



## Reading at Girlington

*'It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).*

### **Statutory framework for the early years foundation stage 2021**

*'Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home.'* **National Curriculum 2014**

### **Aims**

At Girlington Primary School our aim is to develop accomplished readers who will leave our school with a broad range of reading skills and a love of reading, in order to access and succeed in the secondary curriculum.

### **Guidelines**

In school, reading is taught through whole class reading lessons and small group reading sessions. The focus of whole class reading sessions is based on teaching a combination of word reading and reading skills. These skills are taught through a variety of high-quality texts that have been carefully selected as part of a whole school reading spine.

We make summative judgements about the child as a reader, using a range of assessment information.

Teachers will use a range of evidence for assessment including:

- PIRA reading assessments
- Little Wandle assessments
- Teacher judgement from whole class and small group reading lessons

Follow the links for

- [Reading for pleasure](#)
- [Typical reading week at Girlington](#)
- [National curriculum expectations](#)
- [Reading skill progression](#)

### **Ensuring reading for pleasure**

*'Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002)

*'The will influences the skill and vice versa.'* (OECD 2010)



We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose the books for our reading spine carefully as we want children to experience a wide range of books, including books that reflect the children at **Girlington** and our local community as well as books that open windows into other worlds and cultures.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.



# Reading at Girlington

- Every classroom in Key Stage 1 and 2 has a reading corner where age appropriate and high-quality texts are displayed. Children have access to these areas everyday and can change their books whenever they are ready.
- In Key Stage 1 and 2, children have weekly book club lessons. These lessons are learner-led, informal, social and supported by texts that tempt. During this time, they explore the reading corners and can pick a book they would like to read either on their own or with others. They are also given time to develop their book talk and share their thoughts and recommendations with their peers.

## A typical reading week at Girlington

Day 1	Day 2	Day 3	Day 4	Day 5
Class novel lesson. Exploring a different text and developing reading fluency skills.	Explore the focus text and developing reading skills.	Explore the focus text and developing reading skills.	Explore the focus text and developing reading skills.	Book club lesson. Child led and an opportunity for informal book talk.

## A typical reading lesson based on the focus text will include-

- An adult reading to the children.
- Exploration of new vocabulary identified by the teacher.
- Children independently reading and practicing their fluency.
- Developing a chosen reading skill.

## National Curriculum expectations for reading

### Gems

		Comprehension	Word Reading
<b>Gems</b>	<b>Intended Knowledge</b>	<ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention.</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>• Say some of the words in songs and rhymes.</li> <li>• Copy finger movements and other gestures.</li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy sharing books with an adult.</li> <li>• Pay attention and respond to the pictures or the words.</li> <li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about the book. Make comments and shares their own ideas.</li> <li>• Develop play around favourite stories using props.</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> </ul>
	<b>Intended Activities</b>	<p><i>Core songs/rhymes</i></p> <p><i>Daily song time using the singing bag</i></p> <p><i>Core songs sent home</i></p> <p><i>Parents rhyme time</i></p> <p>Ensure that there is a calm inviting book corner that clearly display the core stories or stories that have been read linked to the topic. This must look inviting throughout the session</p>	<p><i>Core stories</i></p> <p><i>Daily story time</i></p> <p><i>Library take home books.</i></p> <p><i>Parents story sessions.</i></p> <p><i>Adults reading stories during provision time.</i></p> <p><i>Ensure that there is a calm inviting book corner that clearly display the core stories or stories that have been read linked to the topic. This must look inviting throughout the session</i></p>

### Nursery

<b>Nursery</b>	<b>Intended Knowledge</b>	<ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention.</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>• Say some of the words in songs and rhymes.</li> <li>• Copy finger movements and other gestures.</li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can:             <ul style="list-style-type: none"> <li>○ spot and suggest rhymes</li> <li>○ count or clap syllables in a word</li> <li>○ recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>• Be able to tune in to sounds to hear them and be able to copy them e.g. environmental sounds, animal sounds etc</li> </ul>
	<b>Intended Activities</b>	<p><i>Daily story time</i></p> <p><i>Core songs/rhymes</i></p> <p><i>Daily song time using the singing bag</i></p> <p><i>Core songs sent home</i></p> <p><i>Parents rhyme time</i></p> <p><i>Core stories</i></p> <p><i>Library take home books.</i></p> <p><i>Parents story sessions.</i></p> <p><i>Adults reading stories during provision time.</i></p> <p><i>Ensure that there is a calm inviting book corner that clearly display the core stories or stories that have been read linked to the topic. This must look inviting throughout the session</i></p> <p><i>Stories linked to topics and the 100 word lists to be read alongside the core stories and displayed in reading areas</i></p>	<p><i>Core songs/rhymes</i></p> <p><i>Weekly phonics sessions</i></p> <p><i>Find opportunities during daily routines to tune into sounds.</i></p> <p><i>Use core stories to give children opportunities to copy sounds.</i></p> <p><i>Find opportunities during daily routines to practice clapping syllables in words and recognising words with the same initial sound</i></p>

## Reception

<b>Reception</b>	<b>Intended Knowledge</b>	<ul style="list-style-type: none"> <li>• Demonstrate an 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, nonfiction, rhymes and poems and during role play.</li> </ul>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>○ print has meaning</li> <li>○ print can have different purposes</li> <li>○ we read English text from left to right and from top to bottom</li> <li>○ the names of the different parts of a book</li> <li>○ page sequencing</li> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school’s phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <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>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
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## Year 1



## National Curriculum for English, Year 1

Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books

### National Curriculum Programme of Study

#### Reading – comprehension

##### Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - being encouraged to link what they read or hear read to their own experiences
  - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
  - recognising and joining in with predictable phrases
  - learning to appreciate rhymes and poems, and to recite some by heart
  - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.



## National Curriculum for English, Year 2

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

## National Curriculum Programme of Study

### Reading – comprehension

#### Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - 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
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.



## National Curriculum for English, Years 3 and 4

By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4

## Years 5 and 6

### National Curriculum Programme of Study

#### Statutory requirements

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books
  - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - discussing words and phrases that capture the reader's interest and imagination
  - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.



## National Curriculum for English, Years 5 and 6

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

### The National Curriculum for English

#### Statutory requirements

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books
  - recommending books that they have read to their peers, giving reasons for their choices
  - identifying and discussing themes and conventions in and across a wide range of writing
  - making comparisons within and across books
  - 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
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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
- 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
- provide reasoned justifications for their views.



Reading at key stage 3 should be wide, varied and challenging. Pupils should be expected to read whole books, to read in depth and to read for pleasure and information.

Children should be taught to: develop an appreciation and love of reading, and read increasingly challenging material independently, understand increasingly challenging texts and to read critically. (See Appendix 1)

English – key stage 3

## Key stage 3

### Subject content

#### Reading

Pupils should be taught to:

- develop an appreciation and love of reading, and read increasingly challenging material independently through:
  - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
    - English literature, both pre-1914 and contemporary, including prose, poetry and drama
    - Shakespeare (two plays)
    - seminal world literature
  - choosing and reading books independently for challenge, interest and enjoyment.
  - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
- understand increasingly challenging texts through:
  - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
  - making inferences and referring to evidence in the text
  - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
  - checking their understanding to make sure that what they have read makes sense.
- read critically through:
  - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
  - recognising a range of poetic conventions and understanding how these have been used
  - studying setting, plot, and characterisation, and the effects of these
  - understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
  - making critical comparisons across texts
  - studying a range of authors, including at least two authors in depth each year.



## Reading Skill Progression at Girlington

Specific reading skills are taught within each year group using age-appropriate objectives and high-quality texts. Objectives are taken from the National Curriculum and the following document has been created to ensure progression of reading skills across school.

### Summarising

To identify key elements and condense important information into their own words during and after reading.

<u>Foundation Stage</u>	<u>Key Stage One</u>	<u>Lower Key Stage Two</u>	<u>Upper Key Stage Two</u>
Can demonstrate understanding of what has been read to them by retelling stories and narratives using their own words. An	Can recount main events, themes and information from a book.	Can identify the main ideas drawn from more than one paragraph and summarises these.	Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Activities: -

- Prop's Bag
- Word Cloud
- Tell Me Grid
- Colourful Stories

### Sequencing

To classify and order the key components of a story, such as the beginning, middle, and end. The ability to retell the events within a given text in the order in which they occurred.

<u>Foundation Stage</u>	<u>Key Stage One</u>	<u>Lower Key Stage Two</u>	<u>Upper Key Stage Two</u>
Begin to describe a sequence of events, real or fictional using words such as 'first', 'then'...  Anticipate key events in stories.  Use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Can discuss the sequence of events in books and how items of information are related.	Shows understanding of main points and makes specific reference to the text when sequencing.	Shows understanding of main points when sequencing, identifying key details that support the main ideas

Activities: -

- Prop's Bag
- Word Cloud
- Tell Me Grid



## Making Inferences

To use clues in the text along with their own experiences to help figure out what is not directly said.

<u>Foundation Stage</u>	<u>Key Stage One</u>	<u>Lower Key Stage Two</u>	<u>Upper Key Stage Two</u>
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Makes inferences on the basis of what is being said and done in the text.	Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence:  Refers to text to support opinions and predictions (Point + Evidence)	Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence:  Refers to text to support opinions and predictions (Point+Evidence+Explanation+Evaluation)

Activities: -

- Decision Wheel
- Axis of Emotion
- Role on the Wall
- Hot Seating
- Comprehension Questions

## Comparing and contrasting

To identify the similarities and differences between two or more books, characters, events etc.

<u>Foundation Stage</u>	<u>Key Stage One</u>	<u>Lower Key Stage Two</u>	<u>Upper Key Stage Two</u>
Compare and contrast characters from stories, including figures from the past.	Makes simple connections between texts identified, eg similarities in plot/topic or about same characters  Makes comparisons between fiction and non-fiction texts noting similarities and differences.	Makes some simple connections between texts identified, e.g. similarities in plot, topic, or books by same author, about same characters.  Can compare different versions of the same story.	Making comparisons within and across books by discussing and identifying similarities and differences between texts, or versions, with some explanation, e.g. narrative conventions in traditional tales or stories from different creatures, ballads, and newspaper reports.  Compares and contrasts explicit and implicit points of view.

Activities: -

- Venn Diagram



## Drawing conclusions

To use information that is implied or inferred to make meaning out of what is not clearly stated. In order to effectively draw conclusions, readers need to:

- Consider what they already know from their own experiences
- Gather all of the information that the author has given them

<u>Foundation Stage</u>	<u>Key Stage One</u>	<u>Lower Key Stage Two</u>	<u>Upper Key Stage Two</u>
Demonstrates understanding when talking with others about they have read.	Explains and discusses their understanding of books.  Makes confident inferences/predictions based on wider reading experience	Explains and discusses their understanding of books by referring to the text to support opinions.  Infers meaning and motives using text and wider experiences	Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Activities: -

- Hot Seating
- Decision Wheel
- Role on the Wall
- Axis of Emotion

## Self-questioning

The ongoing process of asking questions before, during, and after reading that are used by a reader to understand text.

<u>Foundation Stage</u>	<u>Key Stage One</u>	<u>Lower Key Stage Two</u>	<u>Upper Key Stage Two</u>
Ask question to find out more and to check that they understand what has been said to them.  Make comments about what they have heard and ask questions to clarify understanding.	Checks that the text makes sense to them as they read, and correcting inaccurate reading	Checks that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.  Beginning to ask questions to improve their understanding of a text	Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Asks questions to improve their understanding

Activities: -

- True Vs False
- Comprehension Questions



## Problem-solving

To use information from within the text and beyond the text (world experience) to help them make meaning and inferences.

<u>Foundation Stage</u>	<u>Key Stage One</u>	<u>Lower Key Stage Two</u>	<u>Upper Key Stage Two</u>
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Makes inferences on the basis of what is being said and done in the text.	Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence:  Justifies ideas and predictions based on knowledge of the text	Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence:  Refers to text to support opinions and predictions (Point+Evidence+Explanation+Evaluation)

Activities: -

- Comprehension Questions
- Hot Seating

## Relating background knowledge

To make sense of what has been read by seeing how it connects with prior knowledge of a subject before, during, and after reading.

<u>Foundation Stage</u>	<u>Key Stage One</u>	<u>Lower Key Stage Two</u>	<u>Upper Key Stage Two</u>
Express their ideas and feelings about their experiences using full sentences.	Draws on what they already know or on background information and vocabulary provided by the teacher.  Makes confident inferences/predictions based on wider reading experience.	Infers meaning and motives using text and wider experiences.	Infers meaning and motives using text and wider experiences.

Activities: -

- Comprehension Questions



## Distinguishing between fact and opinion

To be able to determine what a fact is and what an opinion is.

A **fact** is a statement that is true and can be verified objectively, or proven. In other words, a fact is true and correct no matter what.

An **opinion**, is a statement that holds an element of belief; it tells how someone feels. An opinion is not always true and cannot be proven.

<u>Foundation Stage</u>	<u>Key Stage One</u>	<u>Lower Key Stage Two</u>	<u>Upper Key Stage Two</u>
Engage in non-fiction books.  Use and understand recently introduced vocabulary during discussions about stories and non-fiction.	Makes comparisons between fiction and non-fiction texts noting similarities and differences	Begins to recognise the difference between fact and point of view.	Understands what they read by distinguishing between statements of fact and opinion

Activities: -

- Fact Vs Opinion
- Role on the Wall

## Finding the main idea, important facts, and supporting details

To read the text and be able to pick out the main idea/ important facts using evidence to justify thoughts.

<u>Foundation Stage</u>	<u>Key Stage One</u>	<u>Lower Key Stage Two</u>	<u>Upper Key Stage Two</u>
Knows that information can be retrieved from books/text.	Can discuss with reference to the text	Refers to text to support opinions and predictions (Point + Evidence)	Refers to text to support opinions and predictions (Point+Evidence+Explanation+Evaluation)

Activities: -

- Colourful Stories
- Axis of Emotion
- Fact Vs Opinion



## **Skimming and Scanning**

**Skimming** is reading a text quickly to get a general idea of meaning. **Scanning** is reading in order to find specific information in relation to a question.

<b><u>Foundation Stage</u></b>	<b><u>Key Stage One</u></b>	<b><u>Lower Key Stage Two</u></b>	<b><u>Upper Key Stage Two</u></b>
Knows that information can be retrieved from books/text.	Can discuss with reference to the text	Can confidently skim and scan to locate information.  Shows increasing accuracy in information retrieval.  Can use more than one source when researching & recording information.  Can support understanding and point of view by finding information and begins to text mark.	Begins to text mark and annotate when skimming and scanning to identify main ideas.  Confident in using a wide range of strategies when locating information/ideas across a text.  Retrieves and collates essential pieces of information from a range of sources.

Activities: -

- Fastest Finger First
- Comprehension Questions
- Test Type Questions