

Queen's Hill Primary School – How do we teach Reading?

At Queen's Hill Primary School our aim is for every child to become a fluent and passionate reader. We want children to become fluent readers in order to reach age related expectations or make accelerated progress from their starting point. We want them to develop a passion for reading and read for pleasure on a regular basis. Our curriculum has been developed from the needs and interests of our pupils. There are a variety of approaches to enable the pupils to make good progress.

The aims of teaching reading in our school are to develop pupils who:

- show high levels of achievement and exhibit positive attitudes towards reading;
- rapidly acquire a secure knowledge of letters and sounds and make sustained progress in learning to read fluently;
- read easily and fluently with good understanding across both fiction and non-fiction;
- acquire a wider vocabulary;
- participate in the teaching of phonics knowledge, skills and understanding in a systematic and enjoyable way;
- develop their reading in all subjects to support their acquisition of knowledge;
- develop a passion for reading;
- read for pleasure both at home and school on a regular basis;
- through their reading develop culturally, emotionally, intellectually, socially and spiritually.

Implementation:

Our school follows the **Read, Write Inc. phonics programme** from Nursery (summer term) into Key Stage 1. Once all the Set 1, 2 and 3 sounds have been embedded, pupils move onto the RWI spelling programme in Key Stage 2. All Key Stage 1 and EYFS children have a baseline assessment in phonics and are grouped accordingly by the reading leader. Phonics is timetabled a minimum of 4 times a week. Children move to different classrooms and learning areas for phonics and all staff including TAs are responsible for a group. Where a TA leads a group a designated teacher will be responsible for the planning, preparation and assessment of that group. Regular assessments are carried out by the reading leader and the groups are changed half-termly. Children who are making insufficient progress in the phonics programme have daily 1:1 phonics tuition. For children who have not passed the phonics screening check in Year 1 and for those with gaps in their phonological development, they have access to **Nessy**, which uses spelling games and phonics play to help improve confidence in phonics.

When children first become readers they have access to our colour **book banded system** which starts with pink books (EYFS) through to Sapphire (Key Stage 2).

From Year 2 onwards, pupils participate in **Reading Masters** which develops reading fluency, comprehension and vocabulary acquisition. Each day a specific reading skill is taught, modelled and practised in a whole class. These skills include reading and discussions of a text, retrieval questions, inference questions, structure, vocabulary and grammar questions and wider context and opinion questions.

All children from Years 1 to 6 have dedicated **ERIC** time (Everybody Reading In Class), which increases in time as their reading stamina improves. Library sessions take place weekly and each child gets to choose a new library book to take home.

We have introduced **whole-class novels** in Key Stage 2 classrooms, where teachers read longer texts, to expose children to higher-level language and narratives. Year 6 have their own set of class novels which they can borrow and request on an on-going basis. All classrooms have a set of our **Reading Spine** books which are different in each year group for children to become familiar with. They can be used for story time or to act as a writing stimulus.

Beautiful Books is a scheme aimed at PP, LAC and EAL children. It provides children from Nursery to year 6 with quality time to read for pleasure with our school librarian. **Gulliver's Travels** has been set up in Key Stage 2 to deliver higher-level comprehension and reading for G&T pupils. **Seb Reading** is our reading programme for children in years 2 and 3 who show dyslexic tendencies. They get to read with Seb the school dog and a trained TA.

Read for a Star is our whole-school reading initiative to promote reading at home. Children are encouraged to be heard reading at least 4 times a week in order to achieve their reading star. Certificates are then awarded to children who achieve 10, 20, 30 or 40 reading stars.

We measure and adapt the implementation of reading and using the following methods:

- Phonics assessment
- Phonics screening results
- Book band colour – teacher assessed
- NFER termly reading papers (Key Stage 2)
- Summative assessments each term
- End of Key Stage 1 and 2 SATs results
- Monitoring Library Bus visit and new joiners
- Read for a Star home reading programme
- Data from Junior Librarian
- Nessy (For re-take pupils in year 2 and some PP, SEND and EAL children)

Year 1 Word Reading - Apply phonic knowledge and skills as the route to decode words.

Hear and recognise all 40+ phonemes.
Match all 40+ graphemes to their phonemes.
Identify all 40+ graphemes in reading.
Know when to use phonic knowledge to decode words.

Know which parts of words can be decoded using phonics.
Blend sounds in unfamiliar words using taught phonics
Read common words using phonic knowledge where possible.
Read words with familiar endings - s, es, ing, ed, er , est.
Read words of more than one syllable that contain taught sounds

Know that words can have omitted letters and that an apostrophe represents the omitted letters.
Find contractions in reading.
Read words with contractions.

Read phonically decodable texts.
Read phonically decodable texts with confidence.

Year 1 Comprehension - Develop pleasure in reading, motivation to read, vocabulary and understanding.

Know that there are different kinds of books.
Know the difference between a story book and an information book.
Find the title, author and the illustrator of a book.

Recognise poems and rhymes.
Recognise rhyming language.
Recognise patterned language in poems and rhymes.
Know some poems and rhymes by heart.

Say what they like or dislike about a book.
Say if it reminds them of another story or something that they have experienced.
Listen to others' ideas about a book.
Say whether they agree or disagree with other's ideas.

Say why they agree or disagree with other's ideas.
Know some key stories.
Recognise key story language.
Find key story language in stories read aloud or read independently.
Retell key stories orally using narrative language.
Recognise repeated or patterned language.

Year 1 Comprehension - Understand both the books they can already read accurately and fluently and those they listen to.

Use prior knowledge to understand texts.
Use picture clues to support understanding.
Use picture clues to deepen understanding.

Identify the characters in a story.
Recognise a character's feelings.
Say why a character has a feeling.
Give an opinion about a character.
Know that stories can have similar characters.
Make links with characters in other stories.

Identify unfamiliar words and ask about meaning.
Use the context to make informed guesses about the meaning of unfamiliar words.
Discuss the meaning of unfamiliar words.

Answer retrieval questions about the book.
Use information from the story to support opinion.
Understand that a writer can leave gaps for the reader to fill.
Answer questions which fill the gaps in a story. (Inference)

Identify the key events in a story.
Make predictions based on the events in the story.
Know that stories can have similar patterns of events.
Make links to other stories.

Year 2 Word Reading - Apply phonic knowledge and skills to decode words.

Understand the importance of decoding words automatically.
Understand that some words cannot be decoded with phonic strategies.
Use the graphemes taught to blend sounds.
Know that phonemes may be represented by different graphemes.
Know that the same grapheme may be read in different ways.
Recognise alternatives and consider which will make meaning.
Apply this knowledge so that reading is fluent

Understand that some words cannot be decoded with phonic strategies.
Know that familiar words do not need to be sounded out and blended.
Read these familiar words automatically and accurately without sounding or blending.
Know that other strategies can be used to read unfamiliar words.
Use other strategies to support fluent decoding.

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
Read these books fluently and confidently.

Recognise syllables in words.
Know that breaking words into syllables helps fluent decoding.
Read words of two or more syllables accurately.

Know that some words have unusual correspondence between phoneme and grapheme.
Notice these in reading and decode to retain meaning.

Year 2 Comprehension - Develop pleasure in reading, motivation to read, vocabulary and understanding.

Know that there are different kinds of stories.
Listen to or read a range of different kinds of stories.
Make choices about books to read.
Explain why books or stories are preferred.

Talk about books or poems read.
Give an opinion on books or poems read.

Retell stories with the key events in the correct sequence.
Retell a story with the key events and the characters.

Know that non-fiction books are organised differently from fiction texts.
Know how to find information in a non-fiction book.
Find the information needed in a non-fiction book.
Decide how useful a non-fiction book is to find the information needed.

Know that stories and poems can have patterned or recurring literary language.
Find patterned or recurring literary language in poems and stories.
Find favourite words and phrases.
Talk about favourite words and phrases.
Know that word choice affects meaning.
Explain why a writer has chosen a word to affect meaning.

Know the difference between poetry and narrative.
Know that there are different kinds of poetry.
Listen to different kinds of poetry.
Talk about the meaning of different poems.
Recognise that a poem can tell a story.
Learn a poem by heart.
Recite or perform a poem making the meaning clear.

Know that books or texts have a purpose.
Identify the purpose of a book or a text.
Know that books and stories are set in different places and times.
Find the setting or time in books or stories.
Discuss the setting or time in books.

Year 2 Understand both the books that they can already read accurately and fluently and those that they listen to.

Know that the purpose of reading is to make meaning.
Know that there is a range of decoding strategies.
Check that text read makes sense.
Re-read when meaning is lost.
Self-correct when meaning is lost.
Use prior knowledge and reading experiences to understand text.
Use the context to understand texts.
Ask questions to clarify understanding.

Recognise key ideas in a text.
Recognise that a writer can have a message for the reader.
Explain a writer's message
Make predictions about possible events.
Make predictions about how characters might behave.

Find the answers to retrieval questions about stories, poems or non-fiction texts.
Know what inference - "reading between the lines" - means.
Find inferences about characters' feelings and thoughts.
Explain inferences about characters' feelings and thoughts.
Give reasons for characters' actions or behaviour.

Year 3 Word Reading - Apply phonic knowledge and skills to read unfamiliar words.

Know that phonics is one strategy to read unfamiliar words.
Know when phonic strategies will help to read a word and when they will not.

Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
Know that some words may have a similar pronunciation but may be written differently.
Know that some of these are unusual.
Use knowledge of unusual phoneme/grapheme correspondences to read unfamiliar words.
Know that unfamiliar words can be read by using knowledge of known similar words (analogy).
Use analogy drawing on the pronunciation of similar known words to read others.

Know what a root word is.
Understand how to use a root word to help read unfamiliar words.
Use root words to help read unfamiliar words.
Use root words to help understand the meaning of unfamiliar words.

Know what prefixes and suffixes are.
Understand how they can change the meaning of a word.
Use prefixes and suffixes to read unfamiliar words.
Use prefixes and suffixes to understand the meaning of unfamiliar words.

Year 3 Comprehension - Develop pleasure in reading, motivation to read, vocabulary and understanding.

Know that there are different kinds of narrative stories.
Know that there are different kinds of non-fiction books.
Know that non-fiction books are structured in different ways.
Know how to use a non-fiction book to find identified information.
Choose books for specific purposes.
Identify any words that are unfamiliar.

Discuss the meaning of words identified.
Use dictionaries to check or find the meaning of unfamiliar words .

Understand that a sequence of events in a narrative is called the plot.
Identify the plot in a narrative.
Understand that narratives can have differently structured plots.
Talk about the different plot structures in genres read.

Know that different kinds of narratives are written with different language.
Recognise the literary language typical of narrative genres read.
Recognise words and language that show the setting of a book – historical, cultural or social.
Know that writers choose words and language to create an effect on the reader.
Explain why a writer makes choices about words and language used.
Find effective words and language in reading that writers have used to create effects.
Discuss meaning of words identified.
Use a dictionary to check or find the meaning of new words.
Explain why a writer has chosen specific words and language.
Record words and language from reading to use in own writing.

Know that there are different forms of poetry.
Recognise and name different types of poems which have been introduced.
Know that words and language in poems create effects.
Discuss the meaning of words and language in poems.
Understand that there can be more than one interpretation of a poem.
Understand that the meaning of poems can be enhanced through performance.
Watch performances of poems.
Discuss how the meaning is enhanced through performance.
Identify that intonation, tone, volume and action can be used to enhance meaning.
Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Discuss a range of narrative stories and their similarities and differences.
Make connections between similar books and books by same writer.
Re-tell some of these stories by heart.

Year 3 Understand what they read in books they can read independently and those read aloud to them.

Explain how the organisation and layout helps the reader to understand the book.
Understand that any book read must be meaningful.
Check understanding in any book or text read.

Use clues from the text to predict what might happen next.

Give reasons for predictions.

Ask questions to ensure understanding of a text.

Know that texts have a main idea.

Ask questions to deepen understanding of a text.

Know that there will be unfamiliar words in a text.

Identify main idea of a text.

Know that the main idea in a narrative may also have a message for the reader.

Use the context of unfamiliar words to explain their meaning.

Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.

Explain the message for the reader.

Give a personal response to a text.

Know that the message in a book is called the theme.

Recognise that books may have similar themes.

Explain personal response.

Know that the organisation and layout of a book helps the reader to understand it.

Use evidence from the text to support response

Listen to others' personal responses to a text.

Adapt own response in the light of others' responses.

Understand that the organisation and layout may be different according to the purpose of the book.

Identify the organisation and layout in books.

Infer characters' feelings, thoughts and motives from their actions.

Explain how characters' actions can tell the reader about their thoughts, feelings and motives.

Know that characters' actions can tell the reader about their thoughts, feelings and motives.

Know how to find key words or information in a non-fiction text.

Record key words or information found in a non-fiction text.

Year 4 Word Reading - Apply phonic knowledge and skills to read unfamiliar words.

Know that phonics is one strategy to read unfamiliar words.
Know when phonic strategies will help to read a word and when they will not.

Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
Know that many words may have a similar pronunciation but may be written differently.
Know that some of these are unusual.
Use knowledge of unusual phoneme/grapheme correspondences to read unfamiliar words.
Know that unfamiliar words can be read by using knowledge of known similar words (analogy).
Use analogy drawing on the pronunciation of similar known words to read others.

Use knowledge of root words to help read unfamiliar words.
Use root words to help understand the meaning of unfamiliar words.

Use knowledge of learned prefixes and suffixes to read unfamiliar words.
Use prefixes and suffixes to understand the meaning of unfamiliar words.

Year 4 Comprehension - Develop pleasure in reading, motivation to read, vocabulary and understanding.

Know that there is a range of narrative stories.
Discuss the range of narrative stories introduced so far and consider differences and similarities.
Understand that these have different plot patterns.
Know that the plot develops in different ways according to the plot pattern.

Find similarities in books read.
Understand that writers open stories in different ways.
Identify different openings in different books.
Compare different story openings.
Find similarities in the use of language and openings in books experienced.

Understand that a writer can use patterned language for effect.
Find examples of patterned language for effect.
Explain the effect of patterned language.

Identify words and language that show the setting of a book – historical, cultural or social.
Explain how the writer has used words and language to show the setting of a book.

Know that writers choose words and language to show atmosphere, mood or feelings.
Find words and language in reading that writers have used to show atmosphere, mood or feelings.
Explain how the words and language used shows atmosphere, mood or feelings.
Use a dictionary to check or find the meaning of new words.
Explain why a writer has chosen specific words and language to create mood, atmosphere or feelings.
Record words and language from reading to use in own writing.

Year 4 Comprehension - Develop pleasure in reading, motivation to read, vocabulary and understanding.

Choose a specific non-fiction book for a specific purpose.
Know where to find the specific information needed in the book.
Know how to use a non-fiction book to find identified information.

Know that there are different forms of poetry.
Recognise and name different types of poems which have been introduced.
Know that words and language in poems create effects.
Explain the effect created by the poet's choice of words and language.
Know that poems may have patterned language.
Find examples of patterned language in poems read.
Explain the effect of patterned language in poems and why a poet might use it.

Identify any words that are unfamiliar.

Discuss the meaning of words identified.
Use dictionaries to check or find the meaning of unfamiliar words .

Understand that the meaning of poems can be enhanced through performance.
Watch performances of poems.
Discuss how the meaning is enhanced through performance.
Identify that intonation, tone, volume and action can be used to enhance meaning.
Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Year 4 Understand what they read in books they can read independently and those read aloud to them.

Understand that a reader needs to interact with a text to understand it fully.
Check understanding in any book or text read.
Actively seek the meaning of any words or language not understood.
Ask questions to ensure understanding of a text.
Ask questions to deepen understanding of a text. – between and beyond the lines.
Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.

Identify main idea/s of a text.
Identify main idea in paragraphs in a text.
Know that the main idea of a text can be summarised in a sentence.
Summarise the main idea of a text in a sentence.

Know that many books have themes.
Discuss the possible theme/s in books.
Identify a theme in a book.
Find evidence which shows what the theme is in a book
Explain why the evidence shows what the theme is.
Make connections with books with similar themes.

Understand that a writer wants the reader to respond in a certain way.
Find where the writer has written to make the reader respond in a certain way.
Explain how the writer made sure of the reader's response, using evidence from the text.
Compare with own personal response.
Compare with others' personal responses to a text.
Adapt own response in the light of others' responses.

Know that the organisation and layout of books vary according to the purpose of book.

Use the organisation and layout of a book to find specific information.

Skim to find specific information on a page or in a paragraph.

Scan page or paragraph to find key words or information.

Record key words or information found.

Empathise with a character.

Understand why a character acted or responded or felt in a certain way.

Understand why the writer wanted the character to respond in a certain way.

Make predictions based on the text and from knowledge from other books.

Year 5 Word reading - Apply phonic knowledge and skills to read unfamiliar words.

Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Year 5 Comprehension - Maintain positive attitudes to reading and understanding of what they read. Discuss and evaluate how authors use language, including figurative language, considering the impact.

Know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.

Know that these are structured in different ways.
Discuss and explain how and why they have different structures.
Know that non-fiction texts are structured to guide the reader to information.
Explain how the structure guides the reader to find specific information.
Explain why they enjoyed a book or poem and who might also enjoy it.
Evaluate the usefulness of a non-fiction book to research questions raised.

Understand that a writer moves events forward through a balance of dialogue, action and description.
Explore how dialogue is used to develop character .
Explore how actions are added to dialogue to move events forward.
Explore how a writer uses show and not tell techniques to introduce or develop a character.
Understand that writers use language for precise effect.
Understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors , personification etc.
Find words and language used for effect.
Explain how the words and language create a precise effect.
Record effective words and language from reading to use in own writing.

Understand that a writer uses different sentence structures and techniques to create effects.
Explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks.
Find examples of structures and techniques used.
Explain the effect of the use of structure or technique.
Record examples of effective techniques and structures from reading to use in writing.

Year 5 Comprehension -Understand books read independently.

Make predictions from evidence found and implied information.
Summarise the main ideas drawn from a text.

Understand that there will be unfamiliar words in texts read.
Use dictionaries to check or find the meaning of unfamiliar words.
Use meaning-seeking strategies to explore the meaning of words in context.
Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.
Ask questions to improve understanding.
Re-read to check that text is meaningful.

Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.
Explain how the context of a text reflects the reaction of the audience it was written for.

Understand that inferences can be drawn from different parts of the text.
Understand that inferences can be made by reading between and beyond the lines.
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.
Justify inferences with evidence from the text.

Year 5 Comprehension - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Comprehension - Provide reasoned justifications for their views.

Comprehension - Retrieve, record and present information from non-fiction. Collate.

Give a personal point of view about a text.
Explain the reasons for a viewpoint, using evidence from the text.
Listen to others' ideas and opinions about a text.
Build on others' ideas and opinions about a text in discussion.
Question others' ideas about a text.
Make connections between other similar texts, prior knowledge and experience.
Explain why there are connections, using evidence.
Compare different versions of texts.
Explain the similarities and differences between different versions of texts.
Evaluate the effectiveness of different versions of texts.

Use skimming and scanning to find information needed.
Make notes on needed information.
Organise notes.
Present information.

Find the theme in a book.
Compare books with similar themes.
Explain how books written in different contexts can have similar themes.

Year 5 Comprehension - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Identify key information from a text.
Summarise key information in sentences.
Find key information from different parts of the text.
Summarise key information from different parts of the text.
Present an oral overview or summary of a text.

Understand that a narrative can be told from different points of view – narrator, character.
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Identify the point of view in a narrative.
Explore how events are viewed from another perspective.
Understand that the writer may have a viewpoint.
Identify the writer's viewpoint. For example, how different characters are presented.
Explain the writer's viewpoint with evidence from the text.

Understand the difference between fact and opinion.
Find examples of fact and opinion in texts.
Explain why one example is fact and another is opinion.

Year 6 Word reading - Apply phonic knowledge and skills to read unfamiliar words.

Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Discuss and evaluate how authors use language, including figurative language, considering the impact.

Year 6 Comprehension - Maintain positive attitudes to reading and understanding of what they read.

Be familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.
Know that texts can have elements of more than one text type.
Identify the elements included in a text type.
Know that non-fiction texts may include a creative, fictional element.
Explain how the choices a writer has made about the structure of a text support its purpose.
Know that style and vocabulary are linked to the purpose of the text.
Explain how the style and vocabulary are linked to the purpose of the text, using evidence.
Make predictions using knowledge of the conventions of different genres and text types.
Explain why they enjoyed a book or poem and who might also enjoy it.

Identify the characteristics of a writer's style.
Explain the characteristics of a writer's style, using evidence.
Know that the word and language choices support the writer's purpose.
Explain how the word and language choices support the writer's purpose, using evidence.
Record examples of words and language from reading to use in own writing.
Know that the techniques and structures used support the writer's purpose.
Explain how the techniques and structures used support the writer's purpose, using evidence.
Record examples of techniques and structures from reading to use in own writing.
Comment on the effectiveness of the writer's use of language structures and techniques.

Evaluate the usefulness of a non-fiction book to research questions raised.
Understand that non-fiction texts may present the same information with different view points.
Evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information.

Year 6 Comprehension -Understand books read independently

Comprehension - Retrieve, record and present information from non-fiction. Collate.

Understand that there will be unfamiliar words in texts read.
Use dictionaries to check or find the meaning of unfamiliar words .
Use meaning-seeking strategies to explore the meaning of words in context.

Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.
Ask questions to improve and deepen understanding.
Re-read to check that text is meaningful.

Find identified key information in longer and more complex texts.
Collate key information and evaluate its relevance.

Know that a text may need to be read slowly or re-read to deepen understanding.
Know that texts have different layers of meaning – between the lines and beyond the lines.
Find the different layers of meaning in a text.
Explain how they contribute to the reader’s understanding of the overall meaning, characters and themes.

Make predictions from evidence found and implied information.
Summarise the main ideas drawn from a text.
Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.
Explain how the context of a text reflects the reaction of the audience it was written for.

Year 6 Comprehension - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously.

Comprehension - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Comprehension - Provide reasoned justifications for their views.

Give a personal point of view about a text.
Explain the reasons for a viewpoint, using evidence from the text.
Listen to others’ ideas and opinions about a text.
Build on others’ ideas and opinions about a text in discussion.
Question others’ ideas about a text.
Make connections between texts which may not initially seem similar.
Explain why there are connections, using evidence.
Explain the similarities and differences between different versions of texts.
Identify themes in books which have different cultural, social or historical contexts.
Compare and contrast themes in a range of books.
Explain how there are common themes in different books, using evidence from reading.

Identify key information from a text.
Summarise key information in sentences.

Find key information from different parts of the text.
Summarise key information from different parts of the text.
Present an oral overview or summary of a text.

Understand the difference between fact and opinion.
Find examples of fact and opinion in texts.
Explain why one example is fact and another is opinion.

Year 6 Comprehension - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Comprehension - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Understand that a narrative can be told from different points of view – narrator, character.
Identify the point of view in a narrative.
Explore how events are viewed from another perspective.
Know that points of view can also be implied.
Identify implied points of view.
Explain implied points of view, using evidence.
Understand that the writer may have a viewpoint.
Identify the writer's viewpoint. For example, how different characters are presented.
Explain the writer's viewpoint with evidence from the text.
Explain the effect of the writer's viewpoint on the reader.

Identify the techniques used to create feelings, atmosphere, mood or messages.
Explain how the techniques used create feelings, atmosphere, mood or messages.