

Content Domains	1a/2a Skill: vocabulary	1b/2b Skill: determining importance	1c/2c Skill: summarising	1d/2d Skill: Inferences	1e/2e Skill: predictions	2f Skill: authors intent	2g Skill: authors intent	2h Skill: making connections
<b>Year 1</b>	<p>1a check the book makes sense to me, correcting any inaccurate reading</p> <p>1a Match word to visual image</p> <p>1a discuss word meaning</p> <p>1a Link new meaning to words already known</p>	<p>1b I can skim and scan across a simple text to search for information</p> <p>1b Find a word in a sentence</p> <p>1b Identify characters and setting</p> <p>1b to be able to ask and answer question types (who, what, when, where)</p> <p>1b Match character to actions</p> <p>1b skim and scan across a piece of text in search of information (sentence)</p>	<p>1c I can explain what has happened so far</p> <p>1c sequence images of beginning, middle and end of a text</p> <p>1c sequence using transitional words (First, next, etc)</p>	<p>1d I can answer questions and make some simple inferences on the basis of what is being said and done in <i>books shared</i></p> <p>1b use prior knowledge and clues from the <u>picture</u> in order to draw a conclusion; visualise what's been read</p> <p>1b make inferences on the basis of character actions</p>	<p>1e I can predict what might happen next using pictures</p> <p>1e make a prediction based on the picture</p> <p>1e use proof/evidence when making a prediction from a picture</p> <p>1e make a prediction based on a piece of text</p>	<p>identify differences between fiction and non-fiction</p> <p>identify story elements in fiction text</p> <p>identify features of non-fiction text in age appropriate text</p>	<p>discuss words and phrases that capture the readers imagination</p>	<p>make link/connections between text and self (own experiences)</p> <p>make link/connections between text and the world</p> <p>make links/connections within texts (change in setting)</p>
<b>Year 2</b>	<p>1a I can check the book makes sense to me, correcting any inaccurate reading</p> <p>1a use synonyms and antonyms</p> <p>1a locate word/phrase with similar meanings (find/copy word and phrase)</p>	<p>1b skim and scan across a piece of text in search of information (paragraph)</p> <p>1b to be able to ask and answer question types (why, how)</p> <p>1b find and copy (word /phrase)</p>	<p>1c I can explain what has happened so far in what I have read.</p> <p>1c sequence using text specific vocabulary</p> <p>1c making links/synthesising information between events in a text</p> <p>1c identify key events/points and determine what's important (within a sentence)</p>	<p>1d I can answer questions and make some inferences on the basis of what is being said and done.</p> <p>1d b use prior knowledge and clues from the <u>text</u> in order to draw a conclusion; visualise what's been read</p> <p>1d make inferences on the basis of what characters say</p>	<p>1e I can predict what might happen on the basis of what has been read so far.</p> <p>1e use evidence when making a prediction from text</p>			<p>make links/connections within texts (change /development of character)</p>



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Year 5	<p><b>2a</b> I can work out the meaning of words from the context of the text and my increasing knowledge of root words.</p> <p><b>2a</b> recognise words have different shades of meaning based on context</p>	<p><b>2b</b> use knowledge of contextual vocabulary to retrieve information (synonyms)</p>	<p><b>2c</b> I can summarise main ideas, identifying key details and using quotations for illustration</p> <p><b>2c</b> identify themes across a text and collection of texts</p>	<p><b>2d</b> I can explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence</p> <p><b>2d</b> explain impression author is giving reader/ author's intention/ purpose</p>	<p><b>2e</b> I can predict what might happen from details stated and implied and explain my responses</p>	<p><b>2f</b> Discuss how the structural and presentational choices impact on meaning, theme and purpose.</p> <p><b>2f</b> analyse changes in characters/ settings linked to events</p>	<p><b>2g</b> I can evaluate how authors use language, including figurative language, considering the impact on the reader - idioms, hyperboles</p> <p><b>2g</b> consider impact of literary devices (figurative language, idioms, hyperbole, etc)</p>	<p><b>2h</b> I can make comparisons within and across books , identifying themes</p> <p><b>2h</b> make links/connections within texts (ideas/theme development)</p>
Year 6								