

Reading Progression through the Themes with Links to EYFS

Theme 1 - Develop positive attitudes to reading

EYFS link: Reading Comprehension – Understanding and Correcting Inaccuracies

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
	Literacy		<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary.
Reception	Communication and Language		<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

EYFS Link: Reading Comprehension – Poetry and Performance

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
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	Expressive Arts and Design		<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. • Create their own songs, or improvise a song around one they know.
Reception	Communication and Language		<ul style="list-style-type: none"> • Engage in storytimes. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Learn rhymes, poems and songs.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play.
ELG	Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Year	Strands	Objectives
1	<ul style="list-style-type: none"> - Take pleasure in reading - Read independently and in groups. - Enjoy listening to books read to them - Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say - Extend their range of reading 	<ul style="list-style-type: none"> - Enjoy listening to books read to them - Discuss books they like and give reasons for their preferences - Select books to read , listen to and share at home/with others.
2		<ul style="list-style-type: none"> - Read and listen to whole books, make choices for their personal reading - Read independently and in groups. - Enjoy listening to books read to them - Justify their choices of books and their preferences from the books they have read or have had read to them
3		<ul style="list-style-type: none"> - Sustain their reading for enjoyment and to find out - Discuss why they like particular books or authors with others, giving reasons. - Extend the range of books read by browsing and selecting texts, including poetry, to read independently.
4		<ul style="list-style-type: none"> - Read independently complete short texts and sections from information books

		<ul style="list-style-type: none"> - Describe and review their own reading habits - Develop their reading stamina as they read longer texts
5		<ul style="list-style-type: none"> - Read favourite authors and choose books to read on the recommendation of others - Talk about books referring to details and examples in the text - Plan personal reading goals which reflect their interests and extend their range
6		<ul style="list-style-type: none"> - Sustain their reading of longer and more challenging texts - Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader - Develop their reading stamina and complete the independent reading of some longer texts.

Theme 2 - Skills and strategies to read for understanding

EYFS link: Reading Comprehension – Comparing, Contrasting and Commenting

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
Reception	Understanding the World		<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past.
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
		Speaking	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Year	Strands	Objectives	
1	<ul style="list-style-type: none"> - Use prior knowledge to support understanding - Check that books make sense to them 	<ul style="list-style-type: none"> - Think about what they know about events or topics prior to reading, e.g. the beach, the shops, the park. - Speculate about the possible meanings of unfamiliar words met in reading. - Check whether the suggested meanings make sense in the context of the text. - Make predictions based on clues such as pictures, illustrations, titles. 	
2	<ul style="list-style-type: none"> - Ask questions to improve their understanding 	<ul style="list-style-type: none"> - Link the events or topic from a text to their own experience and/ or information they know, e.g. going to school - Recognise how books are similar to others they have read or heard, e.g. theme, author, language. 	

	<ul style="list-style-type: none"> - Skim, scan and read closely - Use strategies to locate or infer the meaning of unfamiliar words - Annotate text - Visualise their understanding of what they read 	<ul style="list-style-type: none"> - Check that a text makes sense to them as they read, pausing when reading to check their understanding and, where necessary, re-reading to regain understanding. (self-monitoring) - Scan pages to find specific information, using key words or phrases and headings. - Read sections of text more carefully, e.g. to answer a specific question. - Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out. - Put what they've read or heard into their own words.
3	<ul style="list-style-type: none"> - Make predictions - Summarise understanding - Adapt reading strategies for different purposes or according to the text type 	<ul style="list-style-type: none"> - Link the events or topic from a text to their own experience and/ or information gathered. Begin to make links to similar books they have read. - Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand. - Scan contents, indexes and pages to locate specific information accurately. - Identify sections of a text that they need to read carefully in order to find specific information or answer a question. - Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage. - Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading. - Retell main points of a story in sequence.
4		<ul style="list-style-type: none"> - Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text - Skim read a text to get an overview of it, scan for key words, phrases and headings. - Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning. - Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them. - Visualise the information they have read about, e.g. by mapping, illustrating, representing information graphically, and acting out. - Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on. - Summarise a sentence or paragraphs by identifying the most important elements. - Adapt reading strategies to the different sorts of text read, including IT texts, and different purposes for reading.
5		<ul style="list-style-type: none"> - Use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is read to what was expected. - Locate information accurately through skimming to gain an overall sense of the text. - Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/ read on as appropriate. - Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. - Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.

		<ul style="list-style-type: none"> - Make regular, brief summaries of what they've read, identifying the key points. - Summarise a complete short text or substantial section of a text. - Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text. - Apply the range of reading strategies to different reading tasks or circumstances, e.g. skimming a text to gain an overview, slow careful reading and re-reading to grapple with the meaning of a poem, presentation skills in order to perform it
6		<ul style="list-style-type: none"> - Make comparisons between a text and others they have read - Ask effective questions that will help them clarify their understanding of the text or the topic they are researching - Read carefully sections of texts to research information and to answer questions - Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning - As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful - Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on. - Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read. - Summarise 'evidence' from across a text to explain events or ideas. - Make sensible decisions in order to read most effectively for a specific purpose, e.g. knowing when it is useful to gain an overview of a text and how best to do it, or identify which part of the text needs to be read more carefully to find particular information

Theme 3 - Understanding vocabulary used in texts

EYFS Link – Reading Comprehension – Words in Context and Authorial Choice

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Use a wider range of vocabulary.
	Literacy		<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary.
Reception	Communication and Language		<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Year	Strands		Objectives
1	<ul style="list-style-type: none"> - Build a wide vocabulary - Use a dictionary effectively - Use strategies to locate or infer the meaning of unfamiliar words (also included in the Skills and Strategies strand) 		<ul style="list-style-type: none"> - Make collections of interesting words and use them when talking about books and stories. - Use simple dictionaries and begin to understand their alphabetical organisation - Speculate about the possible meanings of new or unfamiliar words met in reading. - Explain the meaning of the words they meet in a text.
2			<ul style="list-style-type: none"> - Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read. - Use dictionaries to locate words by the initial letter. - Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.
3			<ul style="list-style-type: none"> - Locate words in a dictionary by the first two letters. - Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. - Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.

4		<ul style="list-style-type: none"> - Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. - Investigate the meaning of technical or subject specific words they meet in their reading. - Locate words in a dictionary by the third and fourth place letters. - Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference.
5		<ul style="list-style-type: none"> - Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context. - Identify when they do not understand the vocabulary used in a text and need to clarify the meaning.
6		<ul style="list-style-type: none"> - Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. - Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading. - Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary. - Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.

Theme 4 - Express, record and present their understanding

Year	Strands	Objectives
1	<ul style="list-style-type: none"> - Develop and express their understanding - Answer questions about a text and record their understanding 	<ul style="list-style-type: none"> - Discuss reasons why things happen in the texts that are read to them. - Express their understanding orally, and use words, illustrations and given formats to record their understanding. - Answer simple questions where they recall information from a text. - Retell stories and parts of stories, using some of the features of story language. - Learn and recite simple poems and rhymes, with actions, and re-read them from the text.
2	<ul style="list-style-type: none"> - Justify their ideas about a text - Annotate the text to support understanding 	<ul style="list-style-type: none"> - Discuss themes, plots, events and characters. - Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text. - Retell stories giving the main points or events in sequence and highlighting significant moments or incidents. - Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation.
3	<ul style="list-style-type: none"> - Demonstrate understanding of stories, 	<ul style="list-style-type: none"> - Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas.

	poetry and plays through retelling and reciting orally	<ul style="list-style-type: none"> - Re-read sections of texts carefully to find 'evidence' to support their ideas about a text. - Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text. - Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information. - Read, prepare and present poems and play scripts.
4		<ul style="list-style-type: none"> - Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so. - Support their ideas about a text by quoting or by paraphrasing from it. - Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it. - Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds. - Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.
5		<ul style="list-style-type: none"> - Discuss and comment on texts, and present their ideas in appropriate and helpful formats. - Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information. - Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text. - Answer questions by explaining their ideas orally and in writing, including questions requiring open-ended responses. - Identify and summarise evidence from a text to support a hypothesis. - Annotate a text to identify to identify key information. - Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion.
6		<ul style="list-style-type: none"> - Contribute constructively to a discussion about reading, responding to and building on the views of others. - Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc. - Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer will be explicitly stated or implied in the text. - Identify and summarise evidence from a text to support a hypothesis. - As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful. - Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language.

Theme 5 - Understand the whole text

Year	Strands	Objectives
1	<ul style="list-style-type: none"> - Identify main ideas and themes in a wide range of books and understand how these are developed over a text 	<ul style="list-style-type: none"> - Link familiar story themes to their own experiences, e.g. illness, getting lost, going away. - Identify and compare basic story elements, e.g. beginnings and endings in different stories. - Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. - Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme. - Talk about aspects of the text that they like.
2	<ul style="list-style-type: none"> - Identify how structure and presentation contribute to meaning - Make comparisons within and across texts 	<ul style="list-style-type: none"> - Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved. - Make comparisons of characters and events in narratives. - Explain why they like a particular text.
3	<ul style="list-style-type: none"> - Identify how language contributes to meaning - Evaluate the text 	<ul style="list-style-type: none"> - Discuss how characters' feelings, behaviour and relationships change over a text. - Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved. - Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic. - Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs. - Say why they prefer one text to another.
4		<ul style="list-style-type: none"> - Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. - Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue. - Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently. - Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions.
5		<ul style="list-style-type: none"> - Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative. - Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument. - Read poems by significant poets and identify what is distinctive about the style or presentation of their poems. - Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text.

		<ul style="list-style-type: none"> - Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices. - Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.
6		<ul style="list-style-type: none"> - Understand how a writer develops themes, ideas or points of view over a text. - Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together. - Understand how writers use the features and structures of information texts to help convey their ideas or information. - Make comparisons and draw contrasts between different elements of a text and across texts - Compare and contrast the work of a single author. - Investigate different versions of the same story or different books on the same topic, identifying similarities and differences. - Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them.

Theme 6 - Retrieve information from texts

Year	Strands	Objectives
1	<ul style="list-style-type: none"> - Retrieve and record information from texts - Retrieve the meaning of unfamiliar vocabulary where this is explained in the text 	<ul style="list-style-type: none"> - Discuss characters' appearance, behaviour and the events that happen to them, using details from the text read to them - Find information in a text about an event, character or topic. - Ask questions to understand what has happened in stories they have read or been read to them.
2	<ul style="list-style-type: none"> - Identify how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> - Identify what is known for certain from the text about characters, places and events in narrative. - Locate information using contents, index, sub headings, page numbers etc. - Learn to read on and re-read sentences to find the meaning of unfamiliar words which are explained in the text. - Notice how information is presented. - Ask what, where, and when questions about a text to support and develop their understanding.
3	<ul style="list-style-type: none"> - Ask retrieval questions about a text - 	<ul style="list-style-type: none"> - Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). - Practise re-reading a sentence and reading on in order to locate the meaning of unfamiliar words. - Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage. - Notice how information is presented across a range of texts.
4		<ul style="list-style-type: none"> - Pick out key sentences and phrases that convey important information.

		<ul style="list-style-type: none"> - Take information from diagrams, flow charts and forms where it is presented graphically. - Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation. - Use knowledge of different organisational features of texts to find information effectively.
5		<ul style="list-style-type: none"> - Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. - Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. - Use a range of strategies, including the context and where necessary a dictionary, to make sense of the words used in a text. - Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.
6		<ul style="list-style-type: none"> - Use evidence from across a text to explain events or ideas. - Identify similarities and differences between characters, places, events, objects and ideas in texts. - Retrieve information from texts. - Apply appropriate strategies (re-reading, reading on, visualising, word knowledge, syntax) in order to find the meaning of unfamiliar vocabulary met in independent reading. Check the plausibility and accuracy of their suggestions. - Use knowledge of different organisational features of texts to find information effectively.

Theme 7 - Inferential understanding

EYFS Link: Reading Comprehension – Inference and Prediction

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories.
Year	Strands		Objectives
1	<ul style="list-style-type: none"> - Infer from what characters say and do - Predict what might happen 		<ul style="list-style-type: none"> - Discuss what is suggested about a character from the way or how he/ she speaks. - Ask questions to explore what characters say and do. - Link what they are reading to their own experience.
2			<ul style="list-style-type: none"> - Make inferences about characters from what they say and do, focusing on important moments in a text. - Make plausible predictions showing an understanding of the ideas, events or characters they are reading about.

3	<ul style="list-style-type: none"> - Identify how language ... contribute(s) to meaning: How meaning is conveyed through the writer's language choices - Ask inferential questions - Adapt reading strategies in order to make inferences 	<ul style="list-style-type: none"> - Re-read sections of texts carefully to find answers to questions about characters and events.. - Understand how what a character says or does impacts on other characters, or on the events described in the narrative. - Infer characters' feelings in fiction. - Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded. - Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells. - Make regular predictions and brief summaries as they read, thinking about the clues and hints they've picked up, as well as what is directly stated.
4		<ul style="list-style-type: none"> - Use information about characters to make plausible predictions about their actions - Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions. - Think about what they've read, re-read sections of texts carefully to find 'evidence' to support their speculations and interpretation of characters and events.
5		<ul style="list-style-type: none"> - Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions. - Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them. - Link what they read to what they know (prior knowledge and experience), their knowledge of texts, and to what they have read in previous sections, to make inferences and deductions. - Know how to gain a rapid overview of a text, e.g. by skimming and scanning, and how and when to read slowly and carefully. - Summarise their current understanding at regular intervals when reading an extended text.
6		<ul style="list-style-type: none"> - Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters. - Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text. - Know how to gain a rapid overview of a text, e.g. by skimming and scanning and how and when to read slowly and carefully. - Build 'thinking time' into their reading, identifying questions that they want answered. - Summarise their current understanding at regular intervals when reading an extended text.

Theme 8 - Reading to find out

EYFS Links: Reading Comprehension – Non-Fiction

Reception	Communication and Language		<ul style="list-style-type: none"> Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Year	Strands		Objectives
1	<ul style="list-style-type: none"> Retrieve and record information from non-fiction texts Ask questions to find out Identify how the structure and presentation of non-fiction texts contributes to meaning Identify how language ...contributes to meaning Apply strategies for reading non-fiction texts 		<ul style="list-style-type: none"> Pose questions and use a text to find answers.
2			<ul style="list-style-type: none"> Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc. Pose and record questions prior to reading to find something out. Identify and explain the use of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions, hyperlinks and bullet points. Scan a text to find specific sections using key words or phrases, sub headings.
3			<ul style="list-style-type: none"> Express and record their understanding of information orally, using simple graphics, or in writing. Use the organisational features of non-fiction texts in their own reading and research. Develop their understanding of key words met in reading non-fiction texts. Skim and scan a text to locate information quickly and accurately. Draw together ideas and information from across a text, using simple signposts (contents, index, sub headings, page numbers etc.) in the text.
4			<ul style="list-style-type: none"> Pick out key sentences and phrases that convey important information. Take information from diagrams, flow charts and forms where it is presented graphically. Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how to use to find information efficiently. Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary. Skim a text for an overview, Scan texts for key words, phrases and sentences as well as useful headings to locate information.
5			<ul style="list-style-type: none"> Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.

		<ul style="list-style-type: none"> - Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information. - Prepare for research by identifying what they already know and what they need to find out. - Identify the features of different non-fiction texts, e.g. recounts, instructions, explanations, persuasive writing and argument, including content, structure, vocabulary, style, layout and purpose. - Clarify unfamiliar vocabulary met in information texts. - Apply the range of reading strategies to reading information texts i) thinking about what they already know; ii) skimming to gain an overall sense of the text; iii) scanning to locate specific information; iv) close reading to develop understanding; v) text marking. - Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument
6		<ul style="list-style-type: none"> - Record important details retrieved from a text using an appropriate format, e.g. by making a comparisons table. - Locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information. - Understand and explain how different conventions and presentational features are used across a range of information or non-narrative texts. - Compare different types of information texts, including texts which are a mix of text. - Explain and use accurately the subject specific vocabulary used in different non-fiction texts. - Read effectively for different research purposes, e.g. skim and scan a text to gain an overview of a text, identify which part of the text needs to be read more carefully to find particular information, read slowly and carefully a section, annotating the text as appropriate. - Plan research in other subjects, considering how best to read different sources, and find and record the information they need. - In non-fiction texts distinguish between explicit and implicit points of view.