

Building Reading for understanding and comprehension skills

	EYFS Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3 & Year 4	Year 5 & Year 6
Understand it:	<p>Literacy: Engage in extended conversations about stories, learning new vocabulary.</p> <p>Communication and Language: Enjoy listening to longer stories and can remember much of what happens.</p> <p>Literacy: Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Communication & Language: Learn new vocabulary & learn rhymes, poems and songs.</p> <p>Comprehension ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<ul style="list-style-type: none"> ✓ Checking that the text makes sense to them as they read and correcting inaccurate reading ✓ Recognising and joining in with predictable phrases ✓ Learning to appreciate rhymes and poems, and to recite some by heart ✓ Discussing word meanings, linking new meanings to those already known ✓ Explain clearly their understanding of what is read to them. ✓ Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. 	<ul style="list-style-type: none"> ✓ Checking that the text makes sense to them as they read, and correcting inaccurate reading. ✓ Understand both the books they can already read accurately and fluently and those they listen to. ✓ Answering and asking questions. ✓ Explain and discuss their understanding of books, poems and other material both those that they listen to and those that they read for themselves. ✓ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. ✓ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ✓ discussing and clarifying the meanings of words, linking new meanings to known vocabulary. 	<ul style="list-style-type: none"> ✓ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. ✓ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. ✓ Asking questions to improve their understanding of the text. ✓ Using dictionaries to check the meaning of words that they have read. ✓ Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> ✓ Learning a wide range of poetry by heart. ✓ Confidently, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. ✓ Checking that the book makes sense to them, confidently discussing their understanding and exploring the meaning of words in context. ✓ Asking carefully-considered questions to improve their understanding. ✓ 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.

Find it:	<p>Literacy: Engage in extended conversations about stories.</p> <p>Answer simple retrieval questions about what has been read (page by page and after a whole book has been read)</p>	<ul style="list-style-type: none"> ✓ Explain clearly their understanding of what is read to them. ✓ Discussing the significance of the title and events. 	<ul style="list-style-type: none"> ✓ answering and asking questions ✓ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> ✓ Retrieve and record information from non-fiction. 	<ul style="list-style-type: none"> ✓ Accurately, retrieve, record and present information from non-fiction changing the text into the reader's own words where appropriate ✓ Retrieve, record and present information from non-fiction.
Think about it:	<p>Literacy: Engage in extended conversations about stories that have been read to them.</p> <p>Communication and Language: Understand 'why' questions' like: Why do you think the caterpillar got so fat?</p> <p>ELG Speaking: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<ul style="list-style-type: none"> ✓ Making inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> ✓ Making inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> ✓ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	<ul style="list-style-type: none"> ✓ Drawing inferences such as inferring characters' feelings, thoughts and motives from their stated actions, by beginning to draw evidence from more than one place across a text.
Predict:	<p>Comprehension ELG: Anticipate – where appropriate – key events in stories using clues in pictures, titles etc.</p>	<ul style="list-style-type: none"> ✓ Predicting what might happen on the basis of what has been read so far. ✓ Recognising and joining in with predictable phrases. 	<ul style="list-style-type: none"> ✓ Predicting what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> ✓ Predicting what might happen from details stated and implied. 	<ul style="list-style-type: none"> ✓ Predicting what might happen from details stated and implied. ✓ Suggest predictions with relevant evidence from the text.
Connect it:	<p>ELG Speaking: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<ul style="list-style-type: none"> ✓ Being encouraged to link what they read or hear read to their own experiences. 	<ul style="list-style-type: none"> ✓ Drawing on what they already know or on background information and vocabulary provided by the teacher. ✓ Being introduced to non-fiction books that are structured in different ways. 	<ul style="list-style-type: none"> ✓ Recognising some different forms of poetry [for example, free verse, narrative poetry]. ✓ Identifying how language, structure, and presentation contribute to meaning. ✓ Identifying themes and conventions in a wide range of books. 	<ul style="list-style-type: none"> ✓ Identifying and discussing themes and conventions in and across a wide range of writing. ✓ Identifying how language, structure and presentation and contribute to meaning.

			✓ Make links between the book they're reading and other books they have read.		✓ Discuss the themes or conventions from a chapter or text.
Sequence it/summarise it:	<i>Retell a well-known story giving the main events. Sequence images or events from a story.</i>	✓ Discussing the significance of the title and events.	✓ Discussing the sequence of events in books and how items of information are related.	✓ Identifying main ideas drawn from more than one paragraph and summarising these	✓ Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
Look at it & Listen to it:	<p>Literacy: Engage in extended conversations about stories. <i>Explore the effect of patterned language or repeated words and phrases in familiar stories.</i></p> <p>Comprehension ELG: Use and understand recently introduced vocabulary during discussions about stories, rhymes and poems during role play</p>	✓ Recognising and joining in with predictable phrases.	✓ Discussing their favourite words and phrases. ✓ Recognising simple recurring literary language in stories and poetry.	✓ Discussing words and phrases that capture the reader's interest and imagination	✓ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Compare it:			✓ Make links between the book they're reading and other books they have read.	✓ Identifying themes and conventions in a wide range of books	✓ Identifying and discussing themes and conventions in and across a wide range of writing. ✓ Making comparisons within and across books.
Respond to it	<p>Communication & Language Know many rhymes, be able to talk about familiar books, and be able to tell a long story. <i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</i> Listening & Attention ELG • Listen attentively and respond to what they hear with relevant questions, comments and</p>	✓ Participate in discussion about what is read to them, taking turns and listening to what others say.	✓ Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.	✓ Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say	✓ Recommending books that they have read to their peers, giving reasons for their choices ✓ Distinguish between statements of fact and opinion ✓ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'

	<p>actions when being read to and during whole class discussions and small group interactions.</p> <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p>Speaking ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>				ideas and challenging views courteously
Drawing on what they already know.	<p>Speaking ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>✓ Drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>✓ Drawing on what they already know or on background information and vocabulary by the teacher.</p>	<p>✓ Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and re-telling some of these orally</p>	<p>✓ Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions</p> <p>✓ Provide reasoned justifications for their views</p>
Reading for pleasure	<p>Communication & Language</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Listening & Attention ELG:</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to, discussing and expressing 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.</p>	<p>✓ Develop positive attitudes to reading, and an understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>✓ Reading books that are structured in different ways</p>	<p>✓ Continuing to maintain positive attitudes to reading and an understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>

	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p>Speaking ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>			<p>and reading for a range of purposes.</p>	<ul style="list-style-type: none"> ✓ Reading books that are structured in different ways and reading for a range of purposes ✓ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ✓ reading books that are structured in different ways and reading for a range of purposes ✓ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
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Building Reading Skills Guidance	
KS1 Reading Content Domains	<i>Suggested questions</i>
UNDERSTAND IT! 1a: Draw on knowledge of vocabulary to understand texts	Which word describes...? Which word shows/tells us...? What does the word ... mean? Find a word that ... Which word means the same as...? Can you find...? How many adjectives/verbs/nouns can you find? How could you find out the meaning of these words? (dictionary/glossary)
FIND IT! 1b: Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	Which words...? Who.....? When...? What.....? Where...? Why...? (if the answer is given in the text) Can you find...?
SEQUENCE IT! 1c: Identify and explain the sequence of events in texts	Why did ... happen after ...? What happened after...? Can you re-tell this story/page/chapter in your own words? Tell me three things that happened in the correct order. In which part of the story did ... happen? What happened first/next/after/then/last/finally? These four events happened in the story ..., in what order did they happen?
THINK ABOUT IT! 1d: Make inferences from the text	Why...? Why do you think...? How do you know...? How can you tell...? What clues are there...? How did...? Can you explain your answer? What is the atmosphere/mood like? Which words create this effect? Which words suggest that...?
PREDICT IT! 1e: Predict what might happen on the basis of what has been read so far	What might happen next? Why? When you have finished your book, try to think what would happen if there was an extra chapter. How will the story end? What do you think happened before the story began? Choose one character from the book and predict how you think they will behave/react. Can you predict several possible outcomes?

Building Reading Skills Guidance	
KS2 Reading Content Domain	<i>Suggested questions</i>
UNDERSTAND IT! 2a: Give/explain the meaning of words in context	<p>Can you find an example of a word that means...?</p> <p>Can you find a 'powerful' word meaning...?</p> <p>Can you find a word that you don't know the meaning of? Can you guess what it might mean?</p> <p>How many adjectives/adverbs/nouns can you find?</p>
FIND IT! 2b: Retrieve and record information/identify key details from fiction and non-fiction	<p>Which words...? Who...?</p> <p>When...? What...?</p> <p>Where...? Why? (if the answer is given in the text)</p> <p>Give two examples of...</p> <p>Find the paragraph where...</p> <p>Can you create some questions for others to answer based on this text?</p> <p>Can you create true/false statements for your partner?</p> <p>Over what period of time does the story take place?</p> <p>How does the author describe the setting/character/etc.?</p>
SUMMARISE IT! 2c: Summarise main ideas from more than one paragraph	<p>Tell me what happened...</p> <p>Can you summarise this paragraph in one sentence?</p> <p>Which part of the story do you think is the most important?</p> <p>What is this paragraph/chapter about? Can you summarise it?</p> <p>Can you tell me the main things/points you have learnt from this book?</p> <p>Could you briefly tell a younger child about what has happened in this story/book?</p>
THINK ABOUT IT! 2d: Make inferences from the text/Explain and justify inferences with evidence from the text	<p>Which word tells you that...?</p> <p>Which words make the reader feel...?</p> <p>How do you know...?</p> <p>How can you tell that...?</p> <p>Explain why...</p> <p>Why is...? Why did...?</p> <p>Explain how ... felt about ... Can you find support for your idea?</p> <p>Is this statement fact or opinion? Can you find examples that show...?</p> <p>How, across this paragraph, does the writer suggest...?</p> <p>Why is ... important?</p> <p>What do you think might have happened before...?</p>
PREDICT IT! 2e: Predict what might happen from details stated and implied	<p>What might happen next? Why?</p> <p>Choose one character from the book and predict how you think they will behave/react?</p> <p>Can you predict several possible outcomes and explain your answer?</p> <p>What if...?</p> <p>If there was a sequel, can you predict what it might involve?</p>

Building Reading Skills Guidance	
KS2 Reading Content Domain	<i>Suggested questions</i>
	What title would you give to a sequel?
CONNECT IT! 2f: Identify/explain how information/narrative content is related and contributes to the meaning as a whole	<p>What is the underlying message?</p> <p>What is the theme?</p> <p>What is the big idea?</p> <p>Why did the author write this story?</p> <p>Find a group of words to show that ... has changed.</p> <p>What has the author done to make you want to read on? Give evidence.</p> <p>How do you feel after reading this story?</p> <p>What atmosphere is the author trying to create? What words/phrases help to create that feeling?</p>
LOOK AT IT AND LISTEN TO IT! 2g: Identify and explain how meaning is enhanced through choice of words and phrases	<p>When the author uses this sort of sentence, what is the impact?</p> <p>Why did the author...?</p> <p>What do these words tell you?</p> <p>Find three words that show...</p> <p>Why has the author used this word/phrase/sentence?</p> <p>How does the author create this mood/atmosphere?</p> <p>What is the effect of...?</p> <p>What technique has the writer used?</p> <p>Can you find some vivid imagery? e.g. similes, metaphors, alliteration, expanded noun phrases.</p> <p>Can you give a clear explanation of...? (non-fiction texts)</p> <p>How are these words effective in describing this character/setting the scene?</p> <p>Which character comes alive most? Why?</p>
COMPARE IT! 2h: Make comparisons within the text	<p>How has the character changed?</p> <p>In what way have characters' feelings changed?</p> <p>How was the problem resolved?</p> <p>How does the opening compare with the ending?</p> <p>Compare two characters from the story and say how they are similar/different.</p> <p>Compare your book to another on the same topic. Which do you prefer and why?</p> <p>Would you like to read more books by this author? Explain your reasons.</p> <p>If you have read other texts by this author, can you see any similarities/differences between them?</p>