

# Redwell Primary School Reading Progression of Knowledge & Skills 2022-23

## Word Reading & Oracy

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6				
<b>Decoding</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>Read words consistent with their phonic knowledge by sound-blending;</li> <li><a href="#">See also the RWI Progression document for their phonics expectations and sequencing</a></li> </ul>	<ul style="list-style-type: none"> <li>Apply phonic knowledge to decode words</li> <li>Speedily read all 40+ letters/groups for 40+ phonemes</li> <li>Read accurately by blending taught GPC</li> <li>Read Y1 common exception words</li> <li>Read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>Read multisyllable words containing taught GPCs</li> <li>Read contractions and understanding use of apostrophe</li> <li>Read aloud phonically-decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>Secure phonic decoding until reading is fluent</li> <li>Read accurately by blending, including alternative sounds for graphemes</li> <li>Read multisyllable words containing these graphemes</li> <li>Read common suffixes</li> <li>Read Y2 common exception words, noting unusual correspondences</li> <li>Read most words quickly &amp; accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>Read further (Y3/4) exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>Read further (Y3/4) exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> <li>Read further (Y5/6) exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> <li>Read further (Y5/6) exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>				
<b>Fluency</b>	<p>Children at the expected level of development will:</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<ul style="list-style-type: none"> <li>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</li> <li>To reread texts to build up fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>To reread these books to build up fluency and confidence in word reading.</li> <li>To read words accurately and fluently without overt sounding and blending,</li> <li>Over 90 words per minute, in age-appropriate texts.</li> </ul>	<p><i>*Reading speeds are approximate guides to average words per minute; pace of reading is only one indicator of fluency.</i></p>				<ul style="list-style-type: none"> <li><b>Around 110 WPM in age-appropriate texts.</b></li> <li>Read new words outside their spoken vocabulary, making a good guess at pronunciation</li> <li>When reading aloud, speak audibly and with growing fluency</li> </ul>	<ul style="list-style-type: none"> <li><b>Around 140 WPM in age-appropriate texts.</b></li> <li>Children learn to: read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words;</li> <li>With support, notice where commas create phrasing within sentences</li> <li>Read with expression, using the punctuation to support meaning, including multi-clause sentences</li> </ul>	<ul style="list-style-type: none"> <li><b>Around 150 WPM in age-appropriate texts.</b></li> <li>Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace; read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity</li> <li>Prepare readings using appropriate intonation to show their understanding; notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly</li> <li>Read silently and then discuss what they have read</li> </ul>	<ul style="list-style-type: none"> <li><b>Around 150-200 WPM in age-appropriate texts.</b></li> <li>Children show that they can: read age-appropriate texts fluently and with confidence; learn and recite a wider range of poetry, sometimes by heart; read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience;</li> <li>Notice and respond to punctuation and phrasing when reading aloud; gain, maintain and monitor the interest of the listener;</li> </ul>

<b>Range of Reading</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Being encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Making comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Making comparisons within and across books</li> </ul>
<b>Familiarity with texts</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• Recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• Recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• Identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• Identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>
<b>Poetry &amp; Performance</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Children will make use of recent vocabulary from poems and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>

## Reading Comprehension Progression:

This part of the progression document break down the reading domains as introduced in the 2016 national curriculum-testing framework. Reading content domains highlight the elements of that national curriculum that will be assessed as part of the English reading test in the KS1 and KS2 SATs.

Content Domains show the tested areas, however we must ensure coverage of the whole curriculum. Non-statutory guidance states ‘The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.’- NC 2014. Through our Reciprocal Reading roles, we will see progression in the way the children approach each role and their level of independence. This approach enables children to develop their metacognitive learning and to grow as a true reader by developing 5 key roles all readers use when exploring and understanding texts.

**Figure 9: A process for transferring responsibility from adult to child**

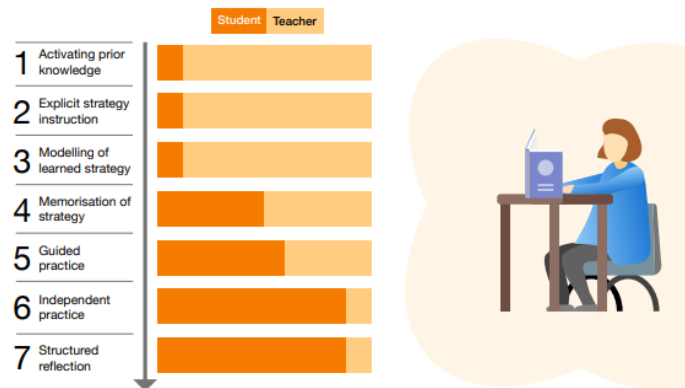


Figure 1: EEF KS2 Literacy 2022- As the year progresses, we should see the transfer of responsibility of roles so by Summer term, children are able to demonstrate the roles with minimal support at the level for their year group, as shown in the next progression document.

### KS1 Reading Comprehension

These skills and domains are developed through our Reciprocal Reading approach and in our weekly Reading Comprehension slot. The skills are taken from National Curriculum and the testing content domains.

	VIPER	Reciprocal Reading Role Link	EYFS	YEAR 1	YEAR 2
<b>Content Domain 1a:</b> draw on knowledge of vocabulary to understand text	Vocabulary	<b>Clarifier</b>		To discuss word meaning and link new meanings to those already known	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases
<b>Content Domain 1b:</b> Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	Retrieve	<b>Questioner</b>	Recall key events from a story Point to information in a picture/ words/ phrases	Retrieve information from a variety of texts, e.g. key characters, places, events and answer simple questions based on: where, when, which, who, how	Analyse the wording to choose what to look for e.g. What did the princess do first when she arrived? Can use subheadings to other visual cues to find information and answer questions where the word might not be an exact match to the text.

<b>Content Domain 1c:</b> Identify and explain the sequence of events in texts	Sequence	<b>Questioner</b>		Remember some key story plot points	Sequence events in a story
<b>Content Domain 1d:</b> make inferences from the text	Infer	<b>Questioner</b>	Children understand basic clues from pictures or key words to say how a character is feeling e.g. Baby bear is sad because he is crying.	Discuss the significance of events and to begin to make simple inferences e.g. how do each of the bears feel when they discover Goldilocks. Why the title of the story be suitable.	To make inferences on the basis of what is being said and done. Make some inferences answering how and why questions; guess feelings of characters and the reason for these, maybe based on child's own experiences; explain a moral or message of a story; what has prompted a character's behaviour;  <b>Local inferences:</b> Pupils make inferences to help them understand a sentence or paragraph within a text.
<b>Content Domain 1e:</b> predict what might happen on the basis of what has been read so far	Predict	<b>Predictor</b>	Children might be able to say what they think will happen next.	To predict what might happen based on what has been read so far.	To predict what might happen on the basis of what has been read so far in a text.
Making sense & clarifying	Vocab	<b>Clarify</b>		Talk about significant features of layout, e.g., enlarged text, bold, italics	Talk about significant features of layout, e.g., enlarged text, bold, italics, subheadings, introductions
Summarise	Explain	<b>Summarise</b>		Retell the basic story in their own words	Retell the story without going through every event
Connections, Patterns and Comparisons	Explain	<b>Questioner</b>		Understand the difference between fiction and nonfiction  Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Form an opinion (a combination of all the domains)	Explain	<b>Questioner</b>			

### KS2 Comprehension

These skills and domains are developed through our Reciprocal Reading approach and in our weekly Reading Comprehension slot.

	VIPER	Reciprocal Reading Role Link	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Content Domain 2a: give / explain the meaning of words in context	Vocabulary	<b>Clarifier</b>	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language.  To evaluate the use of authors' language and explain how it has created an impact on the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
Content Domain 2b: retrieve and record information / identify key details from fiction and non-fiction	Retrieve	<b>Questioner</b>	Children can retrieve facts and information where question words and text language vary ( might not be a literal retrieval)  They can retrieve by reading around the words or phrases	Children develop their retrieval skills, working across a range of text types, increasing in lengths and can retrieve from a whole text and a local level.  Children can skim and scan to select information and retrieve, using the text to support their answer where necessary.	They are learning to retrieve and locate an author or poet's viewpoint, either where it is stated explicitly or through similar words and phrases.  They can retrieve key details and begin to find quotations from a whole text.	Children can independently locate information, providing reasoned justifications for their views. They can routinely find accurate quotations from a whole text. Retrieve details to support opinions and predictions, using skimming, scanning and text marking to support.
Content Domain 2c summarise main ideas from more than one paragraph	Summarise	<b>Summariser</b>	Summarise the 'big theme' of one paragraph or chapter	Identifying main ideas drawn from more than one paragraph and summarising these.	Summarises the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	To summarise main ideas across a whole text, noting developmental changes in characters for example .
Content Domain 2d make inferences from the text / explain and justify inferences with evidence from the text	Infer	<b>Questioner &amp; Informer</b>	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives for their actions e.g. why Edmund lied  Children will be able to identify themes across a text, e.g. loyalty/ treachery  Begin to recognise fact and opinion	To draw inferences from characters' feelings, thoughts and motives for their actions that justifies their actions, supporting their views with evidence from the text.  Identify themes across the text or moral lessons.  <b>To start making global inferences:</b> Pupils make inferences to help them draw overarching meaning from a whole text. <i>These inferences are drawn by piecing together a series of local inferences and pairing this with background knowledge and</i>	To draw inferences from characters' feelings, thoughts and motives. Identify themes and the evidence in the text of where the author has expressed this throughout a text e.g. the breadcrumbs an author has left to suggest the theme of bullying/ discrimination etc.	To consider how to draw hidden inferences, justifying with evidence and direct quotations from the text.  Consider different accounts of the same event and to discuss varying viewpoints (both of authors and of fictional characters).  <b>Elaborative inferences:</b> Pupils 'fill in the gaps' to create a rich mental representation of a text. <i>These inferences often involve embellishment of stated information using pupils' prior knowledge and life experiences to help understand a text more fully.</i>

				<p><i>experiences to help them make sense of the themes of a text.</i></p> <p>Recognise and distinguish between fact and opinion</p>		
Content Domain 2e predict what might happen from details stated and implied	Predict	<b>Predictor</b>	To justify predictions using evidence from the text	To justify predictions from details stated and implied.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Content Domain 2f identify / explain how information / narrative content is related and contributes to meaning as a whole	Explain	<b>Questioner &amp; Informer</b>	Read books that are structured in different ways and show some awareness of the various purposes for reading	Identify and explain the author's point of view with reference to the text	Explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
Content Domain 2g identify / explain how meaning is enhanced through choice of words and phrases	Explain	<b>Clarifier &amp; Questioner</b>	<p>Use the context/ grammar of the sentence to decipher new or unfamiliar words</p> <p>Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Start discussing the positive/negative impact of words and how they create different themes</p> <p>Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader</p>	<p>Discuss understanding as it develops and explain the meaning of words in context and the effect they have on the reader – how does misty as an adjective create a spooky atmosphere?</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Discuss understanding as it develops and explain the meaning of words in context and the effect they have on the reader – how does misty as an adjective create a spooky atmosphere? Make connections of other words to support this view too.</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader</p>
Content Domain 2h: make comparisons within the text	Explain	<b>Questioner &amp; Informer</b>	<p>Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally</p> <p>Can explore and discuss underlying themes and ideas</p>	<p>Identify features that characterise books set in different cultures or historical settings</p> <p>Make links between texts and to the wider world</p>	<p>Recommend books that they have read, giving reasons for their choices Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors</p>	<p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Make comparisons within and across books Provide reasoned justifications for their views</p> <p>Evaluate how successfully the organisation of a text supports the writer's purpose</p>

### Reciprocal Reading Role Progression

‘Various critical thinking models can be used to move children through the lower-level retrieval type questions towards the higher-order thinking skills in order to make a ‘good reader’. Deeper understanding occurs when children are asked higher order questions that foster metacognition (Baker & brown, 1984; Fordham, 2006) and allows them to make links with prior knowledge and experiences. The act of reading (as noted by T.Cremin) remains profoundly social and Aidan Chambers’ work around ‘Booktalk’ further supports the need to articulate thoughts and engage in critical thinking around a text.

Key Roles:	The Informer	The Predictor	The Questioner	The Clarifier	The Summariser
Summary of role:	<i>Activating prior knowledge—pupils think about what they already know about a topic, from reading or other experiences, and try to make links. This helps pupils to infer and elaborate, fill in missing or incomplete information, and use existing mental structures to support recall.</i>	<i>Pupils predict what might happen as a text is read. This causes them to pay close attention to the text, which means they can closely monitor their own comprehension</i>	<i>Pupils generate their own questions about a text in order to check their comprehension.</i>	<i>Pupils identify areas of uncertainty, which may be individual words or phrases, and seek information to clarify meaning</i>	<i>Pupils describe succinctly the meaning of sections of the text. This causes pupils to focus on the key content, which in turn supports comprehension monitoring.</i>
KS1	Children can recall a few key facts linked to where the story is set	What do you think will...? What will happen to...? Why do you think this? Will X still... work? happen? be ok? Explain what you think will happen?	<i>Children will be able start answering retrieval questions, as stated below and start asking their own <u>retrieval questions</u>.</i>  What did you especially like? Dislike? Who is the main character? What is the characters name? Where is the story set?  (Questions based around basic retrieval and the use of question words who, what, when, where)	Find the definition of unknown words in a dictionary  Which words make you feel...?  What word means X?	Put these events in the order in which they happened. What happened first? Number these sentences so that they are in the correct order in which they happened. Using a story mountain, can you plot what happened in the story?  In the story, tell me what happens after... Did you learn anything from reading this? What was that story about? Finish the sentence... X happened because... Why did...
Year 3	Children can recall some key facts about where the story is set and facts about the author	Do you think that...? Explain what you think will happen? Be the consequence of...? Will the character...?	<i>Children will be able to build upon their ability to ask <u>retrieval questions and form an opinion questions</u>.</i>  Find and copy 1 word which means X ? or tells you that X ? Circle / identify the correct word to complete the sentence Which word is similar to X ? Which word closely matches X? Find a word which suggests.... X / What does the word X suggest about...? Write down 3 things that you know about X Find 2 pieces of information about X Give two reasons why... What does X mean? Give the meaning of X? What’s the definition of X? What did X do? What caused...? What was the consequence of X actions? What did you find out at the end? Tick to show if these statements are true or false from what you have read... Why were the...?	Find the definition of unknown words in a dictionary  Find and copy 1 word which means X ? or tells you that X ? Circle / identify the correct word to complete the sentence Which word is similar to X ? Which word closely matches X? Find a word which suggests.... X / What does the word X suggest about...?	What did the story teach you? What was the message / lesson learnt? In one sentence, tell me...

Year 4	Children can recall key facts about the story setting; author and their life and how that may influence their decisions; facts linked to relevant themes in the book.	<p>Do you think that...?          Explain what you think will happen?          Be the consequence of...?          Will the character...?          Is it likely that X will happen or Y?</p> <p>Sentence STEMS: I know X will happen because in previous parts of the text .....</p>	<p><i>Children will be able to build upon their ability to ask <u>retrieval questions and author view as listed above</u>, as well as learning how to ask <u>inference questions and authorial intent ones</u>.</i></p> <p><b><u>Inference:</u></b>          How do you know X ? How can you tell X ?          What makes you think X?          Why did X happen?          What evidence is there in the text to make you think...?          What evidence is there of/that...? Explain what this suggests about...          In what ways would...</p> <p><b><u>Authorial intent / effect on the reader:</u></b>          What impression does X give you? What impression do you get from X?          How does X make you feel?          Why do you think the author used X ?          What's the effect of the word / sentence X?          Compare these two – what impressions do they both give you? Why?          Which words give you this impression... and which words give you that impression....          What's the most important word? What's the most important sentence?</p>	<p>Before finding the definition of a word, use word detective skills to predict what it might mean – can they make links to its etymology? Word class? Read before or after the word.</p> <p>Find the definition of unknown words in a dictionary to check if their understanding is correct.</p>	<p>What did the story teach you? What was the message / lesson learnt?          In one sentence, tell me...          In one word, tell me...          Compare these paragraphs, what are they both about?          Write a book blurb          Here are some summaries of different paragraphs, put them in the order they appear in the text          Write a newspaper headline for that chapter</p>
Year 5	<i>Children will be showing themselves to be more independent in these skills now as they move through this phase</i>	<i>Children will be showing themselves to be more independent in these skills now as they move through this phase</i>	<i>Children will be showing themselves to be more independent in these skills now as they move through this phase</i>	<i>Children will be showing themselves to be more independent in these skills now as they move through this phase</i>	<i>Children will be showing themselves to be more independent in these skills now as they move through this phase.</i>
Year 6	Children can recall key facts about the story setting; author and their life and how that may influence their decisions; facts linked to relevant themes in the book; other linked texts.	<p>Do you think that...?          Explain what you think will happen?          Be the consequence of...?          Will the character...?          Is it likely that X will happen or Y?</p> <p>Sentence STEMS: I know X will happen because in previous parts of the text .....</p>	Children will be able to ask questions which suit the text type/paragraph independently building on the previously taught sentence STEMS	<i>Children will be showing themselves to be more independent in these skills now as they move through this phase</i>	<p><i>A variation in summarising will be evident.</i></p> <p>What did the story teach you? What was the message / lesson learnt?          In one sentence, tell me...          In one word, tell me...          Compare these paragraphs, what are they both about?          Write a book blurb          Here are some summaries of different paragraphs, put them in the order they appear in the text          Write a newspaper headline for that chapter          Summarise your impression of X as a character.</p>



### Teaching Sequence for Reciprocal Reading Roles

Key Stage	EYFS	Key Stage One		Key Stage Two			
Year Group	R	1	2	3	4	5	6
<b>Term 1</b>			Questioner – retrieval	Questioner – retrieval	Questioner – recap of retrieval and form an opinion	Questioner, Clarifier, Summariser & Predictor with whole class developing key role	Questioner, Clarifier, Summariser & Predictor with whole class developing key role
<b>Term 2</b>			Questioner – retrieval	Questioner – form an opinion	Questioner – Inference	Questioner, Clarifier, Summariser & Predictor with whole class developing key role	Questioner, Clarifier, Summariser & Predictor with whole class developing key role
<b>Term 3</b>			Clarifier	Focus weeks on the remaining role developments: clarifier, predictor, summariser	Focus weeks on the remaining role developments: clarifier, predictor, summariser	Questioner, Clarifier, Summariser & Predictor with whole class developing key role	Questioner, Clarifier, Summariser & Predictor with whole class developing key role
<b>Term 4</b>		Asking simple questions (potentially ran in smaller groups)	Predictor & Summariser	Focus weeks on the remaining role developments: clarifier, predictor, summariser	Questioner, Clarifier, Summariser & Predictor with whole class developing key role	Questioner, Clarifier, Summariser & Predictor with whole class developing key role	Questioner, Clarifier, Summariser & Predictor with whole class developing key role
<b>Term 5</b>		Clarifier (potentially ran in smaller groups)	Focus weeks on the remaining role developments: clarifier, predictor, summariser	Focus weeks on the remaining role developments: clarifier, predictor, summariser	All 4 roles being explored	All 4 roles being utilised and children responding to texts through choosing the right roles to match the text	All 4 roles being utilised and children responding to texts through choosing the right roles to match the text
<b>Term 6</b>		Predictor & Summariser (potentially ran in smaller groups)	Focus weeks on the remaining role developments: clarifier, predictor, summariser	Questioner, Clarifier, Summariser & Predictor with whole class developing key role	All 4 roles being explored	All 4 roles being utilised and children responding to texts through choosing the right roles to match the text	All 4 roles being utilised and children responding to texts through choosing the right roles to match the text