	Year 5 and 6	Year 3 and 4
Vocabulary	**Reading skills:** • Explore the meaning of words in different contexts within fiction and non-fiction. • Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader. • Use dictionaries and thesauri to check meanings of words. **Question stems:** • 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?	**Reading skills:** • Identify the language conventions on non-fiction in relation to the text type. • Identify and discuss the meaning of new words in context. • Explain how words and phrases capture the reader's interest and contribute to the meaning of the text. • Use dictionaries to check meanings of words. **Question stems:** • Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing…, what effect has the author created? • What other words/phrases could the author have used here? Why? How has the author…? • Which word is closest in meaning to…?
Infer	**Reading skills:** • Draw inferences about a character's feelings and motives. • Justify inferences and views with a variety of references from across the text. • Ask relevant questions to improve their wider understanding of a text, topic or theme. **Question stems:** • 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?	**Reading skills:** • Ask specific questions to improve their thoughts about a text; explanations and understanding of language. • Draw inferences about a character's feelings and motives. • Justify inferences with several pieces of evidence from the text to support one specific point. • Use more than one piece of evidence to justify their answer. **Question stems:** • 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?

	Year 5 and 6	Year 3 and 4
Predict	**Reading skills:** • Predict what may happen based on what has been implied. • Explain and develop my own views and build effectively on those of others.	**Reading skills:** • Predict what may happen based on what has been implied. • Identify the author's message about a theme.
	Question stems: • 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?	**Question stems:** • 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.
Explain	**Reading skills:** • Discuss my understanding of both texts I have read independently and those read to me. • Explain and develop my own views and build effectively on those of others. • Identify an author's treatment of the same theme across one or several of their books/ poems. • Ask relevant questions to improve their wider understanding of a text, topic or theme.	**Reading skills:** • Identify the structural conventions of non-fiction in relation to text type. • Identify how the structure and presentation of texts contributes to meaning. • Discuss my understanding of both texts I have read independently and those read to me. • Explain how words and phrases capture the reader's interest and contribute to the meaning of the text.
	Question stems: • 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 is this text similar to the writing we have been doing? • How does the author engage the audience?	**Question stems:** • 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?

	Year 5 and 6	Year 3 and 4
Retrieve	**Reading skills:** • Use skimming and scanning to locate information efficiently across a range of sources. • Identify the structural conventions of non-fiction in relation to text type. • Distinguish between fact and opinion. **Question stems:** • 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? • How can you tell whether it is fact and opinion?	**Reading skills:** • Use contents, indexes, glossaries and sub-headings to locate specific information. • Use skimming to locate main ideas in a text. • Use scanning to locate pieces of information. **Question stems:** • 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?
Summarise	**Reading skills:** • Summarise ideas, events and information from the text as a whole. • Explain their thinking through making reference to key details. • Make notes from several sources to gather information. • Explore and use their own technique for making notes. • Refine notes by disregarding irrelevant information. • Use notes to support presentation and debates. **Question stems:** • 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?	**Reading skills:** • Summarise ideas from across several paragraphs or sections. • 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 **Question stems:** • 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?

	Year 2
Vocabulary	**Reading skills:** • Check that text makes sense to me as I read and correct my errors • Talk about my favourite words and phrases • Clarify and discuss the meaning of new words by linking to words I know. • Recognise simple, recurring language across poetry and narratives. **Question stems:** • Can you find a noun/adjective/verb that tells/shows you that…? • Why do you think that the author used the word… to describe…? • Which other word on this page means the same as…? • Find an adjective in the text which describes… • Which word do you think is most important in this section? Why? • Which word best describes…?
Infer	**Reading skills:** • Make inferences on the basis of what is said and done. **Question stems:** • 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…?
Predict	**Reading skills:** • Predict what may happen based on what I have already read. **Question stems:** • 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?

Explain	**Reading skills:** • Discuss my understanding of stories, poems and non-fiction that I have read independently. • Express a single point of view about a text. • Draw on what I already know to understand a text. **Question stems:** • 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?
Retrieve	**Reading skills:** • Use titles, headings, pictures and blurbs to locate relevant information. • Use scanning to locate a single piece of information to answer teacher's questions. • Recognise and understand the structure of non-fiction texts used. • List key information orally or through highlighting in response to teacher's questions. **Question stems:** • 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?
Sequence	**Reading skills:** • Identify the sequences of events in fiction and how these are related. • Identify the sequence of events in non-fiction and how these are related. **Question stems:** • 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?