Primary School Reading Knowledge Progression

Make comparisons withing and across texts	Know how to discuss and compare events or topics they have read about or have listened to	Know, identify, collect and compare common themes in stories and poems. Know how to make comparisons of characters and events in narratives. Know how to compare the information about different topics in non-fiction texts	Know how to make comparisons between events in narrative or information texts on the same topic or theme. Know how to compare and contrast writing by the same author	Know how to collect information to compare and contrast events, characters or ideas. Know how to compare and contrast books and poems on similar themes.	Know how to make comparisons between the ways that different characters or events are presented. Know how to compare the way that ideas or themes are presented in different texts or in different versions (<i>including in other media, e.g. film</i>) of the same text	Know how to make comparisons and draw contrasts between different elements of a text and across texts Know how to compare and contrast the work of a single author. Know how to investigate different versions of the same story or different books on the same topic, identifying similarities and differences.
Identify how language contributes to meaning	Know and explore the effect of patterns of language and repeated words and phrases. Know and discuss some key elements of story language.	Know how to speculate about why an author might have chosen a particular word and the effect they were wanting to achieve, <i>e.g. by considering alternative synonyms that might have been used</i>	Know how authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs	Know and understand how writers use figurative and expressive language to create images and atmosphere, <i>e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions.</i> Know and discuss the meaning of similes and other comparisons they have read.	Know about and discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices. Know about and investigate how writers use words and phrases for effect, <i>e.g. to persuade, to convey feelings, to entice a reader to continue</i>	Know how to identify and discuss idiomatic phrases, expressions and comparisons (<i>metaphors, similes and embedded metaphors</i>) met in texts, using an appropriate technical vocabulary. Know how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them. Know how to comment critically on how a writer uses language to imply ideas, attitudes and points of view
Evaluate the text	Talk about aspects of the text that they like	Know how to explain why they like a particular text.	Know why they prefer one text to another. Know and begin to identify why one non-fiction text is more useful than another, according to their purpose.	Know and identify aspects or features that make a text entertaining, informative or useful	Know how to analyse the features of engaging or useful texts <i>e.g. effective openings or endings, the presentation and resolution of problems (in narratives), clarity and enthusiasm for a topic (in non-fiction)</i>	Know the features that make some texts more effective than others.

St Sebastian's Primary School Reading Knowledge Progression

Comprehension – Retrieve information from texts

- Retrieve and record information from texts
- Identify how language, structure and presentation contribute to meaning
- Retrieve the meaning of unfamiliar vocabulary where this is explained in the text
- Ask retrieval questions about a text
- Distinguish between fact and opinion (Y5/6)

	Y1	Y2	Y3	Y4	Y5	Y6
Retrieve and record information from texts	Know how to discuss characters' appearance, behaviour and the events that happen to them, using details from the text Know how to find specific information in simple texts they've read or that has been read to them. Know how to find information in a text about an event, character or topic	Know and identify what is known for certain from the text about characters, places and events in narrative and about different topics in non-fiction. Know and how to give reasons why things happen where this is directly explained in the text. Know how to locate information using <i>contents, index, subheadings, page numbers etc.</i> Know how to express and record their understanding of information orally, using simple graphics or in writing	Know how to locate, retrieve and collect information from texts about significant or important elements or aspects (<i>e.g. characters, events, topics</i>). Know how to take information from diagrams, flow charts and forms where it is presented graphically. Know how to express and record their understanding of information orally, using simple graphics or in writing.	Know how to identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. Know how to pick out key sentences and phrases that convey important information. Know how to take information from diagrams, flow charts and forms where it is presented graphically.	Know how to establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. Know how to locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically	Know how to use evidence from across a text to explain events or ideas. Know and identify similarities and differences between characters, places, events, objects and ideas in texts. Know how to retrieve information from texts and evaluate its reliability and usefulness
Retrieve the meaning of unfamiliar vocabulary where this is explained in the text	Know how to identify new or unfamiliar words that they meet in reading. Know how to explain the meaning of the words they meet in a text.	Know how to read on and re-read sentences to find the meaning of unfamiliar words which are explained in the text	Know to re-read a sentence and read on in order to locate the meaning of unfamiliar words. Know and discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.	Know where unfamiliar words are explained in the text or where they need to use a dictionary or glossary to find a word meaning. Know how to identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation	Know a range of strategies, including the context and where necessary a dictionary, to make sense of the words used in a text. Know how to explain the meaning of words used in a text	Know and apply appropriate strategies (<i>re-reading, reading on, visualising, word knowledge, syntax</i>) in order to find the meaning of unfamiliar vocabulary met in independent reading. Know how to check the plausibility and accuracy of their suggestions.
Identify how language, structure and presentation		Notice how information is presented.	Notice how information is presented across a range of texts	Know different organisational features of texts and use them to find information effectively.	Know the different organisational features of texts and use this knowledge to find information effectively. Know and comment on how information is presented on the page	Know different organisational features of texts and use this knowledge to find information effectively Know how to identify and explain how complicated information is presented on the page to make reading easier

St Sebastian's Primary School Reading Knowledge Progression

Ask retrieval questions about a text	Know how to ask questions to understand what has happened in stories they have read or been read to them	Know how to ask what, where, and when questions about a text to support and develop their understanding.	Know how to clarify their understanding of events, ideas and topics by asking questions about them	Know how to identify elements of a text which they do not understand and ask questions about it.	Know how to ask questions to clarify their understanding of words, phrases, events and ideas in different texts	Know how to ask questions to clarify their understanding of words, phrases, events and ideas in different texts
Distinguish between fact and opinion (Y5/6)					In persuasive writing and other texts, know investigate how language is used to present opinion. Know how to distinguish between fact, opinion and fiction in different texts, <i>e.g. biography, autobiography, argument</i>	In autobiography and biographical writing, and in texts written for mixed purposes (<i>e.g. leaflets that are both information giving and persuasive</i>), know how to distinguish between fact, opinion and fiction. In non-fiction texts, know how to distinguish between explicit and implicit points of view.

St Sebastian's Primary School Reading Knowledge Progression

Comprehension – Inferential understanding

- Infer from what characters say and do
 - Predict what might happen
- Identify how language ... contribute(s) to meaning: How meaning is conveyed through the writer's language choices
- Ask inferential questions
- Adapt reading strategies in order to make inferences

	Y1	Y2	Y3	Y4	Y5	Y6
Infer from what characters say and do	Know how to speculate about characters from what they say and do, <i>e.g. when role playing parts or reading aloud.</i> Know about and discuss what is suggested about a character from the way or how he/ she speaks	Know how to make inferences about characters from what they say and do, focusing on important moments in a text	Know and understand how what a character says or does impacts on other characters, or on the events described in the narrative. Know how to infer characters' feelings in fiction	Know how to deduce the reasons for the way that characters behave from scenes across a short story	Know and understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.	Know and understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters
Predict what might happen	Know how to use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts.	Know how to make plausible predictions showing an understanding of the ideas, events or characters they are reading about.	Know how to predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded	Know how to use information about characters to make plausible predictions about their actions	Know how to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. Know how to discuss the plausibility of their predictions and the reason for them.	Know how to make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text. Know how to compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark

St Sebastian's Primary School Reading Knowledge Progression

Identify how language ... contribute(s) to meaning: How meaning is conveyed through the writer's language choices	Know how to explore the effect of patterned language or repeated words and phrases in familiar stories	Know about and investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event.	Know about and discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells	Know and understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. <i>how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions.</i> Know and discuss the meaning of similes and other comparisons that they read.	Know, identify and discuss idiomatic phrases, expressions and comparisons (<i>metaphors, similes and embedded metaphors</i>) met in texts, considering why authors might have used them. Know how to consider the language used in a text and pick up the implications and associations being made by the writer	Know and identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. <i>about characters, events or ideas.</i>
Ask inferential questions	Know how to ask questions to explore what characters say and do	Know how to ask questions to understand more about characters and events in narrative or the topic in non-fiction	Know how to ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic	Know how to ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read	Know when they don't understand why something happens in a text and ask questions to clarify their understanding.	Know how to ask questions to clarify and explore their understanding of what is implied in the text.
Adapt reading strategies in order to make inferences	Know how to link what they are reading to their own experience	Talk about a topic prior to reading Know to re-read sections of text carefully to find answers to questions about characters and events	Know how to link what they read to their knowledge and experience of a topic and to their knowledge of similar texts. Know how to make regular predictions and brief summaries as they read, thinking about the clues and hints they've picked up, as well as what is directly stated. Know how to re-read sections of texts carefully to check their ideas about the text.	Know how to link what they are reading to prior knowledge and experience and to their knowledge of similar texts. Know how to make predictions and brief summaries at regular intervals when reading After thinking about what they've read, know to re-read sections of texts carefully to find 'evidence' to support their speculations and interpretation of characters and events	Know how to link what they read to what they know (prior knowledge and experience), their knowledge of texts, and to what they have read in previous sections, to make inferences and deductions. Know how to gain a rapid overview of a text, e.g. by skimming and scanning, and how and when to read slowly and carefully. Know to build 'thinking time' into their reading, identifying questions that they want answered. Know how to summarise their current understanding at regular intervals when reading an extended text	Know how to link what they have just read to what they know (prior knowledge and experience), their knowledge of texts, and what they have read in previous sections, to make inferences and deductions. Know how to gain a rapid overview of a text, e.g. by skimming and scanning and how and when to read slowly and carefully. Know to build 'thinking time' into their reading, identifying questions that they want answered. Know how to summarise their current understanding at regular intervals when reading an extended text.

St Sebastian's Primary School Reading Knowledge Progression

Comprehension – Reading to find out

- Retrieve and record information from non-fiction texts
 - Ask questions to find out
- Identify how the structure and presentation of non-fiction texts contributes to meaning
- Identify how language contributes to meaning
- Apply strategies for reading non-fiction texts
- Distinguish between fact and opinion (Y5/6 only)

	Y1	Y2	Y3	Y4	Y5	Y6
Retrieve and record information from non-fiction texts	Know how to find information in a text about an event, character or topic	Know how to locate information using <i>title, contents, index, page numbers, illustrations, headings, subheadings etc.</i> Know how to express and record their understanding of information orally, using simple graphics, or in writing	Know how to take information from diagrams, flow charts and forms where it is presented graphically. Know how to express and record their understanding of information orally, using simple graphics, or in writing.	Know how to pick out key sentences and phrases that convey important information. Know how to take information from diagrams, flow charts and forms where it is presented graphically. Know how to collect information from different sources and present it in a simple format, <i>e.g. chart, poster, diagram</i>	Know how to locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. Know how to use different formats to capture, record and explain information about what they have read, <i>e.g. flow charts, for and against columns, matrices and charts of significant information</i>	Know how to evaluate texts for their reliability and usefulness when researching a topic. Know how to record important details retrieved from a text using an appropriate format, <i>e.g. by making a comparisons table</i>
Ask questions to find out	Know how to pose questions and use text to find answers.	Know how to pose and record questions prior to reading to find something out. Know how to ask follow-up questions about the topics they've read about	Know how to prepare and list questions as the basis for enquiry and decide which are the most important to follow up	Know how to prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search.	Know to prepare for research by identifying what they already know and what they need to find out. Know how to plan their inquiry or research in the light of these questions. Adapt their questions as they read	Know how to locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information. Know how to refine research questions in the light of initial findings
Identify how the structure and presentation of non-fiction texts contributes to meaning	Know about and discuss different ways pages from an information book can be laid out and how this is different from story books. Know some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams	Know how to identify and explain the use of different organisational features in non-fiction texts, including <i>alphabetical order, layout, illustrations, diagrams, captions, hyperlinks and bullet points.</i>	Know and identify how different non-fiction texts are organised. Know how to use the organisational features of non-fiction texts in their own reading and research	Know and identify the main features of non-fiction texts (both print and computer based) including <i>headings, captions, lists, bullet points</i> and understand how to use to find information efficiently.	Know and identify the features of different non-fiction texts, <i>e.g. recounts, instructions, explanations, persuasive writing and argument</i> , including content, structure, vocabulary, style, layout and purpose. Know the way that writers of non-fiction match text structure to their intentions	Know, understand and explain how different conventions and presentational features are used across a range of information or non-narrative texts. Know how to compare different types of information texts, including texts which are a mix of text types or were written for a number of purposes simultaneously, and identify differences in the way that they are structured

St Sebastian's Primary School Reading Knowledge Progression

Identify how language contributes to meaning	Know about and discuss the language used in labels and captions. Know how language is used in instructional writing and recounts. Know about and discuss the meaning of significant words met in reading linked to particular topics	Know some of the language features of non-fiction texts, e.g. <i>direct language, the language of explanation, time connectives etc.</i> Know how to speculate about the meaning of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding	Begin to know and identify some of the language differences between fiction and non-fiction texts. Develop their understanding of key words met in reading non-fiction texts	Know how to investigate the language features of different sorts of non-fiction texts. Investigate the meaning of technical or subject specific words, e.g. <i>by reading the text explanation or using a glossary or dictionary.</i>	Know how to investigate the use of language in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority. Know how to compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts.	Know the way that writers of non-fiction match language and text structure to their intentions - <i>to amuse, persuade etc.</i> Know, explain and use accurately the subject specific vocabulary used in different non-fiction texts
Apply strategies for reading non-fiction texts	Know how to locate parts of the text which give particular information, including labelled diagrams and charts.	Know how to scan a text to find specific sections using key words or phrases, subheadings. Know whether a text is useful by skim reading its <i>title, contents page, illustrations, headings and subheadings.</i>	Know how to skim and scan a text to locate information quickly and accurately. Know how to draw together ideas and information from across a text, using simple signposts (<i>contents, index, subheadings, page numbers etc.</i>) in the text	Know how to clarify unfamiliar vocabulary met in information texts. Know how to skim a text for an overview, Scan texts for key words, phrases and sentences as well as useful headings to locate information. Know how to use introductions and opening/ closing sentences in paragraphs to identify key information. Know how to adapt reading strategies to the different sorts of text read, including e-texts, and to different purposes for reading	Know how to clarify unfamiliar vocabulary met in information texts. Know how to apply the range of reading strategies to reading information texts 1. <i>thinking about what they already know</i> 2. <i>skimming to gain an overall sense of the text</i> 3. <i>scanning to locate specific information</i> 4. <i>close reading to develop understanding</i> 5. <i>text marking.</i> Know how to plan research in other subjects, considering how best to read different sources, and find and record the information they need	Know how to clarify unfamiliar vocabulary met in information texts. Know how to read effectively for different research purposes, e.g. <i>skim and scan a text to gain an overview of a text, identify which part of the text needs to be read more carefully to find particular information, read slowly and carefully a section, annotating the text as appropriate.</i> Know how to plan research in other subjects, considering how best to read different sources, and find and record the information they need
Distinguish between fact and opinion (Y5/6)					In persuasive writing and other texts, know how to investigate how language is used to present opinion. Know how to distinguish between fact, opinion and fiction in different texts, e.g. <i>biography, autobiography, argument.</i>	In autobiography and biographical writing, and in texts written for mixed purposes (e.g. <i>leaflets that are both information giving and persuasive</i>), know how to distinguish between fact, opinion and fiction. In non-fiction texts, know how to distinguish between explicit and implicit points of view