

Reading Framework

The national curriculum for reading aims to ensure that all pupils:

- *read easily, fluently and with good understanding*
- *develop the habit of reading widely and often, for both pleasure and information*
- *acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language*
 - *appreciate our rich and varied literary heritage*

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- *word reading*
- *comprehension (both listening and reading)*

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

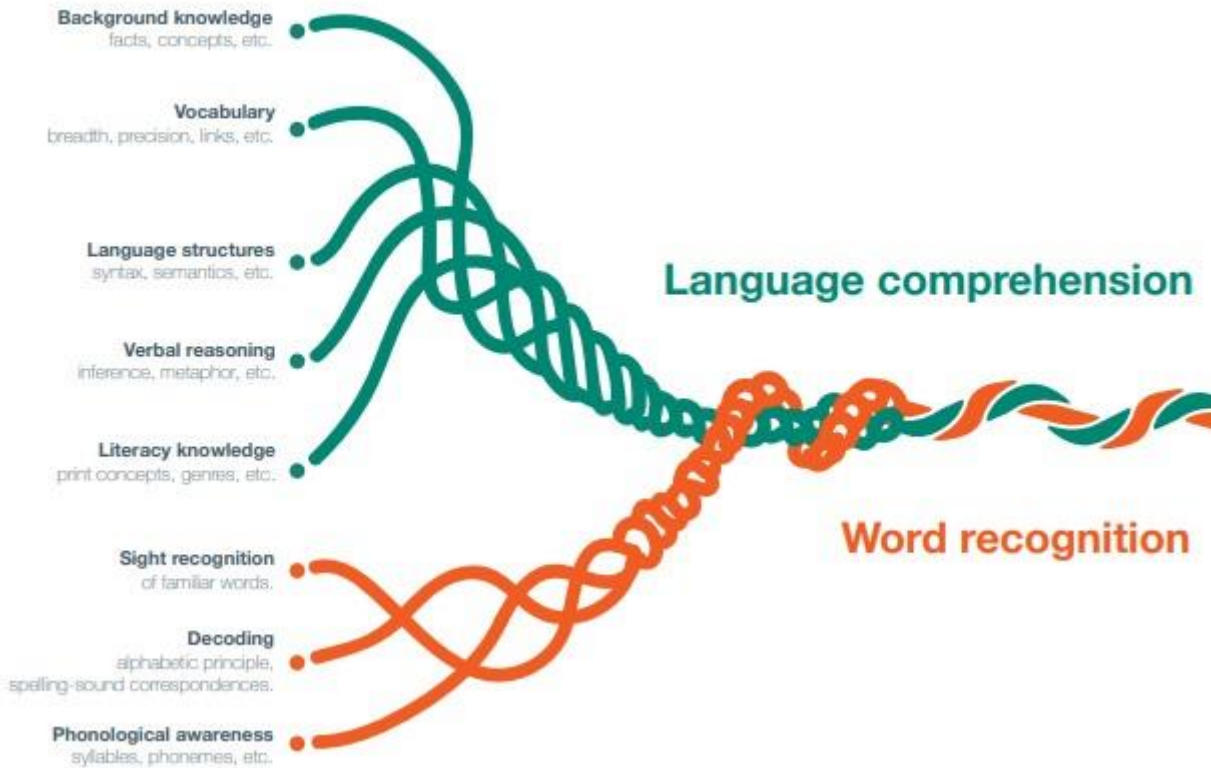
Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Scarborough Reading Rope

This model compares skilled reading to a rope, which consists of many different strands that are essential for the rope (skilled reading) to come together.

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING⁷



Language Comprehension:

- **Background Knowledge** -This refers to the knowledge a reader already has about the information being read which needs to be applied in order to make sense of this new information. The knowledge about the world which children possess is, it seems, fairly crucial to them reading effectively.
- **Vocabulary** – This refers to the breadth of a reader’s vocabulary. Obviously the more words a reader knows in a text, the more fluent his/her reading of that text is likely to be.
- **Language Structures** – A reader needs at least an implicit understanding of how language is structured, that is, grammar. The debate has been about whether that knowledge needs to be explicit. Most children (and adults) sense when a sentence is not grammatically correct without being able to explain what the problem is.
- **Verbal Reasoning** – Readers need to be able to make inferences and construct meanings from the text: that is, they need to be able to THINK logically about what they read in they are to understand it, and its implications.
- **Literacy Knowledge** – It sounds obvious, but it is clearly important for child readers to understand concepts of print such as reading from left to right and top to bottom, how to hold a book, and that full stops complete one sentence (unit of meaning) before the text moves on. These things do not work in the same way in other languages, so they probably need to be taught somehow to Englishspeaking (and reading) children.

Word Recognition:

- **Phonological Awareness** – This refers to the awareness a reader has of the sound systems in language, including knowledge of syllables, and sentence intonation (a rise in voice when asking a question, for example). Knowledge and experience of rhymes seems especially important in developing this awareness.
- **Decoding**– This includes an understanding of the alphabetic principle, that is that a letter of the alphabet represents a sound, and that these letters/sounds can be blended together to make words. This is somewhat trickier in English than in some other languages. English has about 44 sounds (phonemes) but only 26 letters in the alphabet. Thus the relationship between letters and sounds cannot be one to one.
- **Sight Recognition** – Some words are recognised when reading without the reader needing to decode them: you just know them. Research tells us that, in fact, most adult reading is like this. It is quite rare for us to have to read words we have never seen before, and thus do not know. Children need to build up their repertoires of sight words and the more they can read by sight, the more efficient their reading becomes.

These “strands” all work together to enable skilled reading. The strands develop over time and with more teaching and experience. The “Word Recognition” strands become more and more automatic with practice. Fluent readers will simply not be aware of these things happening – unless they encounter a problem.

In the case of the “Language Comprehension” strands, there will be a movement towards becoming more strategic in their use. Readers will become more aware of what they are doing and more in control of it. Of course, the development of comprehension is not time-limited. We all become better, more efficient and more subtle readers as we get older, more experienced, and meet more complex texts. However, just as the skills of word recognition will develop and grow in response to teaching, so too will all aspects of comprehension.

Table identifying SRR Language Comprehension strands and Comprehension strands as identified in the EEF Improving Literacy Guidance documents:

<u>Scarborough Reading Rope Language comprehension strands:</u>	<u>Comprehension strategies: (Taken for EEF Guidance documents)</u>
Background knowledge	Activating prior knowledge
Vocabulary	Prediction
Language structures	Questioning
Verbal reasoning	Clarifying
Literary knowledge	Summarising
Sight recognition	Inference
Decoding	
Phonological awareness	

Scarborough Reading Rope progression of skills:

<u>Word Recognition:</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Sight recognition		<p>Read common exception words.</p> <p>Read common suffixes (-s -es -ing -ed etc.)</p> <p>Read contractions and understanding use of apostrophe.</p> <p>Read words which start with un-.</p> <p>Re-read books to build up their fluency and confidence in word reading.</p>	<p>Read exception words noting unusual correspondences. Read most words quickly and accurately without overt sounding and blending.</p> <p>Read common suffixes.</p> <p>Read most suitable books accurately, showing fluency and confidence.</p> <p>Re-read books to build up their fluency and confidence in word reading.</p>	<p>Read further exception words noting the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>	<p>Read further exception words noting the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>	<p>Apply their growing knowledge of root words, prefixes/suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>Re-read and read ahead to check for meaning.</p>	<p>Apply their growing knowledge of root words, prefixes/suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>Re-read and read ahead to check for meaning.</p>

Decoding to fluency	Read accurately by blending.	Read accurately by blending, including alternative sounds for graphemes.	Read aloud and independently, taking turns and listening to others.	Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Recite poems by heart, e.g. narrative verse, haiku.	Read accurately and check that they understand.
	Divide words into syllables.	Read multisyllabic words containing these graphemes.	Prepare poems to read aloud and to perform, showing understanding	Any focus on word reading should support the development of vocabulary.	Prepare poems and plays to read aloud and to perform, showing understanding through	Recite a range of poems by heart, e.g. narrative verse, sonnet. Prepare poems and plays to read aloud and to

	Read multiple syllabic words containing taught GPS.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.	through intonation, tone, volume and action.		intonation, tone, volume and action.	perform, showing understanding through intonation, tone, volume and action.
	Read aloud phonically decodable text.	To reread these books to build up fluency and confidence in word reading.	Any focus on word reading should support the development of vocabulary.		Any focus on word reading should support the development of vocabulary.	Any focus on word reading should support the development of vocabulary.
	To reread texts to build up fluency and confidence in word reading.	To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age appropriate texts.				

<p>Phonological awareness</p>	<p><u>Read, Write, Inc</u></p> <p>By the end of Foundation Stage: RWI: Green</p> <p>Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily. Read these sounds in</p>	<p><u>Read, Write, Inc</u></p> <p>By the end of Year 1: Blue / Grey</p> <p>Read all Set 3 Sounds in nonsense words with Fred Talk • Read multisyllabic Phonics Green Words speedily</p>	<p>Secure phonic decoding until reading is fluent.</p> <p>Read and comment on unusual correspondence between grapheme and phoneme</p> <p>To read accurately by blending the sounds in words that contain</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-un-, re-, sub-,</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound.</p> <p>To read most words fluently and attempt to decode any unfamiliar words with</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound.</p> <p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes,</p>
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	<p>Phonics Green and nonsense words with Fred Talk.</p> <p>Read Word Time 1.6 and 1.7 speedily.</p>	<ul style="list-style-type: none"> • Read a passage at 80-90+ words per minute with intonation that shows comprehension. <p>Apply phonic knowledge to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>Speedily read all 40+ letters/groups for 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*.</p>	<p>inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation,-ly, -ous, -ture, -sure, -sion,-tion, ssion and -cian, to begin to read aloud.*</p>	<p>endings to read aloud fluently.*</p>	<p>increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>Suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
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Scarborough Reading Rope progression of skills

<u>Language Comprehension</u>	<u>Foundation Stage</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Background knowledge		<p>Link what they have heard or read to their own experiences.</p> <p>Use what they already know to understand texts.</p> <p>Think about what they know about events or topics prior to reading.</p>	<p>Use prior knowledge, including context, to understand texts.</p> <p>Link the events or topic from a text to their own experience and/ or information they know.</p> <p>Recognise how books are similar to others they have read or heard.</p>	<p>Link the events or topic from a text to their own experience and/ or information gathered. Begin to make links to similar books they have read.</p>	<p>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.</p>	<p>Use background knowledge or information about the topic or text type to establish expectations about a text.</p> <p>Compare what is read to what was expected.</p>	<p>Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc.</p> <p>Make comparisons between a text and others they have read.</p>
Vocabulary	Vocabulary - Draw on knowledge of vocabulary to understand texts	<p>Discussing word meanings, linking new meanings to those already known</p> <p>Draw on what they already know about vocabulary</p>	<p>Use prior knowledge, including vocabulary, to understand texts.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p>	<p>Use a dictionary to check the meaning of unfamiliar words.</p> <p>Identify where a writer has used precise word choices for effect to impact on the reader.</p>	<p>Use a dictionary to check the meaning of unfamiliar words.</p> <p>Begin to identify how language contributes to meaning.</p> <p>Discuss and record words and phrases that writers use to</p>	<p>Discuss how authors use language, including figurative language, considering the impact on the reader.</p> <p>Identify how language contributes to meaning.</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Identify how language contributes to meaning.</p>

		provided by the teacher.	Find recurring language in stories and poems. Discuss their favourite words and phrases.	Discuss words and phrases that capture the reader's interest and imagination	engage and impact on the reader. Discuss words and phrases that capture the reader's interest and imagination		
Language structures		<p>Identify and compare basic story elements, e.g. beginnings and endings in different stories.</p> <p>Note some of the features of nonfiction texts, including layout, contents, use of pictures, illustrations and diagrams.</p> <p>Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.</p>	<p>Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved.</p> <p>Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points.</p> <p>Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.</p>	<p>Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.</p> <p>Explain how the organisational features of nonfiction texts support the reader in finding information or researching a topic.</p> <p>Explain how structure and presentation contribute to the meaning of texts. Use non-fiction texts to retrieve information.</p> <p>Distinguish between rhyming and nonrhyming poetry and</p>	<p>Explore narrative order and how scenes are built up and concluded through description, action and dialogue.</p> <p>Identify the main features of nonfiction texts (both print and computer based) and understand how these support the reader in gaining information efficiently.</p> <p>Identify different patterns of rhyme and verse in poetry and read these aloud effectively.</p> <p>Identify some text type organisational features, for example, narrative, explanation and persuasion.</p>	<p>Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</p> <p>Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose.</p> <p>Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.</p> <p>Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.</p>	<p>Read books that are structured in different ways.</p> <p>Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together.</p> <p>Understand how writers use the features and structure of information texts to help convey their ideas or information.</p> <p>Evaluate how effectively texts are structured and presented.</p> <p>Analyse how the structure or organisation of a poem supports the expression</p>

				comment on the impact of the poem's layout.	Retrieve information from non - fiction texts.		of moods, feelings and attitudes.
Verbal reasoning		<p>Check that their reading makes sense and go back to correct when it doesn't.</p> <p>Draw inferences from the text and/or the illustrations. (beginning)</p> <p>Make predictions about the events in the text.</p> <p>Explain what they think a text is about.</p>	<p>Talk about and give an opinion on a range of texts.</p> <p>Read for meaning and check that the text makes sense. The child goes back and re-reads when it does not makes sense. Talk about their favourite words and phrases in stories and poems.</p> <p>Answer and ask questions. Make predictions based on what they have read.</p> <p>Draw (simple) inferences from illustrations, events, characters' actions and speech.</p>	<p>Discuss the texts that they read.</p> <p>Ask relevant questions to get a better understanding of a text.</p> <p>Predict what might happen based on details they have.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Identify the main point of a text.</p>	<p>Identify the (simple) themes in texts.</p> <p>Explain the meaning of words in context.</p> <p>Infer meanings and begin to justify them with evidence from the text. Predict what might happen from details stated and from the information they have deduced.</p> <p>Build on others' ideas and opinions about a text in discussion</p>	<p>Identify significant ideas, events and characters; and discuss their significance.</p>	<p>Recommend books to others and give reasons for their recommendation. Identify themes in texts.</p>
Literacy knowledge		<p>Retell key stories orally using narrative language.</p>	<p>Discuss the sequence of events in books and how they relate to each other.</p>	<p>Read a range of fiction, poetry, plays, and non-fiction texts.</p> <p>Explain how nonfiction books are</p>	<p>Know which books to select for specific purposes, especially in relation to science,</p>	<p>Familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from</p>	<p>Familiar with and can talk about a wide range of books and text types, including myths, legends and traditional</p>

		<p>Talk about the main characters within a well-known story.</p> <p>Learn some poems and rhymes by heart.</p>	<p>Retell stories, including fairy stories and traditional tales.</p> <p>Recite some poems by heart, with appropriate intonation.</p>	<p>structured in different ways and can use them effectively.</p> <p>Explain some of the different types of fiction books.</p>	<p>geography and history learning.</p> <p>Ask relevant questions to improve their understanding of a text.</p>	<p>other cultures and traditions. Discuss the features of each.</p>	<p>stories and books from other cultures and traditions. Discuss the features of each.</p> <p>Recognise texts that contain features from more than one text type.</p> <p>Read non-fiction texts to help with my learning. Identify and discuss the conventions in different text types.</p> <p>Identify the key points in a text.</p>
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Content domains: KS1 and KS2 (A content domain is the information or criteria that is being tested or studied.)

<u>KS1</u>	<u>KS2</u>
1a draw on knowledge of vocabulary to understand texts	2a give/explain the meaning of words in context
1b identify /explain key aspects of fiction and non-fiction texts	2b retrieve and record information/identify key details from fiction and nonfiction
1c identify and explain the sequence of events in texts	2c summarise main ideas from more than one paragraph
1d make inferences from the text	2d make inferences from the text/explain and justify inferences with evidence from the text
1e predict what might happen on the basis of what has been read so far	2e predict what might happen from details stated and implied
	2f identify/explain how information/narrative content is related and contributes to meaning as a whole
2h make comparisons within the text	2g identify/explain how meaning is enhanced through choice of words and phrases

Language Comprehension Progression: Expectations per year group / I can statements:

Grey boxes relate to the content domains:

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Draw on knowledge of vocabulary to understand texts			Give and explain the meaning of words in content			
	I can understand what familiar words mean when I hear a story being read	I can tell a partner what some familiar words mean.	I can find a word in a sentence that has the same meaning as another word or phrase	<p>I use whole sentences to make a sensible guess about new words' meanings</p> <p>I use the structure of a dictionary find the meaning of new words</p>	<p>I use what I know about root words, prefixes and suffixes to help understand the meaning of new vocabulary.</p> <p>I use a dictionary to check the meaning of new vocabulary.</p>	I use dictionaries independently to check the meaning of unfamiliar words and explain them to others.	I use a dictionary independently I use a thesaurus to give alternative words/phrases with a similar meaning

Prediction	Predict what might happen on the basis of what has been read so far		Predict what might happen from details stated and implied			
	<p>I can predict what might happen next.</p> <p>I can suggest how a story might end</p>	<p>I can make plausible predictions about what might happen next based on personal experiences and what they have read so far</p>	<p>I can make sensible predictions of what might happen next based on what is stated.</p> <p>I can justify my predictions based on what has already happened.</p>	<p>I can make clear predictions of what could happen next based on what is stated.</p> <p>I can justify my predictions based on what has already happened, giving evidence.</p>	<p>I can make clear predictions of what could happen next based on what is stated I can justify my predictions based on what has already happened, giving evidence.</p>	<p>I can make more detailed predictions, using details (stated or implied), from within the text to justify my opinions.</p>
Inference	Make inferences from the text		Make inferences from the text. Explain and justify inferences with evidence from the text			
	<p>I can make simple inferences about a character's feelings.</p>	<p>I can make simple inferences based on things characters said or did.</p>	<p>I can make simple inferences about the character's actions based on an event from the text.</p>	<p>I can make inferences and justify them with evidence taken directly from the text.</p>	<p>I can make inferences, based on evidence from different points in the text that are linked to character's actions and behaviour.</p>	<p>I can infer, justifying my inferences with specific evidence from the text or based in implied detail.</p>

Summarise		Identify and explain the sequence of events in a text		Summarise the main ideas from more than one paragraph			
	I can remember 2 or 3 events from a story, in order.	<p>I can retell familiar stories, in order, from those that I have heard or read.</p> <p>I can retell the key points of a story we read as a class.</p>	I can retell the key events, in order, from the story I am reading.	I can explain the main idea from the paragraphs I've just read.	I can identify the main ideas and key events from across a range of paragraphs.	<p>I summarise the main ideas and themes explored within a text.</p> <p>I can identify at least one key detail that supports my thinking.</p>	<p>I summarise the main ideas and themes explored across the whole text.</p> <p>I can identify the key details that support my thinking.</p>
Retrieval		Identify/explain key aspects of fiction and non-fiction texts		Retrieve and record information/identify key details from fiction and nonfiction			
	<p>I can find information in a picture book to answer a simple question.</p> <p>I can tell you about</p>	<p>I can answer simple "how" and "why" questions based on an event in the text.</p> <p>I can talk about the link between 2</p>	<p>I understand simple cause and effect in texts where the link is clearly stated.</p> <p>I can explain why a character thinks/feels/behaves in a specific way</p>	I know that information can be found in non-fiction features (diagrams, captions, photos) as well	I can use a range of different nonfiction features to find information and choose a simple way to	I retrieve information from fiction or non-fiction, identifying and presenting key ideas.	I retrieve, record and present straight-forward information from fiction and nonfiction texts for a clear purpose.

	characters, settings or events in a story.	events in a story I have read.	using the text as evidence.	as the main text. I often use these features to find answers to questions.	record the facts I find.	I select and sort information from a range of sources and record it effectively.	I can select information from more than one source and summarise it in note form
Justify		Make comparisons within the text		Identify and explain how information/narrative content is related and contributes to meaning as a whole and how meaning is enhanced through the choice of words and phrases.			
	I can tell you whether I like a story or not. I give a simple reason for my opinion.	I can remember some interesting words/phrases from the story when someone asks me.	I can find specific words/phrases (like alliteration) that I find interesting. I can explain why I like those words/phrases.	I am beginning to use familiar non-fiction features independently and use nonfiction texts effectively. I identify some basic features of organisation and sentence and text level.	I can identify basic features of organisation at sentence and text level. I can identify some structural choices and give simple comments about them.	I can discuss and evaluate a range of features. I can explain how organisation at sentence and text level contributes to the effects achieved in the text.	I can explain how organisation at sentence text level contributes to the effects achieved within a text. I can explore in detail how structural choices support the writer's purpose or theme.

Language Comprehension: Success Criteria and suggested question stems per year group

Reception / Foundation stage

<u>Key skill</u>	<u>Success criteria</u>	<u>Suggested question stems</u>	<u>Model answer</u>
Vocabulary - Draw on knowledge of vocabulary to understand texts	Shows an understanding of common words and familiar, everyday phrases, in a story that is read to/with them. I can understand what familiar words mean when I hear a story being read	<ul style="list-style-type: none"> - What does the word ... mean? - Can you find a word that means the same as...? - What can help you understand the tricky word ...? - How has the author made you feel happy/sad? - The author uses the word ____ . How does this make you feel? - How has the author made the character seem happy/ sad? - What word in the text tells you...? 	<ul style="list-style-type: none"> - In the story 'Jack and the Beanstalk', the child says that the word 'chopped' means the same as 'cut'. - In the story 'Goldilocks and the Three Bears', the child explains what the phrases 'just right' means. - "The author says that Bill was dancing. This means he was happy." - "The author uses the word 'spooky'. This makes me feel scared."
Predict - Predict what might happen on the basis of what has been read so far	<ul style="list-style-type: none"> - Suggests how the story might end. - Makes a simple prediction about what might happen next in a book that they are reading 	<p>Look at the cover/title/picture... What do you think this story might be about? Who do you think will be in the story? Where do you think the story might be set?</p> <ul style="list-style-type: none"> - What do you think might happen to the character? - What do you think might happen next in the story? 	<ul style="list-style-type: none"> - When reading a book about lots of farm animals climbing into a boat, they predict that the boat will probably sink. - The child makes a plausible (but not necessarily correct) prediction, often

	(or has been read to them). I can predict what might happen next. I can suggest how a story might end.	- What do you think might happen at the end of the story?	based on their experiences, about how a story is likely to end (e.g. "I think the little girl will find her mummy and daddy and give them a big hug.").
Infer - Make inferences from the text	I can make simple inferences about a character's feelings.		
Summarise - Identify and explain the sequence of events in a text	Remembers 2 or 3 events from a familiar story (in the correct order). I can remember 2 or 3 events from a story, in order.	- What happened at the beginning of the story? - What happened next? - How did the story end?	- In response to the story 'Little Red Riding Hood', the child can say where we meet the wolf first and where he goes afterwards. - In response to the story 'Goldilocks and the Three Bears', the child can recall that Goldilocks first eats the porridge, then sits on the chairs and finally sleeps in the bed.
Retrieve - Identify/explain key aspects of fiction	- Retrieves information from pictures in a book, in response to a simple question. - Says something about who was in a story,	- What is the title of the book? - Who is in the story? - Which characters are in the book - Where do the characters go? - What happened in the story? - What has happened in the story so far?	- In response to the story of 'Goldilocks and the Three Bears', the child can say why Baby Bear's chair was broken or why Goldilocks was scared and ran away from the house.

<p>and non-fiction texts</p>	<p>what happened and/or where it took place.</p>	<ul style="list-style-type: none"> - Can you tell me the main parts of the story in the right order? - What do the pictures tell us about...? - What is the main character like? - Where is the story set? 	<p>- Answers literal questions, for example: What did Goldilocks do? Why did Baby Bear cry? Where did the bears find Goldilocks?</p>
<p>Justify - Make comparisons within the text</p>	<p>- Gives a simple opinion about whether they liked the book/story or not, giving a simple reason why.</p>	<ul style="list-style-type: none"> - Find 2 things that the author tells you about... - What does this word/sentence tell you about the character/setting? - What other word/s could the author have used to...? - How has the author made the character seem... happy/sad/ angry, etc.? - Can you find two adjectives on this page? - Can you think of another adjective the author could have used instead? - Which word makes you feel happy/sad/excited/scared? - Can you think of another rhyming word which would fit this pattern? 	<p>Able to answer questions which include a 'why' and therefore need a justification such as:</p> <ul style="list-style-type: none"> - Is the book funny/sad? Why? - What is your favourite word in the sentence? Why? - Can you find an adjective to describe the character/setting? - Can you hear any rhyming words? - Can you find a describing word on this page?
		<p>- Why do you think the author's use the adjective ... to describe the character?</p>	

Year 1

<u>Key skill</u>	<u>Success criteria</u>	<u>Suggested question stems</u>	<u>Model answer</u>
<p>Vocabulary - Draw on knowledge of vocabulary to understand texts</p>	<p>With some support, shows an increasingly independent understanding of some familiar and less familiar words and phrases in a shared story.</p> <hr/> <p>I can tell a partner what some familiar words mean.</p>	<ul style="list-style-type: none"> - What does the word ... mean? - What other word/s could the author have used to say/explain...? - Can you find a word that means the same as...? - What clues are around the sentence (before/after) which might help you understand the word? - How has the author made you feel happy/sad/angry? Can you find words that make you feel this way? - The author uses the word _____. How does this make you feel? - How has the author made the character seem happy/sad/angry? - What word in the text tells you ...? - The author uses the word ... to describe ..., what does this tell you about... ? 	<ul style="list-style-type: none"> - When asked for the meaning of 'glad', the child can work out the meaning from the context of the story (i.e. happy or pleased). - "It makes it makes me feel a bit sad and scared, when the author used the word 'gloomy'." - "The word 'speedily' means the same as 'fast'." - "The author says that Susie is 'tearful', this tells me that she is feeling sad."

<p>Predict - Predict what might happen on the basis of what has been read so far</p>	<p>Makes a simple and plausible prediction about what might happen next, based on personal experiences/views and what has been read so far.</p>	<p>What kind of things do you think we might see in this book? (Non-fiction)</p> <ul style="list-style-type: none"> - What does the character mean they s/he says...? - What does ... mean? Can you find a clue in the text to help you explain your answer? - How does the character feel when ... happens? - What makes you think that...? - Which words give you the idea that...? - How do you feel about...? - Can you explain why...? - Why do you think the author chose the word ...? - What does the character mean when s/he says ...? 	<ul style="list-style-type: none"> - The child can answer more probing questions which encourage prediction such as: <ul style="list-style-type: none"> - What do you think the ugly sisters did or talked about the day after the ball? Could you role play this conversation / action with a partner? - What might the pigs from the straw and twig house say to the pig in the brick house once he had saved them and let them inside?
<p>Infer - Make inferences from the text</p>	<p>Makes simple inferences based on things said or done (especially about a character's motivation for their behaviour), including 'How...?' and 'Why...?' questions.</p>	<p>What kind of things do you think we might see in this book? (Non-fiction)</p> <ul style="list-style-type: none"> - What does the character mean they s/he says...? - What does ... mean? Can you find a clue in the text to help you explain your answer? - How does the character feel when ... happens? - What makes you think that...? - Which words give you the idea that...? - How do you feel about...? - Can you explain why...? - Why do you think the author chose the word ...? 	<ul style="list-style-type: none"> - The child can answer more probing questions such as: <ul style="list-style-type: none"> Why didn't the ugly sisters want Cinderella to go to the ball? Why did the 3 little pigs keep running to each other's' house? How do you think the prince felt when he found Cinderella's shoe on the steps?
	<p>I can make plausible predictions about what might happen next based on personal experiences and what they have read so far.</p>		
	<p>I can make simple inferences based on things characters said or did.</p>		

<p>Summarise - Identify and explain the sequence of events in a text</p>	<ul style="list-style-type: none"> - Retells familiar stories, in the correct order, from those they have heard (or read). - Retells the key points of a shared story. <p>I can retell familiar stories, in order, from those that I have heard or read.</p> <p>I can retell the key points of a story we read as a class.</p>	<ul style="list-style-type: none"> - What happened first in the story? - What is the most important event that has happened so far? Why? - What does the main character do in the middle of the story? - What happened after the character _____? - How did the story end? - What's the main point in this paragraph? - Summarise the key point of this paragraph. 	<ul style="list-style-type: none"> - The child can retell the main events of a story. For example: The wolf tried to blow the straw house down, then the house of sticks, before trying to blow the down the house of bricks. Finally, the 3 little pigs frighten the wolf away. - Teacher asks: "Tell me what happens with the 3 little pigs and the house of bricks." Child: "The wolf tries to blow it down, but can't. So he climbs down the chimney. The 3 little pigs put a pot of hot water at the bottom so he burns himself and runs away."
<p>Retrieve - Identify/explain key aspects of fiction and non-fiction texts</p>	<p>Answers simple 'how' and 'why' questions, based on an event in a text (where the answer is clear within the story read).</p> <ul style="list-style-type: none"> - Identifies and links two significant events in a story they have read. 	<ul style="list-style-type: none"> - What do you think the title might tell us about the story? - Is this a good title for this book? Why? - What happened in the story? - Where/when does the story take place? - What did s/he/it look like? - Who was s/he/it? - Where did s/he/it live? - Who are the characters in the book? - What part of the story do you like best? Why? 	<ul style="list-style-type: none"> - Answers simple questions such as: Why did Goldilocks sit on all three chairs? What did Bill say on page 7? How did Jack climb up to giant's castle? Why did Jack sell the cow for beans?

	<p>I can answer simple “how” and “why” questions based on an event in the text.</p> <p>I can talk about the link between 2 events in a story I have read.</p>	<ul style="list-style-type: none"> - What are the main events that happen in this story? - Where in the book would you find ...? - How does the index/contents page help me to find information in this book? - Is this a fiction or a non-fiction text? How do you know? 	<p>-“The ‘Contents page’ tells me which pages I can find information about different things.”</p>
<p>Justify - Make comparisons within the text</p>	<ul style="list-style-type: none"> - With some prompting, recalls some interesting words/phrases from the book/story, stating their reason/s why. <p>I can remember some interesting words/phrases from the story when someone asks me.</p>	<ul style="list-style-type: none"> - Find 2 things that the author tells you about... - What does this word/sentence tell you about the character/setting? - What other word/s could the author have used to...? - How has the author made the character seem... happy/sad/ angry, etc.? - Can you find two adjectives on this page? - Can you think of another adjective the author could have used instead? - Which word makes you feel happy/sad/excited/scared? - Can you think of another rhyming word which would fit this pattern? - Why do you think the author’s use the adjective ... to describe the character? 	<ul style="list-style-type: none"> - Children give reasons for their opinions - “I like it when the stone goes ‘plop’ because that’s a funny noise.” - Children draw on their knowledge to discuss the text- “I liked the word ‘snuggly’ because it sounds soft and a bit warm.”

Year 2

<u>Key skill</u>	<u>Success criteria</u>	<u>Suggested question stems</u>	<u>Model answer</u>
<p>Vocabulary - Draw on knowledge of vocabulary to understand texts</p>	<p>Finds a word in a sentence/page that has the same meaning as a given word or simple phrase.</p> <hr/> <p>I can find a word in a sentence that has the same meaning as another word or phrase</p>	<ul style="list-style-type: none"> - What other words/phrases could the author have used to say/explain...? - Give the meaning of the word... in this sentence. - Can you find a word that means the same as...? - Can you tell me another way of saying ____? - Can you find other words within the word... that can help you with the meaning? - What clues (before/after) which might help you understand the word/phrase? - How has the author made you feel happy/angry? Which words make you feel the same? - The author uses the word _____. How does this make you feel? What does this make you think? - How has the author made the character seem happy/sad/angry? - What word in the text tells you ...? - The author uses the word ... to describe ..., what does this tell you about ...? 	<p>The child can find a word on a page that means the same as big/good/sad (e.g. huge, excellent, upset).</p> <ul style="list-style-type: none"> - When asked to find a word that means the same as 'grabbed', the child can point to the word 'snatched'. - "The author says that the character 'tiptoed across the hallway' – This means that the character doesn't want to get caught." - The author uses the word ... to describe ..., what does this tell you about...?
<p>Predict - Predict what might happen on the basis of what has been read so far</p>	<p>Makes a simple and sensible prediction of what might happen next based on what is stated.</p> <p>When prompted, justifies the prediction based on</p>	<ul style="list-style-type: none"> - What does the character say/do that makes you think that...? - Can you give me a specific word/phrase/sentence from the text that makes you think that...? - What makes you think that...? - How can you tell that...? 	<ul style="list-style-type: none"> - In Goldilocks and the 3 Bears the child can predict that the baby chair might be too small for goldilocks and give a reason for this prediction.

	<p>what has already happened within the story.</p>	<ul style="list-style-type: none"> - Which words make you feel...? - Can you explain why...? - Why do you think the author chose the word ...? - How do you think...? - Why do you think the character did/didn't...? 	<ul style="list-style-type: none"> - In Goldilocks and the 3 Bears, the child might predict that the baby's bed might be too small for her as the chair was too small earlier.
	<p>I can make sensible predictions of what might happen next based on what is stated.</p> <p>I can justify my predictions based on what has already happened.</p>	<ul style="list-style-type: none"> - What kind of things do you think we might see in this book? (Non-fiction) - What does the character mean they s/he says...? - What does ... mean? Find a clue in the text to explain your answer. - How does the character feel when ... happens? - What is the main theme of the story? - Which specific word in the text create a happy/sad/scary mood? - What makes this a successful story? Explain. - What does the character mean when s/he says ... 	<ul style="list-style-type: none"> - The child can answer more probing questions such as: - What do you think the bears will do/say when they return home? - How do you think the bears will feel when they return home?
<p>Infer - Make inferences from the text</p>	<ul style="list-style-type: none"> - Makes simple inferences about the character's actions from the text, based on a specific event - including 'How...?' and 'Why...?' questions. 	<ul style="list-style-type: none"> - What does the character say/do that makes you think that...? - Can you give me a specific word/phrase/sentence from the text that makes you think that...? - What makes you think that...? - How can you tell that...? - Which words make you feel...? - Can you explain why...? - Why do you think the author chose the word ...? - How do you think...? - Why do you think the character did/didn't...? 	<ul style="list-style-type: none"> - The child can answer more probing questions such as: - Why did the wolf put on grandma's clothes? - A possible response might be: "I think that the wolf was trying to pretend to be the grandma and thought he might trick Little Red Riding Hood into believing that it was her by wearing her clothes."
	<p>I can make simple inferences about the character's actions based on an event from the text.</p>		

		<ul style="list-style-type: none"> - What kind of things do you think we might see in this book? (Non-fiction) - What does the character mean they s/he says...? - What does ... mean? Can you find a clue in the text to explain your answer? - How does the character feel when ... happens? - What is the main theme of the story? - Which specific word in the text create a happy/sad/scary mood? - What makes this a successful story? Explain. - What does the character mean when s/he says ... 	<p>Why did the gingerbread man climb from the fox's back onto his head and nose?</p> <p>In the 3 Billy Goats Gruff, why didn't the troll eat the first goats and wait for the next?</p> <p>- "I know that the woodcutter was brave because he rescued Little Red Riding Hood from the scary wolf."</p>
Summarise - Identify and explain the sequence of events in a text	- Retells the key events, in the correct sequence, from the story they are reading.	<ul style="list-style-type: none"> - What happened first in the story? - What is the most important event that has happened so far? Why? - What does the main character do in the middle of the story? - What happened after the character _____? - How did the story end? - What's the main point in this paragraph? - Summarise the key point of this paragraph. 	<ul style="list-style-type: none"> - The child can give a simple summary of a story, from its beginning, the problem, and how it ends. - The child can answer simple questions about significant events in a story. For example: Why couldn't Cinderella go to the ball? How did Cinderella manage to go to the ball? Why didn't the stepmother want the prince to try the shoe on Cinderella?
	I can retell the key events, in order, from the story I am reading.		
Retrieve - Identify/explain key aspects of fiction	Understands simple cause and effect in texts, where the link is clearly stated or suggested.		<ul style="list-style-type: none"> - In the story of 'Little Red Riding Hood', the child can name the key

<p>and non-fiction texts</p>	<p>- Explains why a character thinks/feels/behaves in a specific way (based on an event within the text).</p>	<ul style="list-style-type: none"> - Where/When does the story take place? - Who are the characters in the story? - Can you name the key characters? Why are they important to the story? - What did the character look like? - Where did the character live? - What did the character do when _____? - <p>How do the title/contents page/chapter headings/index/ glossary, etc... help me find information in this book?</p> <ul style="list-style-type: none"> - Which part of the text should I use to find...? - Why has the author organised the information like this? - Which part of the story best describes the setting? - What part of the story do you like best? Why? - Can you tell me 3 interesting facts you have learnt from the text? - How does the index/contents page help me to find information in this book? 	<p>characters and explain where they are from and where they live.</p> <p>Answer questions such as, 'why did Little Red Riding Hood run away?'</p> <p>A child can explain what the wolf looks like normally and when wearing grandma's clothes.</p> <p>- In a non-fiction text, the child can say why a bird's hollow bones help it to fly.</p>
<p>Justify - Make comparisons within the text</p>	<p>Identifies specific words or phrases (e.g. alliteration) that they find interesting, explaining their opinions for their choice/s.</p>	<ul style="list-style-type: none"> - Find 2 or 3 things that the author tells you about... - What does this word/phrase/sentence tell you about the character/setting/mood? - What other word/s or phrase/s could the author have used to...? - Which words do you think are most effective in...? Why? - How has the author made the character appear... happy/sad/ angry/frustrated/lonely/bitter, etc.? 	<p>- When the teachers asks: "Which word has the author used to help you imagine how quick the mouse ran across the barn? And why?"</p> <p>The child responds: "The author uses the word 'rushed' which sounds like the mouse is running really quickly."</p>
	<p>I understand simple cause and effect in texts where the link is clearly stated.</p> <p>I can explain why a character thinks/feels/behaves in a specific way using the text as evidence.</p>		

	<p>alliteration) that I find interesting.</p> <p>I can explain why I like those words/phrases.</p>	<ul style="list-style-type: none"> - How has the author made you, as the reader, feel...? - How does the description of the character tell you about how they are feeling? - What does the way the character looks/behaves tell us about how s/he feels? - How does the author get you interested in the story? - Why did the author choose the word ... in this sentence? - How does the author try and make the story more interesting? Explain. - Why does the author put certain words in bold or italic? 	<ul style="list-style-type: none"> - "I liked it when the sad girl 'lost and lonely' because those words start with the same sound and it makes me feel sad for her. It makes me want to help her." - Teacher: "Which phrases do you like most in the story 'We're Going on a Bear Hunt'? And why?" Child: "I like it when it says 'swishy, swashy' because it sounds like the grass is really moving side-to-side."
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Year 3

<u>Key skill</u>	<u>Success criteria</u>	<u>Suggested question stems</u>	<u>Model answer</u>
Vocabulary - Draw on knowledge of vocabulary to understand texts	<ul style="list-style-type: none"> - Uses text before and after the unknown word to make a sensible guess about its meaning - Uses developing knowledge about root words, prefixes and suffixes to help understand the 	<ul style="list-style-type: none"> - What other words/phrases could the author have used to say/explain...? - Give the meaning of the word... in this sentence. - Can you find a word that means the same as...? - Can you find any other words within the word... that can help you with the meaning? - What clues are around the sentence (before/after) which might help you understand the word/phrase? 	<p>Give synonyms for given words.</p> <p>Predict the meaning of a word using the context of the sentence/ paragraph.</p> <p>When searching for a word in a dictionary, the child turns to the first</p>

<p>meaning of new vocabulary</p> <ul style="list-style-type: none"> - Uses knowledge of how a dictionary is structured to find out the meaning of new words - Recognises interesting vocabulary within a text and explains why this is effective - Explain, in simple terms, the effect the word has on the reader 	<ul style="list-style-type: none"> - How do the title/contents page/chapter headings/index/ glossary, etc... help me find information in this book? - Find 2 or 3 things that the author tells you about... - What does this word/phrase/sentence tell you about the character/setting/mood? - What other word/s or phrase/s could the author have used to...? - Which words do you think are most effective in...? Why? - How has the author made the character appear... happy/sad/angry/frustrated/lonely/bitter, etc.? - How has the author made you, as the reader, feel...? - How does the description of the character tell you about how they feel? - How does the author get you interested in the story? - Why did the author choose the word ... in this sentence? - How does the author try and make the story more interesting? Explain. - Which words help the reader to...? 	<p>letter to demonstrate knowledge of alphabetical order</p> <p>The child can discuss interesting words, e.g. 'terrifying' and, in answer to the question: "Why is this a better choice than 'scary'?" can explain that 'terrifying' sounds scarier.</p> <ul style="list-style-type: none"> - The child can point out an interesting word, e.g. 'delighted' and can explain that this is a good choice because it sounds even happier than just saying 'happy.' - "The author makes me feel nervous because she asks questions like: 'What could be in the box?' 'Should the box be opened?'" - "The author makes the character seem frustrated because he uses words like 'annoyed' and 'irritated'."
<p>I use whole sentences to make a sensible guess about new words' meanings</p> <p>I use the structure of a dictionary find the meaning of new words</p>		

<p>Predict - Predict what might happen on the basis of what has been read so far</p>	<p>Makes a simple and sensible prediction of what might happen next based on what is stated</p> <ul style="list-style-type: none"> - When prompted, justifies the prediction based on what has happened so far 	<p>Look at the cover/title/first line/chapter headings</p> <ul style="list-style-type: none"> - What do you think the story is about/will happen next? - How has the cover/title/first line/chapter heading helped you come up with this idea? - What might happen next? Why do you think this? - What has happened so far to make you think...? 	<ul style="list-style-type: none"> - In a story in which a very scruffy pirate goes to sea on a very tidy ship, the child can predict that the pirate might become tidier and give a reason for this prediction. - In a story in which a character did not listen properly to an instruction, the child can predict that something will go wrong and can give a simple reason for this. - "I predict that this story will be about a child who struggles to make friends as the cover shows a girl standing separate from a small group of children."
<p>Infer - Make inferences from the text</p>	<p>Makes clear inferences, justifying these with specific evidence taken directly from the text and/or based on implied detail</p>	<p>What does the character say/do that makes you think that...?</p> <ul style="list-style-type: none"> - Can you give me a specific word/phrase/sentence from the text that makes you think that...? - Can you give me a specific word/phrase/sentence from the text that makes you feel ...? - What makes you think that...? 	<ul style="list-style-type: none"> - The child can answer questions such as: 'Why did Coraline slam the door on her 'other' mother? How was she feeling?' (when the answer is not stated directly in the text).

	<p>I can make inferences and justify them with evidence taken directly from the text.</p>	<ul style="list-style-type: none"> - How can you tell that...? - What is the main theme of the story? - Which specific word/phrase in the text creates a happy/sad/scary mood? - What makes this a successful story? Explain. - Why do you think ...? Explain with evidence from the text. - How can you tell that ...? Explain with evidence from the text. - Which word/s give you the impression that ...? 	<ul style="list-style-type: none"> - In a story where a character has misunderstood a situation, the child can answer the question: 'What did Laura think was happening?' - "I can tell that Jo is 'anxious' because she is biting her nails while her hands are shaking."
<p>Summarise - Identify and explain the sequence of events in a text</p>	<ul style="list-style-type: none"> - Explains the main idea from the paragraphs just read <p>I can explain the main idea from the paragraphs I've just read.</p>	<ul style="list-style-type: none"> - What's the main point in this paragraph? - Summarise the key point of this paragraph. - What is the most important event that has happened so far? Why? - What happened first in this chapter/the story? - How did the story end? 	<ul style="list-style-type: none"> - "The main thing that happens in this paragraph is that the teacher keeps the children in for their poor behaviour." - "I think the most important thing so far is that the egg has hatched because this shows us that the chick is alive and safe." - "The story ends with Paul returning the objects to the other characters, which shows that he realised he had done something wrong."
<p>Retrieve - Identify/explain key aspects of fiction</p>	<p>Know information can be found in non-fiction features such as diagrams, photos, captions, labels and charts, as well as in the</p>	<ul style="list-style-type: none"> - How do the title/contents page/chapter headings/index/ glossary, etc... help me find information in this book? - Which part of the text should I use to find...? - Why has the author organised the information like this? 	<ul style="list-style-type: none"> - "The glossary helps me to understand what tricky words mean that I don't understand by myself." - With some support, the child can answer question such as: 'Can you

<p>and non-fiction texts</p>	<p>main text, and often use these features with minimal prompting to find answers to questions.</p> <p>I know that information can be found in non-fiction features (diagrams, captions, photos) as well as the main text.</p> <p>I often use these features to find answers to questions.</p>	<ul style="list-style-type: none"> - Where/when does the story take place? - What did s/he/it look like? - Where did s/he/it live? - Who are the characters in the book? - What part of the story do you like best? Why? - Who do you think is the most interesting character? Why? - Where would you look to find information about...? 	<p>explain where brown bears hibernate during the winter?'</p> <ul style="list-style-type: none"> - When asked to explain where mangoes grow, the child uses a map, photo/caption as well as text to find relevant information.
<p>Justify - Make comparisons within the text</p>	<p>Begins to use familiar non-fiction features independently to navigate through a text</p> <ul style="list-style-type: none"> - Identifies some basic features of organisation at sentence/text level 	<p>Why do you think the author chose to use questions/bullet points/sub-headings/a table to present this information?</p> <ul style="list-style-type: none"> - Why has the author written/organised the text in this way? - Why are some words in bold/italics? - How does the layout of the page/chapter/book help you to find information easily/quickly? - Where does it tell you...? 	<ul style="list-style-type: none"> - When asked to locate a specific piece of information, the child uses headings/sub-headings to help them locate it. - The child can identify written instructions by commenting on presentational devices such as numbered lists.

	<p>I can find specific words/phrases (like alliteration) that I find interesting.</p> <p>I can explain why I like those words/phrases.</p> <p>- Identifying themes and conventions in a wide range of books</p>	<ul style="list-style-type: none"> - How could someone find out about...? - How is the layout of the book similar/different to...? - Why does the author use sub-heading? - Why do you think some of the text is printed in dark? - How has the author organised their ideas? - In what way/s do the illustrations support the ...? <ul style="list-style-type: none"> - Which book does this remind you of? - Can you name another book with an animal as the main character? - Can you name another book set in the same setting? - Have you read another book in which an underdog saves the day? 	<ul style="list-style-type: none"> - The child can identify a set of school rules by commenting on the language used, e.g. commands/imperative verbs. <p>The child can recognise another book set in the same time/ place.</p> <p>The child can identify several books with the same character in.</p> <p>The child can identify a theme across two or more books (good versus evil, brains over brawn).</p>
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Year 4

<u>Key skill</u>	<u>Success criteria</u>	<u>Suggested question stems</u>	<u>Model answer</u>
<p>Vocabulary - Draw on knowledge of vocabulary to understand texts</p>	<p>Uses what they know about root words, prefixes and suffixes to help understand the meaning of new vocabulary</p> <ul style="list-style-type: none"> - Uses a dictionary to check the meaning of new vocabulary - Discusses words and phrases from a text they have read and explains how they capture the reader's interest and imagination 	<ul style="list-style-type: none"> - What other words/phrases could the author have used to say/explain...? - Give the meaning of the word... in this sentence. - Can you find a word that means the same as...? - Can you find any other words within the word... that can help you with the meaning? - What does this figurative phrase (simile/metaphor/ personification) mean? - Find 2 or 3 things that the author tells you about... - What does this word/phrase/sentence tell you about the character/ setting/mood? - What other word/s or phrase/s could the author have used to...? - Which words do you think are most effective in...? Why? - How has the author made the character appear... happy/sad/angry/frustrated/lonely/bitter, etc.? - How has the author made you, as the reader, feel...? 	<p>When finding an unknown word, the child can find it in a dictionary with very little support.</p> <p>The child can use the definition to explain what the word means.</p> <p>Interpret and explain phrases/techniques such as similes.</p> <ul style="list-style-type: none"> - The child can discuss the phrase 'fearsome fighters' in a book about the Celts and explain, when prompted, that this is an effective choice because it makes you think that the Celts were powerful and dangerous. - The child can pick out the phrase 'a spring in his step' from a passage of text and explain that it's a good phrase because it makes it sound as if the character was going along happily. - "The author could have used the word 'baffled' instead of 'confused'."
	<p>I use what I know about root words, prefixes and suffixes to help understand the</p>		

	<p>meaning of new vocabulary.</p> <p>I use a dictionary to check the meaning of new vocabulary.</p>	<ul style="list-style-type: none"> - Why do you think the author chose to use the word/s...? - As a reader, how do you feel about...? How did the author create this feeling? - How has the author made this part of the story scary/mysterious/ adventurous? Explain. - Why has the author used short sentences here? - How do you feel after reading this text? How has the author made you feel this way? - What impact does the phrase ... have on the reader? 	
<p>Predict - Predict what might happen on the basis of what has been read so far</p>	<p>Predicts what might happen in a story, finding stated and clearly implied evidence to justify the prediction</p> <p>I can make clear predictions of what could happen next based on what is stated.</p>	<ul style="list-style-type: none"> - Look at the cover/title/first line/chapter headings – What do you think the story is about/will happen next? - What do you think the main character might do next? Why? What clues has the author given? - What might happen next? What can you guess from what has/hasn't been said? 	<ul style="list-style-type: none"> - The child can answer predictive questions, e.g. 'How do you think Zainab will feel when she walks into her new house?' and, with support in finding the relevant section of the text, can justify their answer, e.g. 'It says she had lots of happy memories from her early childhood so I think she will be nervous about her new life in her new home.' - "The title 'Battle Within' suggest that this might be about someone who has

	I can justify my predictions based on what has already happened, giving evidence.		lots of different and opposite emotions inside their head.”
Infer - Make inferences from the text	Makes inferences based on evidence from different points in the text, primarily linked to the character’s actions and behaviour	<p>What makes you think that...?</p> <ul style="list-style-type: none"> - How can you tell that...? - How does the character behave to make you think that...? - What evidence from the text can you give (from at least 2 different points) to support your thinking? - Can you find the place in the text where it reveals that the character is thinking/feeling...? - Can you find an example which shows where the main character is acting brave/foolish? - Why do you think ...? Explain with evidence from the text. - How can you tell that ...? Explain with evidence from the text. - Which word/s give you the impression that ...? - Can you give me a specific word/phrase/sentence from the text that makes you think that (or feel)... 	<ul style="list-style-type: none"> - The child can answer inferential questions, e.g. 'How do you think Isaac felt when he stayed over at his friend’s house for the first time?' and, with support in finding the relevant section of the text, can justify their answer, e.g. 'It says he kept asking what time it was, so he must be wanting to go home soon.' - - “I think that the wind was blowing hard because it says it ‘howled’ and later tells us it ‘destroyed the old tree.’”
	I can make inferences, based on evidence from different points in the text that are linked to character’s actions and behaviour.		
Summarise - Identify and explain the sequence of events in a text	- Identifies the main ideas and key events from across a range of paragraphs	<ul style="list-style-type: none"> - What’s the main point in this paragraph? - Summarise the key point of this paragraph. - How would you describe the personality of... and why? 	- “I think that the most important point is that children should be safe when crossing roads, as it tells us about the

	<p>I can identify the main ideas and key events from across a range of paragraphs.</p>	<p>- How would you describe the beginning/middle/end of the story in 3 sentences?</p>	<p>accidents that happen and where you should cross roads safely.” - “At the beginning of the story: Kit had lost the key to his new house; felt a range of negative emotions (panic/confusion); and he began to explore various places he might have left it.”</p>
<p>Retrieve - Identify/explain key aspects of fiction and non-fiction texts</p>	<p>- Use range of different non-fiction text features to help retrieve information from a text, and with support choose a simple way in which they could record the information they have discovered.</p> <p>I can use a range of different non-fiction features to find information and choose a simple way to record the facts I find.</p>	<p>- How do the title/contents page/chapter headings/index/ glossary, etc... help me find information in this book? - Which part of the text should I use to find...? - Why has the author organised the information like this? - Where in the book would you find...? - What part of the story do you like best? Find evidence to support your opinion. - Can you find evidence from the text which shows us that the character is feeling excited/angry/guilty?</p>	<p>- When asked to find a piece of information from a book, the child uses index and contents page to help find it and, with support, begins to be able to record this, e.g. by filling in a chart or making simple notes. In fiction, the child can locate relevant information to add to a character profile about a main character, and record the information briefly in note form. - The child understands how to find information in a picture, caption or diagram as well as in the text, and with prompting can decide whether to record the information in note form or in a simple chart.</p>

			- "I like it when Sara says 'I will never do it again' because it shows how sorry she is for her mistake."
Justify - Make comparisons within the text	<ul style="list-style-type: none"> - Identifies basic features of organisation at sentence/text level - Identifies some structural choices with simple comment given - Identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> - Why do you think the author chose to use questions/ bullet points/sub-headings/a table to present this information? - Why has the author written/organised the text in this way? - Why are some words in bold/italics? - What impact does the author's use of short, punchy sentences have on the reader? - Where does it tell you...? - How could someone find out about...? - How has the author organised their ideas? - How has the author structured the text? Why? - Why did the author choose to start a new paragraph at this point? - In what way/s do the illustrations support the ...? 	<ul style="list-style-type: none"> - The child can identify a range of different types of writing by recognising features such as greetings in letters and the use of the first person in diaries. - The child can find examples of how some chapters open dramatically and other chapters end on a cliff-hanger. - "The author uses bold text to show that the character is probably really angry and possibly shouting." The child can recognise another book set in the same time/ place. The child can identify several books with the same character in. The child can identify a theme across two or more books (good versus evil, brains over brawn).
	<p>I can identify basic features of organisation at sentence and text level.</p> <p>I can identify some structural choices and give simple comments about them.</p>	<ul style="list-style-type: none"> - Which book does this remind you of? - Can you name another book with an animal as the main character? - Can you name another book set in the same setting? - Have you read another book in which an underdog saves the day? - Name 2 or more stories set in a jungle. 	

		- In the books X, Y and Z, what do the main characters have in common?	
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Year 5

<u>Key skill</u>	<u>Success criteria</u>	<u>Suggested question stems</u>	<u>Model answer</u>
Vocabulary - Draw on knowledge of vocabulary to understand texts	<p>- Uses knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary - Uses a dictionary independently to check the meaning of unfamiliar word/s and explain the meaning/s to someone else</p> <p>Discusses how authors use language, including figurative language,</p>	<p>What other words/phrases could the author have used to say/explain...?</p> <ul style="list-style-type: none"> - Give the meaning of the word... in this sentence. - Which word most closely matches the meaning of...? - Which word is a synonym for...? - Can you explain the dictionary definition of the word... in your own words? - Explain 2 things that the word ... suggests <p>- Find 2 or 3 things that the author tells you about... - What does this word/phrase/sentence tell you about the character/setting/mood?</p> <ul style="list-style-type: none"> - What other word/s or phrase/s could the author have used to...? 	<p>Explain how the word choice (e.g. sullen) helps us to understand the character's feelings.</p> <p>Give synonyms for age-related vocabulary, e.g. complex.</p> <p>Independently find words in a dictionary and give the definition in their own words.</p> <p>- When prompted, the child can identify that "The dragon's breath was as hot as lava" is a good 'simile' because it helps the reader imagine how hot the dragon's breath was.</p>

	<p>considering the impact upon the reader</p>	<ul style="list-style-type: none"> - Which words do you think are most effective in...? Why? - How has the author made the character appear... happy/sad/angry/frustrated/lonely/bitter, etc.? - How has the author made you, as the reader, feel...? - Which figurative devices has the author used? Why? - How does the simile/metaphor/personification help you to understand? Why is it effective? 	<ul style="list-style-type: none"> - The child can explain that the short sentences in a paragraph help to build up tension by drawing the reader's attention to those sentences, suggesting that something is about to happen. - The child can notice that a particular character uses a lot of slang words, and explain how that affects reactions to that character. - The child notes how technical language in a non-fiction text helps to give a formal feel to the text. - "The phrase 'down-trodden' makes you feel sorry for the character because it sounds like he's trampled on by others."
<p>Predict - Predict what might happen on the basis of what has been read so far</p>	<p>Makes a more detailed prediction, drawing on details (stated and/or implied) from within the text to justify the prediction</p>	<ul style="list-style-type: none"> - Look at the cover/title/first line/chapter headings – What do you think the story is about/will happen next? - Why did the author choose this setting? How might this influence how the story develops? Explain. 	<ul style="list-style-type: none"> - The child can predict how a character might behave (e.g. the man is likely to get cross at the person knocking on his door) from

	I can make more detailed predictions, using details (stated or implied), from within the text to justify my opinions.	<ul style="list-style-type: none"> - How is the character like someone you know? Do you think they will react in the same way? Why/why not? - What evidence from the text makes you think...? - Why did the author choose this setting? How might this influence how the story develops? 	<p>details explained elsewhere (e.g. the man likes his own company).</p> <p>- "Kitty's mother is likely to be upset about her relationship because my mum got cross with me when I started playing with the wrong friends."</p>
Infer - Make inferences from the text	Makes clear inferences, justifying these with specific evidence taken directly from the text and/or based on implied detail	<ul style="list-style-type: none"> - What makes you think that...? - How can you tell that...? - What does this word/phrase/sentence imply/reveal about the character/setting/mood/atmosphere? - Explain what... (phrase/word) suggests about... character/setting/action? - How does the blurb build up excitement and interest? - Which words/phrases does the author use to let us know how the main character is thinking/feeling? Explain. - How did the character's behaviour at this point, effect what happened later in the story? - Why do you think ...? Explain with evidence from the text. - How can you tell that ...? Explain with evidence from the text. - Which word/s give you the impression that ...? 	<ul style="list-style-type: none"> - The child can infer what a character is like from stated details, e.g. when the book states that a character has missed school and stolen from children's drawers, they can infer that the character is a 'trouble-maker' and can use the examples in the text to justify this answer. - "The word 'trudging' suggests that the soldier is struggling to walk across the muddy field." - "The word 'tranquil' tells us that the place is calm and peaceful."
	I can infer, justifying my inferences with specific evidence from the text or based in implied detail.		
Summarise - Identify and explain	- Summarises the main ideas and themes	- Summarise the paragraph/chapter/story in your own words.	- "In summary, this chapter is about loss, hope and friendship."

<p>the sequence of events in a text</p>	<p>explored within the wider text</p> <ul style="list-style-type: none"> - Identifies at least one key detail which supports their thinking 	<ul style="list-style-type: none"> - How would you summarise the paragraph/chapter in 3 words. - How would you describe the personality of... and why? 	<ul style="list-style-type: none"> - "Mrs Cox feels 'lonely' and 'desperate to make friends' as she sits alone and stares out of her window, watching the world go by every day."
<p>Retrieve - Identify/explain key aspects of fiction and nonfiction texts</p>	<ul style="list-style-type: none"> - Retrieve information from fiction or nonfiction, identifying key ideas and, with support, record and present it. - Select and sort information from a range of sources and, with minimal support, record this information. 	<ul style="list-style-type: none"> - How do the title/contents page/chapter headings/index/ glossary, etc... help me find information in this book? - Which part of the text should I use to find...? - Why has the author organised the information like this? - What do you think about the way information is organised in different parts of the text? - What was revealed at... the beginning, middle, end, specific paragraph of the text? - Which of these statements is true/false? Explain. - What does the character bring to the story? - Why did the character do...? What effect did this have on the story? 	<ul style="list-style-type: none"> - The child can quickly find information on a history topic on the 'Egyptians' by using library books, websites, maps and information leaflets, and with support can make notes of key points. - When given a page of text, the child can make notes in the margin to identify key ideas and can highlight relevant sections, and with support can
<p>I summarise the main ideas and themes explored within a text.</p> <p>I can identify at least one key detail that supports my thinking.</p>	<p>I retrieve information from fiction or nonfiction, identifying and presenting key ideas.</p>		

	<p>I select and sort information from a range of sources and record it effectively.</p>	<p>- Can you explain one way in which the text suggests that...? Can you say where the text tells you this? - Which part of the story best describes ...? Explain why.</p>	<p>explain/present this information to others. - "I think that it's true that Count Belvir is 'deceptive' because he keeps hiding things from others and denying he knows where they are kept."</p>
<p>Justify - Make comparisons within the text</p>	<p>- Discusses features relating to organisation, at sentence/text level, including form, clearly giving some explanation as to why the author might have chosen this structure (with some comment on effectiveness)</p> <p>Identifying/discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books</p>	<p>- Why do you think the author chose to use questions/ bullet points/sub-headings/a table to present this information? - How could this text/information be improved? - How does the layout of the text help you to find/ understand the information presented?</p> <p>- How does the author use dialogue to move the action on?</p> <p>- Which text-type is this piece of writing? How do you know?</p> <p>- Which sub-headings could you give to each of these sections?</p> <p>- In what way/s do the illustrations support the ...?</p> <p>- Who do you think this information is for?</p>	<p>- In a short non-fiction text, the child can explain what is successful and make some suggestions about how the layout could possibly be improved.</p> <p>- The child can identify that the use of very short chapters in a particular book helps to build a feeling of excitement and keeps the reader reading.</p> <p>- "The author uses speech to reveal the character's feelings and to prepare us for the decision he is likely to make next."</p>

	<p>I can discuss and evaluate a range of features.</p> <p>I can explain how organisation at sentence and text level contributes to the effects achieved in the text.</p>	<p>Describe different characters' reactions to the same event in a story.</p> <p>How is this book similar to...?</p> <p>How is it different to...?</p> <p>Is this book as good as ...?</p> <p>Which book with the same setting is better? Compare and contrast different characters/settings/themes in the text.</p>	<p>The child gives opinions about books they have read that have known similarities.</p> <p>The child identifies similarities and differences between texts that share settings/similar characters.</p> <p>The child compares each character's reaction to the same event and empathises with their reaction.</p>
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Year 6

<u>Key skill</u>	<u>Success criteria</u>	<u>Suggested question stems</u>	<u>Model answer</u>
<p>Vocabulary - Draw on knowledge of vocabulary to understand texts</p>	<p>Uses knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary -</p> <p>Uses a dictionary independently to check the meaning of unfamiliar word/s and give alternative words/phrases with a similar meaning (using a thesaurus, if necessary)</p>	<p>What other words/phrases could the author have used to say/explain...?</p> <ul style="list-style-type: none"> - Give the meaning of the word... in this sentence. - Which word most closely matches the meaning of...? - Which word is a synonym for...? - What does the idiomatic phrase... mean? - Which words in the thesaurus most closely give the same meaning of the word... in the present context? 	<p>Define synonyms and provide examples.</p> <p>Explain idioms/phrases such as "driving me round the bend".</p> <p>Use a dictionary to define words such as "fraudulent" and explain them in their own words.</p> <ul style="list-style-type: none"> - The child can point out examples of emotive language in a

	<p>- Discusses and, with some support, evaluates how authors use some common types of literary (figurative language, imagery, analogy) or subjectspecific language, considering the impact upon the reader</p>		<p>persuasive text, or detailed and sequential instructions in a procedural text.</p> <p>- In response to directed questions, the child can identify that a poem about the summer and the winter could be an analogy for two people with very different personalities.</p>
	<p>I use a dictionary independently I use a thesaurus to give alternative words/phrases with a similar meaning</p>	<ul style="list-style-type: none"> - What does this word/phrase/sentence tell you about the character/setting/mood? - How does the author's use of vocabulary / sentence composition help to create a specific mood/atmosphere? - What other word/s or phrase/s could the author have used to...? - Which words do you think are most effective in...? Why? - How has the author made the character appear... happy/sad/angry/frustrated/lonely/bitter, etc.? - How has the author made you, as the reader, feel...? - How does the simile/metaphor/personification help you to understand? Why is it effective? - How does the phrase... help to make the description of the character/setting effective? - How does the author use imagery to create mood? - Does the author present information in the most effective way? Why/why not? 	<p>- When asked how a poet has helped the reader to picture a scene, the child can identify examples of figurative language and analogy and explain how these affect the reader. - "The author creates an understanding of the power of weapons by using personification to talk about how they 'behave' in a violent manner."</p>

		- How else could the author have presented this information? Why might it be better/worse in this way? Explain.	
Predict - Predict what might happen on the basis of what has been read so far	Predicts what might happen from details based on character and/or setting, giving justifications by identifying specific (supportive) evidence from within the text	<ul style="list-style-type: none"> - Look at the cover/title/first line/chapter headings – What do you think the story is about/will happen next? - Based on what you know about the main character, how might this story develop? Why do you think this? Explain. - Based on the setting of the story, how might the character behave//think? Why do you think this? Explain. - Which quote from the text clearly explains why the character behaved in such a way? Explain your thinking. - What evidence from the text makes you think...? - Can you predict several possible outcomes and explain your answer? - If there was a sequel to this story, what might happen? Explain. 	<ul style="list-style-type: none"> - “Queen Elsa has always looked after her people, so when she is faced with her town’s people having no food I think she will give up what she has for them.” - “I think that Bill will never trust his brother again because it says that he ‘looked at his brother in a different light’.”
	<p>I can predict what might happen from details, based on characters/settings.</p> <p>I can give justifications by identifying specific evidence from within the text.</p>		
Infer - Make inferences from the text	Makes clear inferences, justifying these with specific evidence taken directly from the text and/or based on implied detail	<ul style="list-style-type: none"> - What makes you think that...? - How can you tell that...? - Explain what... (phrase/word) suggests about... character/setting/action? - What motives do you think the character had behind...? Explain. 	- In discussing a story, the child might point out that Emily helped the elderly woman to her feet after her fall, but that was only so

	<p>I can make inferences, justifying them with specific evidence from the text or based on implied detail.</p>	<ul style="list-style-type: none"> - What assumptions can you make about...? Why? - How does the author indicate that the character feels downhearted/ anxious/ frustrated/ regretful? - Can you find a quotation from the text which reveals...? - Why did the character behave the way they did? Did they know what would happen as a consequence of their actions? Explain. - Why do you think ...? Explain with evidence from the text. - How can you tell that ...? Explain with evidence from the text. - Which word/s give you the impression that ...? 	<p>people would think she was a kind, helpful girl.</p> <ul style="list-style-type: none"> - The child can use context of what they know about characters to recognise when a character means something different from what they say, e.g. being sarcastic or patronising.
<p>Summarise - Identify and explain the sequence of events in a text</p>	<p>Summarises the main ideas and themes explored across the whole text</p> <ul style="list-style-type: none"> - Identifies key details which supports their thinking <hr/> <p>I summarise the main ideas and themes explored across the whole text.</p> <p>I can identify the key details that support my thinking.</p>	<ul style="list-style-type: none"> - Summarise the paragraph/chapter/story in your own words. - How would you summarise the paragraph in 3 words. - What sub-headings could you give each paragraph/ section? - How would you describe the personality of... and why? 	<p>"This story is primarily about the relationship between a father and son, and how important this bond is throughout life."</p> <ul style="list-style-type: none"> - "The subtitles I would give these three paragraphs are: Habitat, Diet and Behaviour."

<p>Retrieve - Identify/explain key aspects of fiction and nonfiction texts</p>	<p>Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support. - Start to select information independently from more than one source and often summarise it (in note form).</p> <p>I retrieve, record and present straight-forward information from fiction and non-fiction texts for a clear purpose.</p> <p>I can select information from more than one source and summarise it in note form</p>	<ul style="list-style-type: none"> - Why has the author organised the information like this? - What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done? - From whose point of view is the story told? How do you know? - At which part of the story does the atmosphere change/character realise.../action heighten? What evidence do you have to support/justify your opinion? - Which of these statements is true/false? Justify your answer. - What does the character bring to the story? - Why did the character do...? What effect did this have on the story? - Can you explain one way in which the text suggests that...? Can you say where the text tells you this? - Why did (character) do ...? What effect did this have on the story? - Can you give two reasons why (character) does / does not like ...? 	<ul style="list-style-type: none"> - When researching a project on WWII, the child selects appropriate books, websites and other information sources, and can draw together information appropriately in order to present it succinctly. - When researching a topic, the child can locate information quickly, e.g. by skimming (general impression) and scanning (specific information) and can record or present information, e.g. by making brief notes. - When looking for specific information in fiction texts, the child can use skimming/scanning skills to find relevant details quickly and accurately, recording their findings in note form. - "The mood of the text becomes more dramatic as the author uses shorter sentences to describe what is happening."
	<p>Discusses and evaluates a range of features, relating to organisation at sentence/text</p>	<ul style="list-style-type: none"> - How could this text/information be improved? - How does the layout of the text help you to find/ understand the information presented? 	<ul style="list-style-type: none"> - The child can explain that diaries and autobiographies are written in

Justify - Make comparisons within the text	<p>level, and explains how these contribute to the effects achieved - Some detailed exploration about how structural choices support the writer's purpose or theme</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing Making comparisons within and across books</p>	<ul style="list-style-type: none"> - Why do you think the author chose to use questions/ bullet points/sub-headings/a table to present this information? - How has the author been successful in the planned purpose of the text? (Consider layout/language) - How does the author build up your understanding of the key theme/s? - Why did the author choose to start a new paragraph at this point? - In what way/s do the illustrations support the ...? - Who do you think this information is for? 	<p>the first person and that this helps the reader to understand that it is the narrator's point of view. - The child can compare language, structure and presentation of two texts on a similar theme, e.g. a history text and a diary from the same time, explaining how these contribute to the impact on the reader in each text.</p> <p>- "The author uses figures and then personal accounts to reveal the dreadful impact of the 'Holocaust' on the Jewish community."</p>
	<p>I can explain how organisation at sentence text level contributes to the effects achieved within a text.</p> <p>I can explore in detail how structural choices support the writer's purpose or theme.</p>	<p>Which theme do these three books share? Can you give another female character who challenges a stereotype? Why is the theme of good versus evil so popular? Why do children/adults/girls/etc identify with this type of character What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?</p>	<p>The child identifies how the presentation of a text can help the reader make links.</p> <p>The child identifies gender stereotypes and gives examples to challenge them, e.g. Bill wears a dress even though his Dad doesn't approve and the wrestling princess fights princes even though both of</p>

			<p>these characters act in ways you don't expect.</p> <p>The child analyses why popular themes are popular what their purpose is.</p>
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Multidimensional fluency scale: Rasinski

NAME _____

FLUENCY RUBRIC

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.

Score _____

Scores below 10 indicate that the student needs additional instruction in fluency.

Rubric modified from Tim Rasinski – Creating Fluent Readers

Phrasing in Fluent Reading

Exploring aspects of fluent reading and supporting phrasing in fluent reading.

Fluent reading:





Attention to prosodic features of language such as rhythm, expression, phrase boundaries, pace, and intonation as guided by the child's ongoing construction of meaning



Phrasing:

Grouping words together as in normal speech, pausing appropriately between phrases, clauses, and sentences

- Child's prior knowledge (interests, background, and life experiences that contribute to meaning)
- Child's oral language (language structures)
- Child's knowledge about books and print (appropriate visual scanning of print; quick recognition and use of visual information in print such as letters and words)
- Child's meaning expectations based on prior interactions with the text or from the teacher's book introduction
- Child's flexibility in responding to demands of the text (dependent on the appropriateness of the text for this learner) • Rereading familiar books
- Reading new books well within the child's control after appropriate orientation to the text
- Teacher demonstration and prompting for phrased and fluent reading

6 P's – (John Murray)

<u>Six Ps:</u>	<u>Definition:</u>	<u>Six P symbol:</u>
<u>Pitch:</u>	The musicality of the reading voice – including tone and intonation.	
<u>Power:</u>	The strength given to the reading voice – including volume and stress.	
<u>Pace:</u>	The speed and rhythm of what we read.	
<u>Punctuation:</u>	The adherence to and understanding of the marks an author has placed upon the page.	

<u>Pause:</u>	The knowing of when not to read and for how long.	 A black circular icon containing two vertical white bars, representing a pause or stop sign.
<u>Passion:</u>	The emotion of the reading – including empathy and sympathy and the development of a reader’s love for the written word.	 A solid black heart icon, symbolizing passion, love, or emotion.