
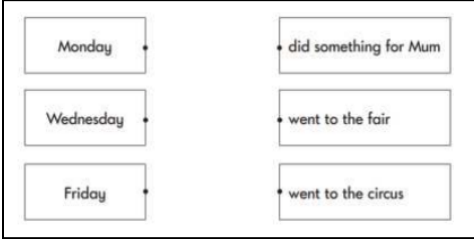
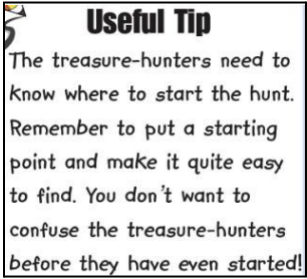
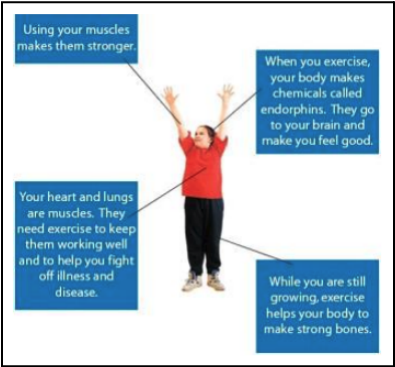


# Progression in Reading

Reading Skill: Retrieval of facts from texts			
	Guidance	Example 1	Example 2
Y1	Children in Year 1 need to be able to make simple retrievals from a text. Pupils may retrieve from a text that has been read to them or one they have read themselves (depending on their level of development). This reading may be above the level they are able to read independently whilst children are developing their phonemic awareness and fluency.	<p><b>Text:</b> Big cats ...</p> <ul style="list-style-type: none"> <li>· all roar (but cheetahs purr).</li> <li>· are all carnivores.</li> <li>· are at the top of their food chain, which means that no other animals hunt them.</li> <li>· live in Africa, Asia, Europe and the Americas.</li> </ul>	<p><b>Text:</b> It was a sunny day in Sandy Town. The sky was blue. The birds were singing and the sea was bright.</p>
		<p><b>Question:</b> Copy 2 places where big cats live.</p>	<p><b>Question:</b> Tick the word that tells you what the day was like in Sandy Town.</p> <p style="text-align: center;"><b>stormy    cold    chilly    sunny</b></p>
Y2	Children in Year 2 need to be able to answer retrieval questions linked to both fiction and non-fiction texts. They should do this using a text they are reading independently and be using strategies to lift the answer out of the text.	<p><b>Text:</b></p> <p>On Monday, we had a very good day. We went to the fair in the park. I won a huge, pink teddy.</p> <p>On Wednesday, we went to the circus in a big tent. It was so lovely! We saw acrobats swinging high above our heads.</p> <p>On Friday, JJ said, "Let's do something for Mum. She has been working all week." "Can we do a picture in the garden?" I asked.</p> 	<p><b>Text:</b></p> <h2>A cowboy's job</h2> <p>Two hundred years ago in North America, a huge area of grass covered most of the land. Because people wanted to eat meat, they kept cows on this land.</p>
		<p><b>Question:</b> Draw three lines to show what Jasmine and JJ did on each day.</p>	<p><b>Question:</b> What covered most of the land in North America two hundred years ago?</p>

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<p><b>Y3</b></p>	<p>Children need to be able to retrieve from both fiction and non-fiction (although the National Curriculum has a focus on retrieval from non-fiction). The questions tend to be more simple who, what, where, when or how, with children working towards requiring the need to search for synonyms in the text. Harder questions require children to give longer/whole sentence answers. They often only need to give one answer.</p>	<p><b>Text:</b></p> <p>“Well, so did I. You didn’t even have to look at my map – just the old flower on the watch. Here we go. <b>1 forward. 2 sideways. Look up. Aha!</b>”</p> <p>There was a small paper bag hanging from the branch overhead. I took it down and opened it. Inside was half a packet of mints, a Matchbox car with one wheel missing, and two bird feathers.</p> <p><b>Question:</b> Where did Goat hide his treasure? (1 mark) Award 1 mark for reference to any of the following:</p> <ul style="list-style-type: none"> <li>· In a (paper) bag</li> <li>· In a tree</li> <li>· Hanging from a branch</li> </ul>	<p><b>Text:</b></p>  <p><b>Question:</b> Look at the Useful Tip on page 4. How can you make sure the treasure hunt gets off to a good start? (1 mark) Award 1 mark for references to the starting point:</p> <ul style="list-style-type: none"> <li>· Give a starting point/show the start</li> <li>· Make the starting point easy to find</li> <li>· They need to know where to start the hunt.</li> </ul>
<p><b>Y4</b></p>	<p>Children need to be able to retrieve from both fiction and non-fiction. Questions are still often based on finding who, what, where, when or how; but children also need to start finding more than one reason/answer from a selection within the text. Children need to be able to give whole sentence</p>	<p><b>Text:</b></p> <p>The afternoon before the race there was a thunderstorm. The heat broke as thunder cracked the earth like a whip. Rain bounced off the hard ground outside Legs’ home and fell on the roof.</p> <p>That night the electrical power failed and the phones in that part of town stopped ringing. The storm had damaged the cables. They ate supper by candlelight. Legs sat with her mother, her brother, Rudi, and Uncle Udi who lived with them.</p>	<p><b>Text:</b></p> 

## Progression in Reading

	answers, with reference to what they have read.	<p><b>Question:</b> Give 2 problems the storm caused. (2 marks) Award 1 mark for reference to each of the following, up to 2 marks:</p> <ul style="list-style-type: none"> <li>· There was a power failure/the power went off</li> <li>· Phones stopped working</li> <li>· It damaged cables</li> </ul>	<p><b>Question:</b> How does exercise make you feel good? (1 mark) Award 1 mark for answers that refer to the body making chemicals (endorphins) which go to your brain and make you feel good.</p>
Y5	Children need to be able to retrieve from both fiction and non-fiction. Answers start needing to be much more specific, with clear wording required. Tests often give specific 'do not accept' points, showing the importance of wording answers correctly. Texts may have more things that 'trick' children into a different answer, with children needing to select from the correct part of the text to give the accurate answer.	<p><b>Text:</b> 'Sssshh!' The person peered round the edge of the cubicle to make sure nobody was listening. 'Please do not speak about the boots. They are secret.' Slowly, the person lifted one foot and began to walk down the wall. When he reached the ground he righted himself and grinned up at Joe. He was very short – at least six inches shorter than Joe – and he had a young-looking face. But his hair was sparse and wispy and his hand was wrinkly like an old man's hand.</p>	<p><b>Text:</b> We go into space because of the useful things we can find out there, but no astronaut ever tires of just looking out of the window. If you look towards the Earth you see vast oceans of rich blue, sprinkled with snow white clouds that are so bright with reflected sunlight that it hurts your eyes to look at them for long.</p>
		<p><b>Question:</b> How is Oran described in the text? (2 marks for 2 points) Award one mark for each of the following points, up to 2 marks:</p> <ol style="list-style-type: none"> <li>1) short/ very short</li> <li>2) young-looking face</li> <li>3) sparse/ wispy hair</li> <li>4) wrinkly hand</li> <li>5) old man's face.</li> </ol> <p>Do not accept old or young without further explanation.</p>	<p><b>Question:</b> What does Helen say is the main reason for going into space? (1 mark) Award 1 mark for answers that refer to the usefulness of research: To find out useful things / the useful things we can find out there. Do not accept: because of the useful things / to find useful things.</p>
Y6	Children need to be able to retrieve from both fiction and non-fiction. They need to be able to retrieve multiple points accurately from across a larger part of the text and, in the new KS2 SATs tests, are sometimes only awarded one mark for 2 or 3 different points. It is important children are specific when using quotes from the text, with longer quotes often not accepted	<p><b>Text:</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>The tiny island, thick with creeping vines and roots, looked as if it floated. At its centre, an ancient oak tree towered over it. The tree's branches were like bent fingers, twisting and stretching outwards, until the tips of its leaves touched the still water. Oliver carefully steered the boat through a narrow opening in the branches. Then they stepped out of the boat, and into a murky green space under an umbrella of leaves. The air was cool and damp.</p> </div>	<p><b>Text:</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>For thousands of years the island of Mauritius was a paradise. It was spat out of the ocean floor by an underwater volcano 8 million years ago. With warm sun, plentiful food and no predators to speak of, the isolated island became a haven for a variety of unusual species, including reptiles and flightless birds.</p> <p>Then, in 1598, humans descended on this paradise, accompanied by their own animals – dogs, goats, cats (and a fair number of rats!). Curious and unafraid, the animals of Mauritius offered themselves up for slaughter and, within just a few decades, much of the island's unique wildlife had been wiped out forever.</p> <p>One of the victims was a large, flightless relative of the pigeon. The island invaders started to call the bird a 'dodo', which meant 'silly bird'.</p> <p>Although the dodo was hunted for food, this was not the main reason it died out. It is more likely that having never faced predators before, and unable to fly away, the adult birds fell prey to dogs and cats. Meanwhile, their eggs and chicks, defenceless in their nests on the ground, were easy pickings for rats.</p> </div>
		<p><b>Question:</b> Write down three things you are told about the oak tree on the</p>	<p><b>Question:</b> Give 2 reasons why Mauritius was a paradise for animals before</p>

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	<p>as an answer. There is also often a need to understand some quite challenging vocabulary in order to be able to answer the question.</p>	<p>island. (3 marks) Award 1 mark for reference to any of the following (whether given as acceptable point or quotation), up to 3 marks: 1) it is in the middle 2) it is very old 3) it is big/ tall/ dominates 4) its branches are twisted/ bent 5) the branches stretch out over the island/ out to the water 6) the branches are close together. Do not accept reference to vines/roots. If a longer quotation is used that contains 2 points, only give 1 mark.</p>	<p>humans arrived. (1 mark for 2 reasons) Award 1 mark for referring each of these up to 2 marks: · warm; · lots of food; · no predators/ safe/ isolated.</p>
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### Reading Skill:

#### Make inferences from the text / explain and justify inferences with evidence from the text

	Guidance	Example 1	Example 2
Y1	<p>Children in Year 1 need to be able to make simple inferences from a text. Inferences may be made from a text that has been read to the child or one they have read themselves (depending on their level of development). Children will also be developing their inference skills linked to visual images. This reading may be above the level they are able to read independently whilst children are developing their phonemic awareness and fluency.</p>	<p><b>Text:</b> "What shall I do?" he said to himself. "What good is a dolphin who can't laugh. Just then Sid, the small green seahorse, swam up. "Why are you so sad, Tin-Tin?" he asked. But Tin-Tin just looked away.</p> <p><b>Question:</b> What did Tin-Tin do when Sid spoke to him that tells you he was sad?</p>	<p><b>Text:</b> A female lion is called a lioness. They are the hunters of the pride. They are often smaller than the animal they are hunting, so they work as a team to kill their prey.</p> <p><b>Question:</b> Why must lionesses hunt as a team?</p>
Y2	<p>Children in Year 2 need to be able to make inferences based on what is being said or done in the text. The</p>	<p><b>Text:</b></p>	<p><b>Text:</b></p>

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	<p>children will be using the text to begin to justify their inferences.</p>	<p>When we finished, our painting was really bright and colourful. Then JJ said, "Hold these brushes very carefully. I will get something to clean them."</p> <p>I wanted to see the top of our picture so I climbed the steps. They wobbled!</p> <p>I dropped the brushes!</p> 	<p>I've been riding on my giant, Oh! What a day I've had. I'm not afraid of giants, 'Cause this one is my dad.</p>
		<p><b>Question:</b></p> <p>Why did Jasmine drop the brushes?</p> <p>Tick <b>one</b>.</p> <p>The steps moved. <input type="checkbox"/> JJ told her to. <input type="checkbox"/></p> <p>The brushes were dirty. <input type="checkbox"/> Mum was angry. <input type="checkbox"/></p>	<p><b>Question:</b></p> <p>Why did the child describe their father as a giant?</p>
<p><b>Y3</b></p>	<p>Children should be able to draw simple inferences from books and texts, with this being mainly focused around inferring characters' feelings and thoughts. Questions tend to relate to quite a narrow section of text, with several options as an answer.</p>	<p><b>Text:</b></p> <p>Violet and Tommy were in charge of selling cakes at the school fair. The fair had only been open for ten minutes and nearly all of the cakes had been sold. Their teacher, Miss Bunting, beamed at them. "I've sold loads!" Violet gushed. "Wait until she sees how much money I have made!" She shook the cash tin happily and grinned at the sound the coins made. "Don't you mean we've sold loads?" Tommy muttered under his breath.</p>	<p><b>Text:</b></p> <p>Then I made a very tricky map. It would lead Goat all over the neighbourhood. Not only was it tricky, it looked like a real pirate map. I had drawn it on brown paper and torn the edges. I was proud of that map.</p>
		<p><b>Question:</b></p> <p>How do you think Tommy feels about Violet? Annoyed/cross (or other synonyms of this) (Note: children may not pick up on the emphasis "we've" or the fact that Tommy's question was directed at Violet but muttered to himself to show that he was correcting her).</p>	<p><b>Question:</b></p> <p>Why was Jackson proud of his map? Give two reasons. (2 marks) Award 1 mark each for any of the following, up to 2 marks: It was difficult It would lead Goat all over It looked like a real pirate map It was drawn on brown paper (with torn edges)</p>
<p><b>Y4</b></p>	<p>Children should now be able to infer characters' motives as well as their thoughts and feelings and they now need to be able to</p>	<p><b>Text:</b></p> <p>The concert wasn't until afternoon assembly and I had butterflies about it all day. I hadn't really practised enough and had been planning to mime so it wouldn't matter if I got the notes wrong. The problem was that Emma was bound to notice and I was sure that, in her eyes, it would count as an insult to her</p>	<p><b>Text:</b></p> <p>Annie Taylor tried a different sort of stunt. In 1901, the 63 year old school teacher went over the falls in an oak barrel. First, her assistants strapped her in and then closed the barrel tightly. They took the barrel out by boat and dropped it into the river above the Falls. Before long, the barrel shot over the Falls. It was</p>

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	<p>justify their answers with evidence from the text, so they are actually showing the specific parts that gave them the clues to their inferences. Questions still tend to be related to a reasonably narrow selection of the text and will have multiple possible answers.</p>	<p>very important position as Holder of the Music.</p>	<p>pulled from the water 17 minutes later and, amazingly, Taylor was alive. Dazed, she climbed out of the barrel with a bleeding head. "No one ought to ever do that again," she said.</p>
		<p><b>Question:</b> What are the clues in this paragraph that things are going to go wrong for Jess? Write two clues. (2 marks) Award 1 mark each, up to 2 marks, for: She had butterflies/was anxious; She hadn't practised enough; Her plan wouldn't work because Emma would notice; She was afraid of insulting Emma. (Note: Pupils may not pick up on all of the clues in the paragraph. Need to keep in mind the number of marks allocated to the questions).</p>	<p><b>Question:</b> When Annie Taylor climbed out of the barrel, she said, "No one ought to ever do that again." Why do you think she felt no one else should do this? (1 mark) Award 1 mark for any of the following: It was too scary; She thought she was going to die; She didn't want anyone else to take the risk that she had. (Note: some pupils might confuse "ought" with "can"; therefore, assume that the barrel was broken and so the stunt couldn't be repeated by anyone else).</p>
<p><b>Y5</b></p>	<p>Children now need to be able to infer from a wider range of texts, including non-fiction texts. They need to be able to justify their inferences with evidence from the text. The answer is found in one paragraph only, but children may have been given a wider selection in which to find the correct part of the text to infer from. Often requires a pupil to think from the perspective of someone else.</p>	<p><b>Text:</b> The best bit of the castle tour was, of course, the dungeon. The tour guide drew back the heavy bolt on the door and pushed it open. Inside, the dungeon was dark and eerily cold like a tomb. The stone walls were several metres thick and there were no windows. The door we'd come through was the only way in and out. We all crowded in while the tour guide told us about a famous duke who had been imprisoned in the dungeon for nearly two years. Then we all piled back out into the sunshine, and that was when it happened.</p>	<p><b>Text:</b> The tide was coming in now, closer all the time. Then there was barely five yards of sand left between the sea and my turtle..... Granny May smiled down at my turtle.</p>
		<p><b>Question:</b> Why do you think the author uses the phrase "of course" when telling us about the best bit of the castle tour was the dungeon? Answer: Because the children would think that this was the best part. Because this is the part that the children would have been looking forward to.</p>	<p><b>Question:</b> Laura calls the turtle "my turtle" several times in the story even though she does not own him. Why do you think she does this? Explain your answer as fully as you can, using the story to help you. Award 1 mark for an answer which shows recognition of her assuming responsibility e.g. she was the one who looked after him; no-one else cares as she does; she has become attached to him. Award 2-3 marks for a full response that includes a quote from the text to back up the point made. (Note: Answers can be awarded 1-3 marks, thus ranging from a simple answer to requiring several points in the answer).</p>
<p><b>Y6</b></p>	<p>Children now have to infer from much trickier texts, again, across both fiction and nonfiction, with the</p>	<p><b>Text:</b> A streak of grey cut across her vision, accompanied by a furious, nasal squeal: 'Mmwheehh!'. Jemmy swerved. In the instant before her body parted company with the white giraffe's, Martine caught a glimpse of a warthog charging from its</p>	<p><b>Text:</b> Father Wolf listened, and below in the valley, he heard the dry, angry, snarly, singsong whine of a tiger who has caught nothing and does not care if all the jungle knows it. "Shere Khan – the fool!" said Father Wolf. "To begin a night's</p>

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	<p>fiction texts being particularly high-level. They must consistently justify their inferences with evidence from the text, sometimes needing to quote what the text actually says. Often the inferences are based on much more subtle clues from the text that could be more easily missed.</p>	<p>burrow, yellow tusks thrust forward. Had her arms not been wrapped so tightly around the giraffe's neck, she would have crashed ten feet to the ground. As it was, she just sort of swung under his chest like a human necklace. There she dangled while Jemmy pranced skittishly and the warthog, intent on defending her young, let out enraged squeals from below. Five baby warthogs milled around in bewilderment, spindly tails pointing heavenwards. The pain in Martine's arms was nearly unbearable, but she didn't let go. She adored warthogs – warts, rough skin, ugly ears and all – but their Hollywood movie star eyelashes didn't fool her. In a blink of those lashes, their tusks could reduce her limbs to bloody ribbons. 'Jemmy,' she said through gritted teeth, 'walk on. Good boy.'</p>	<p>hunting with that noise!" "Hush. It is neither bullock nor deer he hunts tonight," said Mother Wolf. "It is Man." "Man!" said Father Wolf, showing all his white teeth. "Ha! Are there not enough beetles and frogs that he must eat Man, and on our ground too!" The Law of the Jungle, which never orders anything without a reason, forbids every beast to eat Man except when he is killing to show his children how to kill, and then he must hunt outside the hunting-grounds of his pack or tribe. The real reason for this is that man-killing means, sooner or later, the arrival of men on elephants, with guns, and hundreds of men with gongs and rockets and torches. Then everybody in the Jungle suffers. The reason the beasts give among themselves is that Man is the weakest and most defenceless of all living things, and it is unsportsmanlike to touch him. They say too – and it is true – that man eaters become mangy, and lose their teeth. The purr grew louder, and ended in the fullthroated "Aargh!" of the tiger's charge. Then there was a howl – an untigerish howl – from Shere Khan. "He has missed," said Mother Wolf. "What is it?" Father Wolf ran out a few paces and heard Shere Khan muttering and mumbling savagely, as he tumbled about in the scrub. "The fool has had no more sense than to jump at a woodcutter's camp-fire, and has burned his feet," said Father Wolf, with a grunt.</p>
		<p><b>Question:</b> What evidence is there of Martine being determined when she met the warthogs? (2 marks) Answer Award 1 mark for each of the following, up to a total of 2 marks: · she kept hold of the giraffe's neck · she manages to haul herself back on to the giraffe's back. · she kept telling Jemmy to walk on so that they can escape · she carries on telling Jemmy to keep going. (Note: A more challenging text in the 2016 reading paper. Some of the vocabulary will challenge pupils such as "pranced skittishly" and "milled around in bewilderment." The sentence structure is more complex thus requiring a higher degree of understanding in order to be able to infer).</p>	<p><b>Question:</b> In The Jungle Book, Shere Khan is an unlikeable and dangerous character. Give three things on page 6 that support this view. Answer: Firstly, it says Shere Khan mumbles savagely. Secondly, the fact that he is hunting man; Finally, it gives evidence that he doesn't care about rules. [aggressive; on the hunt for Man; flouts the law] He tried to kill a human which is forbidden. He was making lots of noise. [on the hunt for Man; flouts the law of the jungle; loud]. (Note: Answers must draw from the whole page which can challenge weak readers).</p>
<p><b>Reading Skill: Author's choice of language</b></p>			
	<p><b>Guidance</b></p>	<p><b>Example 1</b></p>	<p><b>Example 2</b></p>
<p><b>Y1</b></p>	<p>Children will focus on</p>	<p><b>Text:</b></p>	<p><b>Text:</b></p>

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	predictable phrases whilst reading. They will identify words that they like within the text. They will be able to explain why they like a word that the author has used.	Children will discuss the repetition, key phrases and words they like during class novel reading sessions	Asking children to identify and discuss their favourite words and phrases will become a frequent discussion when the children are reading their levelled reading scheme books.
Y2	Children will be able to identify their favourite words or phrases within a text and be able to explain why. The children will also be beginning to identify the impact certain vocabulary choices have on a text.	<b>Text:</b> During whole class reading and whilst reading individually, the children will be able to independently identify their favourite words and phrases and explain why.	<b>Text:</b> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>In spring, the apple trees in the orchard are full of flowers. In summer, tiny apple buds grow from each flower stalk. The buds keep growing and, by autumn, the trees are full of ripe, sweet fruit ready to be picked.</p> </div>
			<b>Question:</b> Find and copy one word that makes the apple sound tasty.
Y3	Children usually have to understand the effects of individual words on the reader and briefly explain what image the writer is trying to create. Children often have to tick the correct answer or write a short sentence explaining what the author intended.	<b>Text</b> Getting about: The emperor penguin waddles along on his broad feet. Sometimes, he likes to slither and slide on his sleek tummy to speed up.	<b>Text:</b> Mr Dent's cornflakes were swimming in milk. On top he had plopped a great dollop of strawberry yogurt. His spoon was in the bowl, with the handle resting on the side. So, when Alex's hand flopped out: 1. It knocked against the cornflake box. 2. The box fell sideways and knocked over Dad's glass of orange juice. 3. The juice dived into Dad's lap - SPLOSH! 4. The glass fell at exactly the right angle to hit the handle of his spoon - TWANG. 5. Up went the spoon like a seesaw with a baby elephant on one end. 6. Suddenly soggy cornflakes and pink gunk started raining on everybody. 7. James threw his plate and hit Alex right on the ear - BONK!
		<b>Question:</b> Sometimes, he likes to <u>slither</u> and <u>slide</u> on his <u>sleek</u> tummy to speed up. Why do you think the author decided to use the underlined words in this sentence? Answer: They are good words to describe how the penguin looks	<b>Question:</b> SPLOSH!.....TWANG!.....BONK! Why has the writer used these words? Tick one Answer <ul style="list-style-type: none"> <li>· They show the reader in what order things went wrong</li> <li>· They describe the big mess the soggy cornflakes made.</li> <li>· They explain how Alex was hit on the ear with a plate.</li> </ul>

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		and moves. They all begin with 'sl', which makes them sound slippery (or another reasoned explanation).	· They help the reader imagine the sounds of the accident
Y4	Children must be able to state the effect of given words but also need to identify words that have been used to create a feeling of nervousness, happiness etc. They will begin to look at sentence structures as a method of conveying emotions or building tension.	<p><b>Text:</b> Halfway to the river, he came across a man. The great bear was careful around humans, aware that they were the only creatures who might try to hurt him. So he did what he always did when he wanted something to go away. He stood tall on his hind legs, looked down at the man and made the forest shake to the sound of his terrifying roar. The man turned pale and ran away.</p>	<p><b>Text:</b> There was no answer. Nobody came. The only answer was the sound of the waves. He was all alone.</p>
		<p><b>Question:</b> Look at the paragraph beginning: Halfway to the river ... Which words help us to imagine how loud the bear's roar was? Answer: It was so loud it made the forest shake.</p>	<p><b>Question:</b> Look at these sentences from the text. What is the effect of including these sentences? Award 1 mark for answers that refer to any of the following points, which comment on the effect of the sentences (answer may make explicit or implicit reference to authorial intent):</p> <ul style="list-style-type: none"> <li>· They show how alone Hendrick was/must have felt.</li> <li>· They emphasise that nobody came/was around/could help him.</li> <li>· They show that however many times he called, no one came.</li> </ul>
Y5	Children need to understand the effects that words and phrases have on the reader – how they build images in the reader's mind in order to convey thoughts, feelings and atmospheres. They need to find words and phrases that have created a particular effect. They must also be able to comment about the uses of sentence types and the effect that these create on the reader, and to comment on the use of figurative language.	<p><b>Text:</b></p> <p>The best bit of the castle tour was, of course, the dungeon. The tour guide drew back the heavy bolt on the door and pushed it open. Inside, the dungeon was dark and eerily cold like a tomb. The stone walls were several metres thick and there were no windows. The door we'd come through was the only way in and out. We all crowded in while the tour guide told us about a famous duke who had been imprisoned in the dungeon for nearly two years. Then we all piled back out into the sunshine, and that was when it happened.</p> <p>Lee was at the back, as usual. Kelly was just in front of him. But just when she got to the door, she stopped and then bumped backwards into Lee. Lee stumbled back into the dungeon. Kelly, never once looking at Lee, stepped outside, slammed the door shut and bolted it.</p> <p>We all laughed and cheered. Even Mr Stevens had to work hard to keep a straight face. The tour guide gave Kelly a very stern look. He swiftly</p>	<p><b>Text:</b> Flamenco dancing is very energetic. The dancer's feet move as fast as raindrops pattering on the window.</p>
		<p><b>Question:</b> Even Mr Steven's found it hard to keep a straight face. Explain in your own words what 'keep a straight face' means. Answer: Mr Stevens was trying hard not to laugh/smile.</p>	<p><b>Question:</b> Look at the simile "The dancer's feet move as fast as raindrops pattering on the window." How is this an effective simile? (2 marks) Answer: It makes you think how fast (1 mark) the dancers' feet are moving and the noise that makes (1 mark)</p>



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<b>Y6</b>	<p>The children must understand the effects of words and phrases on the reader, but these will often be more detailed. Questions will need to draw upon their knowledge of different types of language such as:</p> <ul style="list-style-type: none"> <li>• emotive language</li> <li>• figurative language</li> <li>• types of sentences (e.g. short, impact sentences)</li> <li>• use of formal and informal language</li> <li>• direct address to the reader (you)</li> </ul> <p>They will need to be able to describe the effects of these and select information to support their views.</p>	<p><b>Text:</b></p> <p>I disappeared on the night before my twelfth birthday. July 28 1988. Only now can I at last tell the whole extraordinary story, the true story. Kensuke made me promise that I would say nothing, nothing at all, until at least ten years had passed. It was almost the last thing he said to me. I promised, and because of that, I have had to live out a lie. I could let sleeping lies sleep on, but more than ten years have passed now. I have done school, done college, and had time to think. I owe it to my family and to my friends, all of whom I have deceived for so long, to tell the truth about my long disappearance, about how I lived to come back from the dead.</p> <p>But there is another reason for speaking out now, a far, far better reason. Kensuke was a great man, a good man, and he was my friend. I want the world to know him as I knew him.</p>	<p><b>Text:</b></p> <p>I had a dim recollection of wind and rain, of the boat capsizing and eventually breaking up, of clinging to the floating remnants. I could not recall seeing the island from the ocean and I surmised that I must have slipped into unconsciousness and been washed ashore.</p> <p>As my mind and senses settled I stood to take my bearings, wandering over to one end of the beach and clambering up onto some rocks that spilled down into the water. I began to see that my luck had not deserted me entirely. That devilish</p>
	<p><b>Question:</b></p> <p>How does the writer create a feeling that something bad is going to happen? Explain your answer as fully as you can, using the text to help you.</p> <p>Award 1 mark for each of the following points, providing it is backed up by appropriate reference to the text, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• The narrator went missing when he was a child: <i>I disappeared on the night before my twelfth birthday.</i></li> <li>• The narrator suggests that Kensuke is dead: <i>It was almost the last thing he said to me; and Kensuke was a great man.</i></li> <li>• The narrator suggests that he himself died, or almost died: <i>I lived to come back from the dead.</i></li> <li>• The narrator suggests that a letter would bring important changes to his family's life: <i>until the letter came, life was normal; and even she could not have foreseen how that letter was going to change our lives forever.</i></li> <li>• The narrator says he deceived his family and friends for so long so we know he was hiding something from them/there was something he didn't want them to know.</li> </ul>	<p><b>Question:</b></p> <p>Look at the phrase: ... <i>clambering up onto some rocks that spilled down into the water.</i></p> <p>How does the author's use of the words 'clambering' and 'spilled' help the reader to picture the scene?</p> <p><b>Answer:</b></p> <p>'Clambering' helps the reader to picture rocks that are difficult to climb and stand on. 'Spilled' helps the reader picture the rocks tumbling down into the sea.</p>	
<b>Reading Skill: Prediction</b>			
	<b>Guidance</b>	<b>Example 1</b>	<b>Example 2</b>
<b>Y1</b>	<p>Children in Year 1 will be making predictions based on what they can see from the title and front cover. The</p>	<p><b>Text:</b></p> <p>During whole-class book talk, children will be asked questions such as, 'What might happen next?' or 'Why do you think this?'</p>	<p><b>Text:</b></p> <p>Whilst reading books linked to their individual book band, the children will be asked questions such as, 'What might happen next?' or 'Why do you think this?'</p>

## Progression in Reading

	<p>children will also be able to make predictions based on what has happened in the story so far.</p>		
<p><b>Y2</b></p>	<p>Children in Year 2 will be able to make predictions based on what has already been said and done. The children will also make predictions using the title, front cover and the blurb of a text.</p>	<p><b>Text:</b></p> <div data-bbox="604 472 1255 751" style="border: 1px solid black; padding: 5px;"> <p>Dear Diary,</p> <p>We have just got to our new home in Florida. I am sweating! I can't believe I packed my coats and jumpers. I am never going to wear them again!</p> <p>Our new house is right next to the beach. We did not have a sandy beach like this in Alaska. I can see the waves from my bedroom window. I cannot wait to go.</p> <p>I think I am going to like it here.</p> <p>Love Tyler.</p>  </div> <p><b>Question:</b> What do you think that Tyler will do first in Florida?</p>	<p><b>Text:</b> During whole class book talk and whilst reading individually, the children will make predictions based on the cover of the text or based on what has already been read.</p>
<p><b>Y3</b></p>	<p>In Year 3, it is still important to ensure that children look at book covers, read blurbs, and make predictions based on what they can see and read. Children must state a reason for their predictions. In test situations, Year 3 children are expected to make simple predictions that are reasonable and linked to the text they have read. Predictions are made using fictional texts.</p>	<p><b>Text:</b> Tommy frowned and was about to say something in reply, when he looked over in Miss Bunting's direction. Tommy turned pale. "I think that might be your mum talking to Miss Bunting," Violet said cheerfully. Tommy gulped. It certainly was his mother. And there was no doubt that she was talking to Miss Bunting. He wondered what they were talking about. There were so many possibilities – none of them good! "Don't worry, Tommy," he murmured to himself. "There's no way Mum could have found out ..." His thoughts were drowned out by a piercing shriek from Violet. Tommy turned to stare at her. "Where's all the money?" she squeaked. The tin was completely empty.</p> <p><b>Question:</b> Which of these things is most likely to happen next in the story? Tick one box.</p> <ul style="list-style-type: none"> <li>• Tommy will be suspected of stealing the money.</li> <li>• Miss Bunting will be suspected of stealing the money.</li> <li>• An alien space ship will land and the aliens will steal all the cakes.</li> <li>• Tommy and Violet bake more cakes.</li> </ul>	<p><b>Text:</b> Own reading book, class read or any other age-appropriate text.</p> <p><b>Question/ Answer:</b> Either read to the children, or ask them to read a paragraph or to a suitable place. Ask – 'What do we know about the story so far?' (Hopefully they will mention characters (urge them to suggest the type of personality they may have) or settings. This requires retrieval and inference skills. Then ask the children to make a reasoned prediction of what could happen next based on what you have discussed. This type of task can be done on any</p>

## Progression in Reading

			fictional text at any point. Lots of discussion and lots of emphasis on 'Why do you think that might happen? Does anyone agree/disagree? Why? etc
<b>Y4</b>	In Year 3, it is still important to ensure that children look at book covers, read blurbs, and make predictions based on what they can see and read. Children must provide evidence from the text for their predictions. In test situations, Year 4 children are expected to make more complex predictions that are reasonable and linked to the text they have read – often reflecting back to the beginning of the text for clues. Predictions are made using fictional texts.	<p><b>Text:</b> (Beginning) Long, long ago, there was a great bear. His home was a dark cave from which he could look out across the forest. The land gave him roots, the trees gave him fruit and the river gave him fish, but although he had all he needed, there was something missing. He was lonely.</p> <p>(End) The great bear drew himself up to his full, terrifying height and towered over the child. His roar echoed around the cave and across the forest so that creatures near and far ran and hid. But the human child did not run as the others had done. She looked up at the bear, blinked and offered him some berries</p>	<p><b>Text:</b> Emma Walsh was crazily angry. Turns out she went up to the front before realising I wasn't there and had to stand there like a lemon for the whole concert. Joanne thought that that was really funny, so she's forgiven me. On the other hand, I'm pretty sure Emma will never speak to me again. Though, on reflection, maybe that's not such a bad thing.</p>
		<p><b>Question:</b> Look at the end of the story and remember what the author told us about the bear at the beginning of the story. a) What do you think might happen next? Tick one box. The bear will run into his cave. The child will run away. The bear will attack the human child. The bear will make friends with the human child. (1 mark) b) Explain your answer e.g. At the beginning of the story, it said that the bear was lonely. (1 mark)</p>	<p><b>Question:</b> Read the paragraph beginning: Emma Walsh was crazily angry. What might Joanne say to Jess? Tick one box. · "I will never speak to you again." · "I want to be Emma's best friend." · "I thought it was really upsetting." · "I thought it was hilarious." Note: Some children may not know that 'hilarious' is a synonym for really funny.</p>
<b>Y5</b>	Children are usually required to make predictions at the end of texts, drawing upon clues from throughout the text to do so. Children must cite their evidence in their prediction. In preparation for year 6, it would be useful to begin teaching year 5 children how to write predictions accurately using the success criteria below (see Year 6 box).	<p><b>Text:</b> Nobody told Sam to climb the Ferris wheel – not that I remember, anyway. He just started doing it. To start with, we were all still laughing and making stupid jokes. Then we were cheering him because he was quite high up. He looked down at us then, and grinned. You could see he was happy he'd impressed us. Course he was. We were his friends. But he just kept going up and up ...</p>	<p><b>Text:</b> Levelled text e.g. The Castle Mystery (whole text)</p>
		<p><b>Question:</b> What do you think really happened? Why do you think this? Example answers: Sam had an accident because the title and text refer to this / to the police / to the children's regret. Sam fell from the Ferris wheel because we know he was climbing it. We know the narrator dared Sam to climb the Ferris wheel because he feels so guilty. (Accept answers that have picked up on hints in the text. Award</p>	<p><b>Question:</b> The end of the story is a mystery. What do you think has happened to Lee? Use information from the whole story to support your answer. Answer: All through the story Kelly seems unusual. She is able to completely ignore Lee when he bullies her. When she moves over to someone Lee is bullying, he stops. Could Kelly have special powers? Lee has disappeared because Kelly has used some special powers to get rid of him. (Award 1 mark for an answer that talks about Kelly's special powers. Award 1 mark for</p>

## Progression in Reading

		full marks for more nuanced answers.)	including evidence of those special powers. Pupils can be given a mark for a different explanation, but only if they use evidence from the text to support their answer.)
Y6	<p>Although not much weighting is given to making predictions, it is important that children can make justified predictions stating evidence from what they have read in the text and using their own worldly knowledge of texts. Possible success criteria:</p> <ul style="list-style-type: none"> <li>• Use evidence from the text</li> <li>• Use clues from illustrations</li> <li>• Use what you already know about the topic</li> <li>• Describe your prediction using complete and accurate sentences</li> <li>• Reflect and evaluate your prediction as more information becomes available</li> </ul>	<p><b>Text:</b> In the instant before her body parted company with the white giraffe's, Martine caught a glimpse of a warthog charging from its burrow, yellow tusks thrust forward. Had her arms not been wrapped so tightly around the giraffe's neck, she would have crashed ten feet to the ground. As it was, she just sort of swung under his chest like a human necklace. There she dangled while Jemmy pranced skittishly and the warthog, intent on defending her young, let out enraged squeals from below. Five baby warthogs milled around in bewilderment, spindly tails pointing heavenwards. The pain in Martine's arms was nearly unbearable, but she didn't let go. She adored warthogs – warts, rough skin, ugly ears and all – but their Hollywood movie star eyelashes didn't fool her. In a blink of those lashes, their tusks could reduce her limbs to bloody ribbons. 'Jemmy,' she said through gritted teeth, 'walk on. Good boy.' Confused, the white giraffe started to lower his neck as he backed away from the warthog. 'No, Jemmy!' shrieked Martine as the warthog nipped at the toe of one of her boots. 'Walk! Walk on!' Jemmy snatched his head up to evade the warthog's sharp tusks, and Martine was able to use the momentum to hook her legs around his neck. From there, she was able to haul herself onto his back and urge him into a sprint. Soon the warthog family was a grey blur in the distance, although the mother's grunts of triumph took longer to fade. Martine rode the rest of the way home at a gentle walk, a thoughtful smile on her lips. That would teach her to show off – even if it was only to an audience of hippos. At the game reserve gate, Jemmy dipped his head and Martine slid down his silvery neck as though she was shooting down a waterslide. That, too, wasn't the safest way of dismounting, but it was fun. She gave the white giraffe a parting hug, and strolled through the mango trees to the thatched house.</p>	<p><b>Text:</b> Give children a variety of book covers and blurbs (first page/chapter if necessary) fiction or non-fiction.</p>
		<p><b>Question:</b> Do you think that Martine will change her behaviour on future giraffe rides? Tick one. (yes / no / maybe) Explain your choice fully, using evidence from the text. Acceptable points (yes): 1. she had started to listen to / obey her grandmother 2. she got a fright / found herself in danger 3. she had learnt from the experience. Acceptable points (no): 1. she has been in danger before and not been hurt / got away with it 2. she is stubborn / defiant / does not listen to others 3. she had fun / she is adventurous / she is thrill</p>	<p><b>Question:</b> Children would write a paragraph predicting what each of these texts might be about. They would need to draw upon their own knowledge of what they have read in the past and make predictions and give justified reasons using a success criteria. Children could then return to their predictions during and after reading to evaluate and update.</p>

## Progression in Reading

		<p>seeking. Award 3 marks for three acceptable points or two acceptable points with at least one supported with evidence. E.g. Because it says Martine rode the rest of the way home at a gentle walk, this shows that Martine had learnt her lesson and she won't go fast again. However, she has been in trouble before and has not changed. E.g. Even though she has just had a scare with the warthogs, she has got through it unharmed and she may think she can do anything. However, the experience may have made her consider how the ride could have ended badly so decided to play it safe in the future.</p>	
Reading Skill: Summarising			
	Guidance	Example 1	Example 2
Y1	In Year 1, children will be able to retell stories that have been read to them or that they have read by themselves (based on their individual level of development). Children need to be able to sequence pictures and images that link to a text in chronological order.	<p><b>Text:</b> During whole class guided reading, the children will be able to sequence pictures linked to a text or verbally explain what has happened in a story.</p>	<p><b>Text:</b> Whilst reading levelled texts appropriate to their individual ability, the children will be able to sequence pictures linked to a text or verbally explain what has happened in a story.</p>
Y2	Children in Year 2 will be able to retell stories of increasing length based on key events. The children will also begin to order texts in chronological order to demonstrate their understanding of the text's key events. The children will also answer true and false	<p><b>Text:</b> Key Stage One Reading Paper 1 – 2018</p>	<p><b>Text:</b> Key Stage One Reading Paper 2 - 2017</p>
		<p><b>Question:</b></p>	<p><b>Question:</b></p>

## Progression in Reading

	<p>grids based on their understanding and summary of the whole text.</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Look at the section about <b>apple juice</b>.</p> <p>Number the sentences below from 1 to 4 to show the order they happen.</p> <p>The first one has been done for you.</p> <p>The machines cut down the apples. <input type="checkbox"/></p> <p>The apples are washed and cleaned. <input type="checkbox"/></p> <p>The fruit grows from apple buds. <input checked="" type="checkbox"/> 1</p> <p>The juice is poured into cartons. <input type="checkbox"/></p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p>Put ticks in the table to show which sentences are <b>true</b> and which are <b>false</b>.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffffcc;">Sentence</th> <th style="background-color: #ffffcc;">True</th> <th style="background-color: #ffffcc;">False</th> </tr> </thead> <tbody> <tr> <td>The lessons are only for good swimmers.</td> <td></td> <td></td> </tr> <tr> <td>A six-year-old could take part in the lessons.</td> <td></td> <td></td> </tr> <tr> <td>Children can sign up on their own.</td> <td></td> <td></td> </tr> <tr> <td>There is a party at the end of the course.</td> <td></td> <td></td> </tr> </tbody> </table> </div>	Sentence	True	False	The lessons are only for good swimmers.			A six-year-old could take part in the lessons.			Children can sign up on their own.			There is a party at the end of the course.		
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Children can sign up on their own.																		
There is a party at the end of the course.																		
<p><b>Y3</b></p>	<p>In Year 3, children need to be able to give a general overview of what has happened in each paragraph. They are often asked to write a sentence to explain what a paragraph is about or to tick the correct 'main idea' of a paragraph.</p>	<p><b>Text:</b> Likes: Huddling together in a group with other emperor penguins to keep warm. It's toasty and snug in the middle of the group but chilly for penguins standing on the outside of the bunch. Because of this, the penguins take turns standing in the middle.</p> <p><b>Question:</b> Write a sentence that sums up the main point of the section headed 'Likes'. (1 mark)</p> <p>Answer</p> <ul style="list-style-type: none"> <li>· It tells us how penguins huddle to keep warm</li> <li>· It's about how penguins keep warm</li> </ul> <p>Do not award a mark for just saying it's about what penguins like without a specific reference.</p>	<p><b>Text:</b> He awoke to see a herd of pale horses cropping the tough beach grass. He could hear their gentle breathing. He sat up suddenly, scanning the beach for other people. Then he started to cry as he remembered the crash of the falling mast and the sudden weight of the sail that swept him overboard. Where was everyone?</p> <p><b>Question:</b> What did Matthew see on the beach that made him think the horses had been real?</p> <p>Answer</p> <ul style="list-style-type: none"> <li>· He saw a herd of them eating.</li> </ul>															
<p><b>Y4</b></p>	<p>In Year 4, children are expected to identify the main ideas in more than one paragraph and be able to summarise these in a couple of sentences. In test situations, children may be asked to circle the main idea of a paragraph, connect main ideas to the paragraph in which they occur or link</p>	<p><b>Text:</b> The surface of Mars is covered by a layer of dust, which contains lots of particles of rusty iron. You might have seen rust on an old nail or on a bicycle left out in the rain. The rust is red, so Mars looks red.</p> <p>Is Mars like Earth? The force of gravity is weaker on Mars. Because of this, you could jump three times as high on Mars as you could on Earth! Is there life on Mars? Many people used to think so, but no life has ever been found. Through a telescope, it is possible to see long, dark lines of dust that look like canals. Over a hundred years ago, scientists thought these 'canals' might contain water. However, we now know that the only water on Mars is ice. Mars might have been</p>	<p><b>Text:</b> Any class reading text used in English lessons or other age-appropriate text.</p>															

## Progression in Reading

	facts to the topic they are reading about. It is useful to begin teaching the skills of writing summaries, as many children will 'retell' the whole text rather than summarising.	wetter and warmer in the past but it is now very cold and dry.  <b>Question:</b> Draw lines to join the sentence parts and make facts about Mars.  Gravity      looks red. Iron          exists only as ice. Rust         is weaker on Mars. Water        on Mars can get rusty.	<b>Question:</b> A summary of the text that includes the majority of the main aspects of the text, with some other details that are perhaps not needed. The main characters and events should be included, with some details about the main problem of the text. Depending on the purpose, an explanation of the end may or may not be included (e.g. you wouldn't give away the ending when writing a blurb or book recommendation).
<b>Y5</b>	In test situations, summary questions don't hold much weight – usually ordering events in which they occur throughout the whole text - or summarising main theme or idea of the whole text. However, it is important to teach the skills of summarising whole texts.  Year 5/6 chn should summarise more than one paragraphs or whole fiction texts drawing on: · genre · theme · characters · main events · examples from text that don't give away the story · rhetorical question Challenge to summarise in less than 50 words so word/event choice are vital.	<b>Text:</b> The dolphin and the shark swam nearer the boat. Kiki leapt out of the water in the shape of an arc. Kiki paused in the air for a moment before splashing back into the water. The shark chased Kiki and had its huge mouth open.  <b>Question:</b> Describe in your own words what is happening in the fourth paragraph, summarising the events. (2 marks) Award 2 marks for a description that covers the main actions. E.g. Kiki the dolphin was chased by the shark and did acrobatics near the boat. Do not award marks if the pupil copies descriptions directly from the text.	<b>Text:</b> 'Friend or Foe' by Michael Morpurgo  <b>Question:</b> Summarise the text 'Friend or Foe' by Michael Morpurgo. E.g. Friend or Foe tells the story of David and Tucky as they are evacuated to Exeter from Blitz-torn London during the Second World War. We follow the two as they go through the heart-rending process of being selected by their new carers, and then settling into their new homes and schools. The experience is particularly difficult for David as he has already lost his father during the war, and he is terrified of losing his mother too. The peaceful world of rural Devon seems a million miles away from the violence of the war, but one day this all changes. A German bomber crashes and the boys stumble upon the debris and the German airmen. This is the enemy, the men who killed David's father. But one of these airmen also saves David's life. Do David and Tucky help the airmen, or do they hand them to the authorities?
<b>Y6</b>	In test situations, summary questions don't hold much weight – usually ordering events in which they occur throughout the whole text	<b>Text:</b> 2016 Year 6 SATs test: The Way of the Dodo (p.10- 11)	<b>Text:</b>

## Progression in Reading

	<p>or summarising the main theme or idea of a whole text. However, it is important to teach the skills of summarising whole texts. Year 5/6 chn should summarise more than one paragraphs or whole fiction texts drawing on:</p> <ul style="list-style-type: none"> <li>• genre</li> <li>• theme</li> <li>• characters</li> <li>• main events</li> <li>• examples from text that don't give away the story</li> <li>• rhetorical question</li> </ul> <p>Challenge to summarise in less than 50 words so word/event choice are vital.</p>		<p>I awoke to the sound of breaking waves. In those first few moments I knew not who I was, nor cared if the truth be known. This much I understood: my back burned as if from a severe lashing; my lips were cracked and caked with salt; my throat was as dry as the Arabian desert; and I was alive.</p> <p>The thought of water lifted my broken body off the sand and propelled me towards a line of coconut trees, from whose fallen bounty I slaked my thirst a little and in whose shade I rested awhile. There my memory returned to me and I wept as I contemplated my ill fortune and the cruel villainy of the men who had cast me loose. Men under my command – mere weeks into my first commission as captain of <i>The Dreadnought</i>. Mutineers! As if it were unreasonable to have men flogged who were suspected of stealing food from the ship's stores. As if the fault were mine when one of the men tumbled overboard the night after his flogging, delirious with fever and ranting.</p> <p>The crew and officers had acted as one treacherous body. They had put me in a shore boat with five days' rations and set me adrift. I had maintained a dignified silence throughout. Not so, the crew! I had been left in no doubt that should they ever lay eyes on me again my end would be swift, and as <i>The Dreadnought</i> sailed away and abandoned me to God's mercy in my little boat, I caught snatches of a song about taking a ship's captain to market to be butchered. I did not doubt their sincerity!</p>
		<p><b>Question:</b> Below are some summaries of different paragraphs from this text. Number them 1 – 6 to show the order in which they appear in the text. The first one has been done for you:</p> <ul style="list-style-type: none"> <li>• An important lesson is learnt</li> <li>• Reasons for the extinction of the dodo</li> <li>• Summary of the plight of the dodos</li> <li>• New information is discovered about the dodo</li> <li>• An explanation for the unreliable evidence</li> <li>• Humans arrived on Mauritius</li> </ul>	<p><b>Question:</b> Describe in your own words what happened to the captain in the paragraph that starts: The crew and officers had acted as one treacherous body.</p> <p>Example answers:</p> <ul style="list-style-type: none"> <li>• The captain was forced on board a small boat with supplies for a few days and pushed away from the ship (1 mark).</li> <li>• The crew jeered at him, saying they would kill him if they ever saw him again (1 mark). Then they taunted him by singing a song about a captain being butchered (1 mark).</li> </ul>

### Reading Skill: Working out the meaning of words in contexts

	Guidance	Example 1	Example 2
Y1	Children in Year 1 will discuss words with meanings that they are unfamiliar with. The children will work alongside their peers and teachers to understand new words,	<p><b>Text:</b> During whole class reading, the children will discuss new vocabulary and make links to their prior linguistic knowledge.</p>	<p><b>Text:</b> Whilst reading levelled books, the children will discuss new vocabulary and make links to their prior linguistic knowledge.</p>

## Progression in Reading

	linked to prior linguistic knowledge.		
<b>Y2</b>	Children in Year 2 will need to be able to investigate the meaning of new words and vocabulary. The children will begin to explore synonyms for words and how these have an impact on the text.	<b>Text:</b> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>At the juice factory, sorters throw out any bad or spoilt apples.</p> <p>Then a machine washes the rest and mashes them in a milling machine (pips, skin and all). A huge press squeezes the mash until all its juice runs out.</p> </div>	<b>Text:</b> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>When she came back, the palace had gone. Her bedroom was tidy. Molly didn't understand. "It's magic," thought Molly.</p> </div>
		<b>Question:</b> Find and copy one word that means the same as 'rotten'.	<b>Question:</b> Molly didn't understand. This means Molly was ... angry <input type="checkbox"/> sad <input type="checkbox"/> happy <input type="checkbox"/> confused <input type="checkbox"/>
<b>Y3</b>	While this skill is not specifically assessed against Years 3 and Year 4 in the Nation Curriculum, it is something we should be teaching our children to be able to do. Start with doing this verbally when reading with the children (either in class, as a group or individually) and by using fiction (because non-fiction can contain subject-specific vocabulary that may hold them back when working out a definition of one of the words). Often, this particular skill requires either retrieval or inference. Ask them about words where a known synonym for that word is used later in the text (e.g. The girl was melancholy because the rain made her feel sad) or where a quite simple inference is required (e.g. Peter was astounded that none of the Christmas presents were for him).		
<b>Y4</b>	As above		
<b>Y5</b>	Children in Year 5 should be beginning to show they can work out the exact definition of a word from the context of the sentence. There will often be several clues within the text or it will be a relatively easy inference needed in order to work it out. Sometimes,	<b>Text:</b> The person – it was impossible to say if it was a boy or man – was standing on the wall. His feet, encased in butter-yellow boots, were planted firmly on the tiles.	<b>Text:</b> Almost two thousand years ago, Britain was ruled by the Romans but the Fens were still ruled by the Celtic chief, Mandru. The Romans wanted to take advantage of the Fens' resources: large areas of woodland, a fertile soil, and lakes brimming with fish. The Fens were worth the time and effort it would take to claim them, or so the Romans thought.
		<b>Question:</b> What does 'encased' mean about the boots? Award one mark for reference to the fact that his feet were in them/he was wearing them	<b>Question:</b> What does the word 'brimming' mean in the phrase, 'lakes brimming with fish'. Circle your answer. shining    filled    empty    contain Answer: Filled (chn need to know it means there are lots of fish,

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	questions may give children choices where 2 may be similar in meaning, with children needing to choose the most appropriate.		rather than that the lake just contains fish).
<b>Y6</b>	Children in Year 6 need to be able to use the context of a sentence in order to work out the definition of a word. Sometimes, they may be given a word they know but, in the context of the sentence, this may mean something quite different. Children need to be able to explain what clues there were in the sentence that helped them work out the meaning of the word, and they need to be specific with the wording of their answer.	<b>Text:</b> Dawn was casting spun-gold threads across a rosy sky over Sawubona Game Reserve as Martine Allen took a last look around to ensure there weren't any witnesses. She leaned forward like a jockey on the track, wound her fingers through a silver mane, and cried, 'Go, Jemmy, go.'	<b>Text:</b> The mud flats would have formed a freshwater oasis in an otherwise parched environment. It is thought that most of the animals, while trying to reach the slowly receding waters of the lake, became stuck and died of thirst or suffocation.
		<b>Question:</b> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>(a) The text begins with Martine going out to ride her giraffe...</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; background-color: #fff9c4;">in the early morning.</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; background-color: #fff9c4;">at midday.</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; background-color: #fff9c4;">in the late afternoon.</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; background-color: #fff9c4;">at night.</div> </div> </div> <p>Answer: In the early morning.</p>	<b>Question:</b> The mud flats would have formed a freshwater oasis in an otherwise parched environment. Give the meaning of the word parched in this sentence. Award 1 mark for references to the absence of water e.g. It was dry/barren of water. Also accept answers that refer to the effect on the environment of extreme heat e.g. It was burnt like a desert. / The ground was baked. Do not accept references to heat alone.

### Reading Skill:

#### Identifying themes and morals (LKS2) and making comparisons within and across texts (UKS2)

	Guidance	Example 1	Example 2
<b>Y1</b>	Children in Year 1 will make links from their own life experiences to the text. The children will also be beginning to make comparisons between texts that hold a similar structure.	<b>Text:</b> During whole class reading or whilst reading a levelled reading book, children will make links between events and emotions in the text and ones which they have experiences in their own life.	<b>Text:</b> The children will begin to make comparisons between books e.g. Cinderella and Spinderella.
<b>Y2</b>	Children in Year 2 need to	<b>Text:</b>	<b>Text:</b>

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	be able to make links and comparisons between the book they are reading and books they have already read.	During whole class reading or whilst reading a levelled reading book, children will make links and comparisons between events, emotions and textual structure in the book they are currently reading and ones they have already read.	The children will begin to make comparisons between books e.g. Cinderella and Spinderella, Into the Woods by Anthony Browne and Little Red Riding.
<b>Y3</b>	Children in Year 3 should be beginning to identify the themes and conventions in a range of books. They should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should be able to identify the main point (or 'big idea') of paragraphs and whole texts.	<p><b>Text:</b> Dream Horses The moon shone down on the boy who had been washed ashore. He was still gripping the length of broken mast that he had clung onto during the storm. This length of wood had probably saved his life.</p>	<p><b>Text:</b> Charlie and the Chocolate Factory – the whole text (although clips from the original film show the theme well too).</p>
		<p><b>Question:</b> What is the main point the first paragraph is trying to make? Tick <b>one</b> box.</p> <ul style="list-style-type: none"> <li>• The boy and his family were having a moonlight picnic on the beach.</li> <li>• The boy and his friends were having fun during a storm.</li> <li>• The boy had been for a swim.</li> <li>• The boy has been shipwrecked.</li> </ul>	<p><b>Question:</b> What is the overall theme of the story, 'Charlie and the Chocolate Factory'?</p> <p>Answer: Children need to be able to identify that being greedy or selfish does not get you where you want to be in the end. E.g.</p> <ul style="list-style-type: none"> <li>• Being kind is better than being greedy / selfish</li> <li>• Greed is not a good thing</li> <li>• We shouldn't be greedy</li> <li>• Being selfish is wrong.</li> </ul>
<b>Y4</b>	As above, children in Year 4 should continue to identify the themes and conventions in a wide range of books and texts, including myths, legends and other fiction stories. They should be able to identify the main point (or 'big idea') of paragraphs and whole texts.	<p><b>Text:</b> Year 4 Optional SATs paper 2003: Leg's Race <a href="http://www.satspapers.org.uk/SATs_Papers/SATS%20KEY%20STAGE%202%20YEAR%204/SATS%20KS2%20Year%204%202003%20Reading%202.pdf">http://www.satspapers.org.uk/SATs_Papers/SATS%20KEY%20STAGE%202%20YEAR%204/SATS%20KS2%20Year%204%202003%20Reading%202.pdf</a></p>	<p><b>Text:</b> In his second year of high school, Michael Jordan tried out for the basketball team at Laney High School in Wilmington, North Carolina. However, at five feet and eleven inches tall, the coach believed that Jordan was too short to play at that level, so Jordan was cut from the team. Jordan didn't let this obstacle defeat him. In fact, it pushed him to work even harder. He trained vigorously and grew another four inches the following summer. When he finally made the squad, Jordan averaged 25 points a game and went on to become one of the greatest basketball players in history.</p>
		<p><b>Question:</b> In the story, clocks and time are mentioned a lot. Why do you think the author has done this? (2 marks) Award 2 marks for answers recognising that the theme of time runs throughout the story and creates pace / tension in the story, eg:</p> <ul style="list-style-type: none"> <li>• It shows how fast things are happening</li> <li>• It shows you she always has to hurry</li> <li>• It is used to get the idea that time is running out into your mind</li> </ul>	<p><b>Question:</b> What is the moral of this story about Micheal Jordan? (1 marks) Award a mark for an answer that suggests that persistence is important. E.g.</p> <ul style="list-style-type: none"> <li>• Never give up</li> <li>• Always keep trying your hardest</li> <li>• Keep trying and you'll succeed</li> </ul>

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		<ul style="list-style-type: none"> <li>It shows you what is going on in Legs' mind</li> <li>it is about time because she had to get to the finish line in time.</li> </ul>	
<b>Y5</b>	Pupils in Year 5 should continue to be taught to recognise themes in what they read, but now of more mature themes such as loss or heroism. They should also have opportunities to compare characters, consider different accounts of the same event, and discuss viewpoints (both of authors and of fictional characters) within a text and across more than one text.	<p><b>Text:</b> Year 5 optional SATs paper 2003: The Boy from Far Away <a href="http://www.satspapers.org.uk/SATs_Papers/SATS%20KEY%20STAGE%20%20YEAR%205%20Optional%20ENGLISH/year-5-optional-2003-english-reading-booklet.pdf">http://www.satspapers.org.uk/SATs_Papers/SATS%20KEY%20STAGE%20%20YEAR%205%20Optional%20ENGLISH/year-5-optional-2003-english-reading-booklet.pdf</a></p>	<p><b>Text:</b> The text comparison is based on an extract from a story, with this compared with a letter. The story is about a girl who is a Jewish refugee from Germany. The letter is sent from a boy, whose father sent the family to South Africa to escape the war in Angola. (See 1998 Reading Comprehension Paper).</p>
		<p><b>Question:</b> From the beginning to the end of the text, how does Joe's opinion of Oran change? (2 marks) Award 1 mark for a comment relating to being confused / finding him odd at the start of the text. Award 1 mark for a comment relating to him liking him / them being friends at the end of the text. E.g. At the start of the story, Joe thinks Oran is odd because he doesn't seem to understand things but, by the end, he likes him and they are friends.</p>	<p><b>Question:</b> Michel's and Clara's stories were the same in some ways. How were they similar? Explain as fully as you can. (2 marks) Award 2 marks for a significant similarity referring to both characters e.g. Michel had to leave Angola because he was not safe there and Clara had to leave Germany because she was not safe there. They both had to leave somebody they loved behind to go somewhere else.</p>
<b>Y6</b>	Children in Year 6 should be able to compare how characters may change throughout a book or how events build up. They should also be able to identify mature themes and comment on how the author has weaved these throughout a whole text. As well as within books or texts, children need to be able to make comparisons across texts. This might be comparing two stories of the same type (e.g. 2 myths) or two stories of different types (e.g. a myth with a legend). They should also be able to compare how things	<p><b>Text:</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>I looked at my comrades. The two professors were in silent ecstasy. "What will they say in England of this?" Professor Summerlee cried at last. "They will say that you are a liar," said Professor Challenger, "exactly as you and others said of me." "In the face of photographs?" "Faked, Summerlee! Clumsily faked!" "Who's to blame them? For this will seem a dream to ourselves in a month or two," said Lord John. "What were they?" "Iguanodons," said Summerlee. "England was once alive with them when there was plenty of good lush green-stuff to keep them going." "I don't know what anyone else thinks, but this place makes me feel very uneasy..." said Lord John. I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?</p> </div>	<p><b>Text:</b> See the two poems in the 2008 Reading Comprehension Paper: Rain and Shine: <a href="http://www.satspapers.org.uk/SATs_Papers/KS2_English/SATS%20English%202008%20KS2/SATS%20English%202008%20Reading%20Booklet%20Rain%20and%20Shine.pdf">http://www.satspapers.org.uk/SATs_Papers/KS2_English/SATS%20English%202008%20KS2/SATS%20English%202008%20Reading%20Booklet%20Rain%20and%20Shine.pdf</a></p>
		<p><b>Question:</b> The mood of the characters changes throughout the text. a) Find and copy the group of words on page 9 where Lord John's mood changes. b) How does lord John's mood change? Answer:</p>	<p><b>Question:</b> Explain how each poet gives a different feeling about the rain. You will need to think about the following: · the effect of rain on the writer · how the rain is described. (3 marks) Award 3 marks for answers that compare the two poems,</p>

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	<p>are depicted in different types of text (e.g. a penguin in a story vs a penguin in a report).</p>	<p>a) Award 1 mark for: ("I don't know what anyone else thinks, but this place) makes me feel very uneasy..." (said Lord John).          b) Award 1 mark for answers that refer to both his mood at the beginning and at the end of the extract.          Beginning: Accept appropriate synonyms for: enthusiastic / excited / curious.          End: Accept appropriate synonyms for: cautious / scared / anxious.</p>	<p>making valid contrasts both about the poet's impressions (or effect on reader) and the language used to describe the rain in both poems, e.g.:</p> <ul style="list-style-type: none"> <li>· In the first, the writer does not like the rain. He finds it dull, damp, grey and sodden and he doesn't like being kept inside. In the second, he loves the rain; he finds it 'beautiful' after all the heat</li> <li>· Brian Lee sees rain as miserable and shows how it stops people from doing things like games. Longfellow thinks rain is good because it gives water. He describes it as beautiful and welcome.</li> <li>· The first poem makes you feel depressed and it makes you think rain is bad, boring and miserable: 'sodden leaks, grey, damp, smother.' The second poem makes you feel happy and it makes you think that rain is beautiful: 'clatter, tramps, beautiful, roars, swift, gushes.'</li> </ul>
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