Year Group	Vocabulary and Understanding Writer's Use of Language (*) Links to 'Language Lover Ladder'	Inference Skills Links to 'Reading Detective Ladder'	Retrieval Skills (including skimming, scanning, unpicking of questions) Links to 'Comprehender Ladder'
Links to Reciprocal Reading	Prediction **Clarify** Question Summarise	**Prediction** Clarify **Question** Summarise	Prediction Clarify Question **Summarise**
Text Types	All reading skills should be taught across a range of fiction and non-fiction genres, including poetry, appropriate for the age range. Challenge can come through the complexity of the text.		
1	• **I can discuss what new words mean, linking new meanings to those already known. (LL)** • I can make a simple comment on how the writer has created excitement/suspense/ surprise.	• **I can recognise why a character is feeling a certain way. (LL)** • I can use pictures to make simple inferences about a text. • I can close read facial expressions and body language. (NC) • I can close read pictures to deduce wider information, e.g. what time of year is it?	• **I can answer straight forward questions about a story. (LL)** • I can locate parts of the text that give me particular information (Picture, text, charts, labelled diagrams) [NC Scan] • I can locate information using page numbers and words by initial letters [NC scan] • I can scan pictures for information [scan] • I can scan left to right, return of sweep [scan]
2	• **I can identify how vocabulary choice affects meaning – 'crept lets you know he is trying to be quiet'. (LL)(*)** • **I can discuss and clarify the meaning of words, linking new meanings to known vocabulary. (LL)** • *Key Questions - Which part of the story best describes the character's feelings/setting? What are the words/phrases that do this best?* • *Work on Lexical training to start Year 2*	• **I can make simple inferences about thoughts and feelings of characters and reasons for their actions. (LL)** • I can give a simple justification for my inference. (NC) • I can use pictures to make predictions about what may happen, deductions and inferences through drawing on the details.	• **I can find the answers to questions in non-fiction, stories and poems. (LL)** • I can use title, contents, illustrations, chapter headings and sub headings to speculate what a book may be about [NC -skimming] • I can scan a range of resources and simple texts to locate information (pictures, word mats, graphemes, numbers, capital letters for proper nouns, etc) [scan] • I can scan texts to find key words and subheadings [scan]
3	• **I can discuss words and phrases that capture the reader's interest and imagination. (LL)(*)** • **I can comment on the choice of language– 'crept lets you know he is trying to be quiet, but also that he was going slowly because he didn't want to be caught.' (LL)(*)** • I can describe images using new vocabulary accurately. • Lexical Training	• **I can justify inferences with evidence from the text (LL)** • I can justify inferences about a character's thoughts and feelings and explain both implicit and explicit information (linked to show not tell) • I can use pictures: what I can see (explicit); what I want to know/wonder; what I can infer (implicit). • *What evidence is there to suggest___ is feeling lonely? What word suggests _____?*	• **I can use a range of organisational features to locate information, such as labels, diagrams and charts. (LL)** • I can scan contents pages, chapter headings, indexes, glossaries, dictionaries to locate information [NC - scan] • I can identify key words in a question and consider related words to look for in a text, e.g. question about homes may have words such as house, habitat, dwelling in the text.[scan] • I can scan to find key words or numbers and read

			around this to find specific answers [scan]
4	• **I can find and comment on examples of how authors express different moods, feelings and attitudes. (LL)(*)** • I can understand the image a writer has created and use synonyms to create my own descriptions (from texts) • I can demonstrate understanding of new vocabulary and explain their meaning in context. • Lexical training	• **I can pull together clues from action, dialogue AND description to infer meaning. (LL)** • I can justify my inferences and give evidence, e.g. quotes, phrases. (NC) • I can find fact/opinion within a text • I can use texts: what I know (explicit); what I want to know/wonder; what I can infer (implicit). *Key questions – how do you know that ____? Give 2 things you know about ____ What does this reveal about the character? What evidence is there to suggest____ is feeling lonely? What word suggests ____?*	• **I can locate information using skimming, scanning and text marking. (LL)** • I can annotate paragraphs, subheadings, verses to get a general overview of content/meaning [NC skimming] • I can discuss relationships between the title, introductory paragraphs and subheadings [NC skimming] • *Year 3 scanning objectives with independence* • I can scan to find key words, phrases, headings, lists or bullets, captions and key sentences, reading around this to find specific answers [scan]

5	• **I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose. (LL)(*)**
	• I can evaluate the use of similes and what effect it has on the reader. *Can you explain why the writer has chosen___? I wonder why the writer chose__ to describe ____.*
	• I can unpick the language in a description to clarify meaning and, through the use of synonyms, re-*write this.*
	• Lexical training
		• **I can draw information from different parts of the text to infer meaning. (LL)** [Looking for evidence in different parts of the text]
		• I can explain the impression I get from imagery within a text (inc. poems).
		• I can express my opinion based on evidence from the text, recognising the opinions' of others may differ, e.g. 'Willy Wonka – good guy or bad guy?' (multi-layered character)
		• I can read facts in order to support me in forming an opinion.
		• *Key questions – What impressions do you get about----? What does the word ____ suggest? What evidence is there to suggest____ is feeling lonely?*
			• **I can summarise the main ideas drawn from more than one paragraph (LL)**
			• I can skim read to gain an overall understanding of the text following the steps below:
			  1. Read the title (shortest summary possible)
			  2. Read the introductory paragraph completely
			  3. If there are subheadings, read each one and look for relationships
			  4. Read the opening sentence of each section to give an overview
			  5. Read the final paragraph completely
			  6. Summarise succinctly
			• I can skim read to identify the main theme from one paragraph [skimming]
			• I can unpick questions and use given quotes or openers to locate specific paragraphs/verses to find answers [scan]
			• I can use close reading techniques to aid understanding of the texts.

6	• **I can comment and explain the writer's use of language features – 'The rhythm and rhyme pattern together make it mimetic, like the rhythm of a train.' (LL)(*)**
	• I can evaluate the use of figurative language and what effect it has on the reader. *Can you explain why the writer has chosen___? I wonder why the writer chose__ to describe ____.*
	• Lexical training
		• **I can use PEE (Point, Evidence, Explain) to support predictions and inferences. (LL)**
		• I can make, explain and evaluate an inference. (NC):
		  1. What is my inference?
		  2. What information did I use to make the inference? (evidence from text or own background knowledge)
		  3. How good was my thinking?
		  4. Do I need to change my thinking/update thinking taking into account new information?
		  [based on a range of texts and genres]
		• I can express my opinion based on evidence from the text, recognising the opinions' of others may differ, e.g. 'Willy Wonka – good guy or bad guy?' (multi-layered character/look also at multi-layered
			• **I can prepare for factual research, considering what is already known (LL)**
			• I can skim read to gain an overall understanding of a wide range of texts following the steps below:
			  1. Read the title (shortest summary possible)
			  2. Read the introductory paragraph completely
			  3. If there are subheadings, read each one and look for relationships
			  4. Read the opening sentence of each section to give an overview
			  5. Read the final paragraph completely
			  6. Summarise succinctly
			• I can unpick questions and use given quotes or openers to locate specific paragraphs/verses to

		meanings in texts) • I can express an opinion based on what I have read and justify my opinion with evidence from both the text and my prior knowledge. • *Y6 to ensure question threads in previous years form part of teaching and discussion.*	find answers – this should be linked with SATs style questions also[scan] • I can use close reading techniques to aid understanding of the texts. • I can summarise main ideas from more than one paragraph, identify themes and compare themes from more than one text. [skimming]

In order to ensure our children progress with secure range of reading skills we intend to teach reading as part of our curriculum in the following ways:

- Specific Reading Objectives linked to the familiarisation of genres in English Units of Work.
- 'Power of Reading' Units to develop a love and engagement in reading alongside developing Language Comprehension.
- Key Reading skills sessions (including guided reading).
- Guided Reading to teach specific skills and address gaps in learning.
- 1:1 reading (as appropriate to age/development).
- Daily Story time to model fluency in reading, expression, discussion and vocabulary development.