Cedar Park School

Subject Policy for Reading

Persons responsible for policy: Ellie Barker

Date Written: September 2025

Date to be Reviewed: Summer 2027

Cedar Park School – Reading Policy

Curriculum Aims

At Cedar Park, our aim is to open up the whole curriculum offer by helping to nurture and produce proficient readers. We fully believe in the philosophy of '*learn to read, read to learn*' and so it is a subject that takes great priority with leadership, staff, parents and governors.

Ultimately, we want children to be motivated readers, who are able to comprehend texts that they choose to read. In order to achieve these aims, our focus is on ensuring children are excellent word readers and are able to comprehend language at an age-appropriate standard.

Intent

Good readers will:
Read widely
Read at home and a school
Make connections between thing they read and the wider world
Read with fluency
Ask questions about what they read

Our ambition is for all readers to be good readers.

At Cedar Park, we teach word reading and language comprehension alongside each other.

Systematic synthetic phonics is taught from Nursery through to Year 2, using the scheme 'Supersonic Phonic Friends' (SSPF). This scheme may continue for some children into KS2, dependant on need. See the school's Phonics Policy for more details on this scheme. SPF increases children's phonological awareness and print knowledge, allowing them to decode and read more fluently.

Word Level teaching goes beyond EYFS and KS1 and into KS2, where spelling rules and patterns are taught. See our word level teaching progression in APPENDIX A.

In this same appendix, our progression for teaching language comprehension can be found, starting in the EYFS and building towards the end of KS2. Skills and knowledge are built on year on year, using a rich variety of texts. Some of these texts, come as part of our Read to Write scheme of work, where each class (from Reception to 6) will study a book per half term. Other books are carefully selected by the teaching staff in order to both develop age-appropriate language comprehension and build the children's passion for literature.

We teach specific reading skills:

- Vocabulary development
- Inference
- Prediction
- Explanation
- Retrieval
- Sequencing

With the exception of EYFS, where there is no focus on explanation, these skills are taught throughout each child's time at Cedar Park.

Implementation

Word reading is developed through teaching of systematic synthetic phonics, from Nursery to Year 2, using Supersonic Phonic Friends. This is taught daily for 15-30 minutes, dependant on the age of the children. All children in EYFS and KS1 access the SSPF scheme at an age-related standard. Where children need to catch-up to meet the age-related standard, additional phonics sessions- either small group or 1:1- are arranged throughout the week.

In Reception, staff read with the children individually or in small groups. Within these sessions, there is a focus on previous phonics teaching, as well as developing language comprehension and broader reading skills.

All EYFS children have the opportunity to take books home. This will either be a specifically selected book to reinforce previously taught phonics, in addition to a school library book to share at home, which promotes love of reading. Wordless books are selected for the children in the pre-letters and sounds stage of SSPF.
In KS1, children engage in a weekly carousel of reading activities. Within a week, children will have the opportunity to read with both the class teacher and a member of support staff. The first adult guided read will have a focus on decoding and word recognition. The second adult guided session will be a chance to read the same book again. This time, focusing on fluency and language comprehension. In the second session, there will be a focus on one or more of the reading skills outlined in the intent section of this policy. Within APPENDIX A, there are example questions that children might be asked to aid the teaching of language comprehension. These questions are sequenced for learning across the school.

Within an adult guided group, all children within the group shall be accessing the same book. Staff will adapt their questioning in order to challenge some children's language comprehension skills. Equally, some answers may be scaffolded for children in order for them to meet the session's objective. Questions, and adaptations to questioning, should be carefully thought about pre-session.

In reading sessions where KS1 children are not guided by a member of staff, they will be doing one of the following activities:

- Follow up task from previous Supersonic Phonic Friends learning
- Follow up task from previous Read to Write learning
- An SPF spelling task
- A grammar task
- Independent comprehension

KS1 children will take home three different books. Two supporting phonics teaching, with one being previously unseen, and the other for 'love of reading'. These books will be selected for or by the children during the school week. Some Year 2 children may have moved on from the decodable phonics books, but their books should still be appropriately selected by an adult.

In KS2, children graduate onto the colour banding system. This system is in place so that teachers can closely monitor and support the reading progress of our older children.
Children will have greater autonomy over the choice of reading material, and will be able select, with guidance, from the class library and school library. Children will be able to select a second book to support their 'love of reading'. This text can be selected from the banding system or from our additional offer of non-fiction, poetry and picture books.

There will be an opportunity to visit the school library during a reading lesson each week.

From KS2, reading lessons will be taught whole class. Children will be provided with a copy of the text (one between two). On one day a week, pupils will have a vocabulary focus (see APPENDIX A). In other lessons, different reading skills will be taught through a variety of methods and activities. Engaging, diverse and high-quality texts will be chosen as the vehicle for the children's learning.

KS2 Learning Week:

- One library-based lesson
- One vocabulary-based lesson, based around a fiction text
- Two lessons with a VIPERS objective, based around a fiction text
- One lesson based around a non-fiction text

The final week of each term will be whole class reading based around poetry. If the fiction book that the class have been studying is not completed by the time of the poetry week, it is to be read during other times in the day, like home time, until it is completed.

There will still be a sharp focus on building reading fluency, as fluent readers are often motivated to want to read further literature. We also want to ensure that children begin to read with automaticity and prosody. In order to do this, whole class texts will be read using a variety of structures. Teachers will be able to choose from the following:

- Paired reading- children reading sections of the text to each other
- Teacher reading- the teacher reads and the class follow
- Echo reading- the teacher will read the text, before going back and reading a section of it again. The child(ren) echo what has been read using the same flow and expression.
- Call and response- the teacher reads several sections of the text, with children repeating after them each time, using the same style.
- Choral reading- this could be a child, a group of children or the whole class reading with the teacher at the same time. It also works by putting the class into groups and asking them to read a section as one, emphasising pace, stress, intonation, volume and pauses.
- Reader's theatre- This is often used for play scripts or for narrative where there is a lot of dialogue. Selected children read the lines said by a specific character. This strategy can be done in conjunction with any of the above.

Whilst all of these reading structures are crucial in building fluency and engagement, teacher reading is particularly valuable in promoting prosody. Prosody is the concept of reading and understanding, whilst sounding natural. It can be broken down into the following headings:

Intonation- variation of pitch and tone.
Stress- emphasis on certain syllables.
Pace/tempo- rate at which we read.
Phrasing- grouping words together.
Pause- pausing for punctuation.

There will be some children in KS2, who will need 1:1 reading sessions on top of daily reading lessons. This may be to aid word level skills, build reading fluency or to gain a deeper understanding of language comprehension. These 1:1 sessions will be used to avoid certain children having to read aloud within a whole class session. Often, children are thinking too much about having to read aloud than on the intended learning of the session.

Although taught in a different group size, KS1 and KS2 reading lessons will follow the same lesson structure. This will only apply to KS1 lessons where the children are reading the book for the second time, and there is less of a focus on decoding:

1. Trigger prior learning (High Five)- this could be from the previous reading lesson, the previous time that reading skill was taught or something taught in a previous term/year. This allows children to make links in their own learning journey.
2. Introduce the skill(s) and learning objective.
3. Read text- as highlighted previously, the reading of the text can be done using a variety of methods. Within this section of the lesson, questions should be asked. These could be directed at specific children/groups of children or at the whole class. Teachers will be able to assess understanding by hearing answers shared orally, seeing answers written down or listening into peer to peer conversations.
4. Model- here the teacher will need to model a specific type of answer or an activity based on the reading skill be taught.
5. Task- children participate in task. This could be a written or an oral task.

The Task part of the lesson (section 5) may be completed independently on a subsequent day by KS1 children.

Tasks could include, but are not limited to the following activities:

1. Answering a series of short questions
2. Answering a question that is longer and takes more reflection (KS2 only)
3. Sequencing events
4. Dictionary or thesaurus tasks
5. Acting or hot-seating (KS2 only)
6. List making
7. Discussion
8. Fact dumping (writing down all you know about a character, chapter, section or setting)

Throughout this process, learning should be adapted to meet the needs of all pupils and to ensure that all children can meet the objective.

Cedar Park's writing scheme (Read to Write) involves lots of reading, and each class will have a text assigned to them each half term. Some of the pedagogy applied to the teaching of reading will be applied to Read to Write lessons- particularly in the immersion phase, where children are first exploring the text.

Roles and Responsibilities

The Headteacher

The headteacher is responsible for ensuring that the reading policy is shared, understood and followed, and that it is regularly reviewed and updated to take into account new developments. It is also the headteacher's responsibility to ensure that:

- All required elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- The senior staff are held to account for the effective implementation of the reading policy.
- Intervention is taken where it is apparent that the Reading Policy is not being implemented according to its provisions.

Senior Teachers

Senior Teachers will:

- Coordinate reading provision throughout their phase.
- Keep colleagues and school governors informed about developments in reading and provide a strategic lead and direction for the subject
- Review the success of the Read to Write, Supersonic Phonics and any other school based reading initiative.
- Identify appropriate professional development for all staff
- Monitor effectiveness of provision
- Arrange visiting authors to inspire and enthuse pupils

Teaching staff

Teachers will:

- Deliver the reading curriculum using the policy and chosen schemes, to the best of their ability.
- Set high expectations which inspire, motivate and challenge pupils, including pupils with special educational needs and/or disabilities (SEND), pupils from various social, cultural and linguistic backgrounds, and more able pupils
- Encourage pupils to enjoy reading
- Promote excellent progress and outcomes by pupils
- Demonstrate excellent subject and curriculum knowledge
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Tailor lesson plans and delivery according to pupils' respective abilities
- Set clear objectives for lessons which are shared with pupils.

Inclusion

The reading curriculum must be inclusive for **all children**. Reading lessons and activities will be adapted so that all children are able to meet the objective and feel successful. Where identified, some pupils will receive required, targeted support to enable them to work at age-appropriate objectives.

Some children will require specific catch-up intervention. In EYFS and KS1, this may be additional exposure to the Supersonic Phonic Friends scheme or some pre-teaching of it. Specific children will also get an opportunity to read with an adult more frequently.

In KS2, children will also have further opportunities to read with an adult, if this is identified as a need from reading assessment. Where children in Year 4-6 are still looking to build fluency and word recognition, Nessy (online reading programme) will be accessed daily.

Monitoring arrangements

Teachers will use formative assessment in each lesson to establish whether a child has been able to meet the objective. This assessment is to be captured on Target Tracker, to give a broad overview of which elements of reading a child has grasped and which elements need further development. The target tracker statements can be used in conjunction with NFER formative assessments, which help identify gaps in pupil knowledge.

In classes where pupils are taught Supersonic Phonics, a tracker is to be completed to establish all of the sounds that children can read. Leaders will support teachers in providing rapid support for children that need to catch-up, based on the data from the phonics trackers.

Teachers will record the books that children are reading at home and ensure that it is an appropriate choice, in line with the child's reading attainment. In EYFS and KS1, this book should allow the child to practise previously taught phonics.

Building a Love of Reading

The school will continue to promote reading through a variety of enrichment activities such as The Big Bed Time Read, author visits, performances, poetry festivals, Extreme Reading, Bookflix, story club, books in assemblies and hidden book sales.

Our library is an essential resource and all children will have the opportunity to access it weekly. In addition, it'll be open on certain days at lunch time, to give children further access to a wide selection of books.

Through our Being Different Being Equal Weeks, children will be exposed to literature about different:

- Races
- Cultures
- Religions
- Disabilities
- Family types
- Relationships
- Values

The school will continue to provide phonics and reading workshops for parents, so they are best equipped to support their child.

We love to promote reading and the books we read through our environment. The books that each class study are displayed outside the classroom, with a book worm to indicate which book we are currently reading.

Links to other policies

This policy links to the following policies:

- Assessment policy
- Phonics policy
- SEND policy
- Feedback & Marking Policy

Reading Progression of Knowledge across the school

Reading Progression of Knowledge – EYFS

	Word Level				Comprehension					
	Phonics and Decoding	**Common Exception Words (CEW)**	**Fluency**	**Classroom activities/support**	**Understanding and Correcting Inaccuracies**	**Comparing, Contrasting and Commenting**	**Words in Context and Authorial Choice**	**Inference and Prediction**	**Poetry and Performance**	**Non-Fiction**
EYFS	• Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother • Read individual letters by saying the sounds for them • Blend sounds into words so that they can read short words made up of letter-sound correspondences • Read some letter groups that each represent one sound and say sounds for them • Read simple phrases and sentences made up of words with known lettersound correspondences and, where necessary, a few exception words • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	• Read a few CEW matched to the school's phonic programme • To read some common irregular words	• Understand the five key concepts about print: • print has meaning • the names of different parts of a book • print can have different purposes • page sequencing • we read English text from left to right and from top to bottom • Blend sounds into words so that they can read short words made up of letter-sound correspondences • Read simple phrases and sentences made up of words with known lettersound correspondences and, where necessary, a few exception words • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some • common exception words	**Nursery** • Phonological awareness – tracking and end of year expectations • Phonics using Supersonic Phonic Friends daily • Tracking, end of year expectations • Storytelling, songs and rhymes • Daily storytime **Reception** • Phonics teaching, using Supersonic Phonic Friends • Any child below their reading age is having intervention • Storytelling, songs and rhymes • Daily storytime • Daily high-frequency words	• 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 • Listen to and talk about stories to build familiarity and understanding • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	• 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 • Compare and contrast characters from stories, including figures from the past • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words • 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 • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate • Anticipate (where appropriate) key events in stories • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	• Use a wider range of vocabulary • Engage in extended conversations about stories, learning new vocabulary • 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 • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate • 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	• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Anticipate (where appropriate) key events in stories	• Sing a large repertoire of songs • Know many rhymes, be able to talk about familiar books, and be able to tell a long story • 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 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 • 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 • Sing in a group or on their own, increasingly matching the pitch and following the melody • Develop storylines in their pretend play • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Make use of props and materials when roleplaying characters in narratives and stories • 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	• Engage in nonfiction books • Listen to and talk about selected non-fiction to develop a deep • familiarity with new knowledge and vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during roleplay

Reading Progression of Knowledge – Years 1 and 2

	Word Level				Comprehension					
	Phonics and Decoding	**Common Exception Words (CEW)**	**Fluency**	**Classroom activities/support**	**Understanding and Correcting Inaccuracies**	**Comparing, Contrasting and Commenting**	**Words in Context and Authorial Choice**	**Inference and Prediction**	**Poetry and Performance**	**Non-Fiction**
Year 1	• Apply phonic knowledge and skills as the route to decode words • Blend sounds in unfamiliar words using the GPCs that they have been taught • Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes • Read words containing taught GPCs • Read words containing -s, -es, -ing, -ed and -est endings • Read words with contractions, e.g. I'm, I'll and we'll	• Read Y1 CEW, noting unusual correspondences between spelling and sound and where these occur in words	• Accurately read texts that are consistent with their developing phonic knowledge, that does not require them to use other strategies to work out words • Reread texts to build up fluency and confidence in word reading	• Phonics teaching using Supersonic Phonic Friends • Any child below their reading age is having intervention • Daily high-frequency words • Storytelling, songs and rhymes • Questions throughout reading both whole class and individual	• Check that a text makes sense to them as they read and to self-correct	• Listen to and discuss a wide range of fiction, nonfiction and poetry at a level beyond that at which they can read independently • Link what they have read or have read to them to their own experiences • Retell familiar stories in increasing detail • Join in with discussions about a text, taking turns and listening to what others say • Discuss the significance of titles and events	• Discuss word meaning and link new meanings to those already known	• Begin to make simple inferences • Predict what might happen based on what has been read • so far	• Recite simple poems by heart	
Year 2	• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially • recognising alternative sounds for graphemes • Accurately read most words of two or more syllables • Read most words containing common suffixes*	• Read most Y1 and Y2 CEW*, noting unusual correspondences between spelling and sound and where these occur in the word	• Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation • Reread these books to build up fluency and confidence in word reading • Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts	• Phonics teaching using Supersonic Phonic Friends • Any child below their reading age is having intervention • Daily high-frequency words • Storytelling, songs and rhymes • Questions throughout reading both whole class and individual	• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially • recognising alternative sounds for graphemes • Accurately read most words of two or more syllables • Read most words containing common suffixes*	• Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher • Check that the text makes sense to them as they read and to correct inaccurate reading	• Participate in a discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views • Become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tale • Discuss the sequence of events in books and how items of information are related • Recognise simple recurring literary language in stories and poetry • To ask and answer questions about a text • Make links between the text they are reading and other texts they have read (in texts that they can read independently)	• Discuss and clarify the meanings of words, linking new meanings to known vocabulary • Discuss their favourite words and phrases	• Make inferences based on what is being said and done • Predict what might happen based on what has been read so far in a text	• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear

Reading Progression of Knowledge– Years 3 and 4

	Word Level				Comprehension					
	Phonics and Decoding	**Common Exception Words (CEW)**	**Fluency**	**Classroom activities/support**	**Understanding and Correcting Inaccuracies**	**Comparing, Contrasting and Commenting**	**Words in Context and Authorial Choice**	**Inference and Prediction**	**Poetry and Performance**	**Non-Fiction**
Year 3	• Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words) • Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud • Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud*	• To begin to read Y3/Y4 exception words*	• At this stage, teaching • comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary	• Any child below their reading age is having intervention • Precision teaching • Daily phonics for any child who requires it • Links to spelling patterns • Daily individual reading		• Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Use appropriate terminology when discussing texts (plot, character, setting)	• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Discuss authors' choice of words and phrases for effect	• Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives • Justify predictions using evidence from the text	• Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud • Begin to use appropriate intonation and volume when reading aloud n	• Retrieve and record information from non-fiction texts
Year 4	• Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. • Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	• To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word				• Discuss and compare texts from a wide variety of genres and writers • Read for a range of purposes • Identify themes and conventions in a wide range of books • Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings) • Identify how language, structure and presentation contribute to meaning • Identify main ideas drawn from more than one paragraph and summarise these	• Discuss vocabulary used to capture readers' interest and imagination	• Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text • Justify predictions from details stated and implied	• Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry) • Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud	• Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information • Use dictionaries to check the meaning of words that they have read

Reading Progression of Knowledge– Years 5 and 6

	Word Level				Comprehension					
	Phonics and Decoding	**Common Exception Words (CEW)**	**Fluency**	**Classroom activities/support**	**Understanding and Correcting Inaccuracies**	**Comparing, Contrasting and Commenting**	**Words in Context and Authorial Choice**	**Inference and Prediction**	**Poetry and Performance**	**Non-Fiction**
Year 5	• Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • Apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*	• To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word	• At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary	• Any child below their reading age is having intervention • Precision teaching • Daily phonics for any child who requires it • Links to spelling patterns • Daily individual reading		• Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • Identify main ideas drawn from more than one paragraph and summarise these • Recommend texts to peers based on personal choice	• Discuss vocabulary used by the author to create effect including figurative language • Evaluate the use of authors' language and explain how it has created an impact on the reader	• Draw inferences from characters' feelings, thoughts and motives • Make predictions based on details stated and implied, justifying them in detail with evidence from the text	• Continually show an awareness of the audience when reading out loud using intonation, tone, volume and action	• Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts
Year 6	• Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • Apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*	• Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.				• Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions • Recognise more complex themes in what they read (such as loss or heroism) • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • Listen to guidance and feedback on the quality of their explanations and contributions to discussions and make improvements when participating in discussions • Draw out key information and summarise the main ideas in a text. • Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views • Compare characters, settings and themes within a text and across more than one text	• Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminologies such as metaphor, simile, analogy, imagery, style and effect	• Consider different accounts of the same event and • Discuss viewpoints (both of authors and fictional characters) • Discuss how characters change and develop through texts by drawing inferences based on indirect clues	• Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.	• Retrieve, record and present information from non-fiction texts • Use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review)

Key Reading Skills and Example Questions by Year Group

Key Reading Comprehension Questions - **EYFS**

	Key Reading Skills	Example Questions
Vocabulary	• Build up vocabulary that reflects the breadth of their experiences • Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Use vocabulary and forms of speech that are increasingly influenced by their experiences of books	• What does this word mean?
Inference	• Begin to understand 'why' and 'how' questions. • Answer 'how' and 'why' questions about their experiences and in response to stories or events	• (Looking at pictures) What might they be feeling? How do you know?
Prediction	• Anticipate key events and phrases in rhymes and stories • Suggest how a story might end	• What might happen at the end of the story? • What might happen in the story? • What might happen next?
Explanation	N/A	N/A
Retrieval	• Describe main story settings, events and principal characters	• What did you find out? What can you see on the front cover?
Sequence	• Begin to be aware of the way stories are structured • To follow a story without pictures or props	• Can you order these parts of the story? What happened first, next...?

Three and Four-Year-Olds / Reception / Early Learning Goals

Key Reading Comprehension Questions – **Year 1**

	Key Reading Skills	Example Questions
Vocabulary	• Discuss word meanings, linking new meanings to those already known • Draw upon knowledge of vocabulary in order to understand the text • Join in with predictable phrases • Use vocabulary given by the teacher • Discuss his/her favourite words and phrases	• What does the word ..... mean in this sentence? • Find and copy a word which means ..... • Which word in do you think is the most important? Why? • Which of the words best describes the character or setting? • Which word in this part do you think is the most important? • Why do you think they repeat this word in the story?
Inference	• Children make basic inferences about characters' feelings by using what they say as evidence. • Infer basic points with direct reference to the pictures and words in the text • Discuss the significance of the title and events • Demonstrate simple]inference from the text based on what is said and done	• What do you think...means? • Why do you think that? • How do you think...? • When do you think...? • Where do you think...? • How does ..... make you feel? • Why did ..... happen?
Prediction	• Predicting what might happen on the basis of what has been read so far in terms of story, character and plot • Make simple predictions based on the story and on their own life experience. • Begin to explain these ideas verbally or though pictures.	• Looking at the cover and the title, what do you think this book is about? • Where do you think...will go next? • What do you think... will say / do next? • What do you think this book will be about? Why? • How do you think that this will end? • Who do you think has done it? • What might...say about that? • Can you draw what might happen next?
Explanation	• Give my opinion including likes and dislikes *(not NC objective)* • Link what they read or hear to their own experiences • Explain clearly my understanding of what has been read to them • Express views about events or characters	• Is there anything you would change about this story? • What do you like about this text? • Who is your favourite character? Why?
Retrieval	• Answer a question about what has just happened in a story. • Develop their knowledge of retrieval through images. • Recognize characters, events, titles and information. • Recognize differences between fiction and non-fiction texts. • Retrieve information by finding a few key words. • Contribute ideas and thoughts in discussion	• Who is your favourite character? • Why do you think all the main characters are ... in this book? • Would you like to live in this setting? Why/why not? • Who is/are the main character(s)? • When/where is this story set? • Which is your favourite/worst/ funniest/scariest part of the story? • Is this a fiction or a non-fiction book? How do you know?
Sequence	• Retell familiar stories orally e.g. fairy stories and traditional tales • Sequence the events of a story they are familiar with • Begin to discuss how events are linked	• What happens in the beginning of the story? • Can you number these events in the story? • How/where does the story start? • What happened at the end of the....? • Can you retell the story to me in 20 words or less? • What happened before that? • Can you sequence the key moments in this story

Key Reading Comprehension Questions – **Year 2**

	Key Reading Skills	Example Questions
Vocabulary	• Discussing and clarifying the meanings of words; link new meanings to known vocabulary • Discussing their favourite words and phrases • Recognise some recurring language in stories and poems	• Can you find a noun/adjective/verb that tells/shows you that…? • Why do you think that the author used the word… to describe…? • Which other word on this page means the same as…? • Find an adjective in the text which describes… • Which word do you think is most important in this section? Why? • Which word best describes…?
Inference	• Make inferences about characters' feelings using what they say and do. • Infer basic points and begin, with support, to pick up on subtler references. • Answering and asking questions and modifying answers as the story progresses • Use pictures or words to make inferences	• What do you think…. means? • Why do you think that? • Why do you think…? • How do you think….? • When do you think…? • Where do you think…? • How has the author made us think that…?
Prediction	• Predicting what might happen on the basis of what has been read in terms of plot, character and language so far • Make predictions using their own knowledge as well as what has happened so far • To make logical predictions and give explanations of them	• Where do you think…. will go next? • What do you think… will say/do next? • What do you think this book will be about? Why? • How do you think that this will end? What makes you say that? • Who do you think has done it? • What might…. say about that? • How does the choice of character affect what will happen next?
Explanation	• Explain and discuss their understanding of books, poems and other material, both those that they Listen to and those that they read for themselves • Express my own views about a book or poem • Discuss some similarities between books • Listen to the opinion of others	• What is similar/different about two characters? • Explain why… did that.. • Is this as good as…? • Which is better and why? • Does the picture help us? How? • What would you do if you were…? • Would you like to live in this setting? Why? • Is there anything you would change about this story? • Do you agree with the author's…? Why?
Retrieval	• Independently read and answer simple questions about what they have just read • Asking and answering retrieval questions • Draw on previously taught knowledge • Remember significant event and key information about the text that they have read • Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read	• Who is/are the main character(s)? • When/where is this story set? How do you know? • Which is your favourite/worst/funniest/ scariest part of the story? Why? • Tell me three facts you have learned from the text. • Find the part where… • What type of text is this? • What happened to … in the end of the story?
Sequence	• Discuss the sequence of events in books and how items of information are related • Retell using a wider variety of story language • Order events from the text • Begin to discuss how events are linked focusing on the main content of the story	• What happens in the story's opening? • How/where does the story start? • What happened at the end of the…? • What is the dilemma in this story? • How is it resolved? • Can you retell the story to me in 20 words or less? • Can you summarise in 3 sentences the beginning, middle and end of this story

Key Reading Comprehension Questions – **Year 3**

	Key Reading Skills	Example Questions
Vocabulary	• Use dictionaries to check the meaning of words that they have read • Discuss words that capture the readers interest or imagination • Identify how language choices help build meaning • Find the meaning of new words using substitution within a sentence	• What does this word/phrase/sentence tell you about the character/setting/mood? • Can you find this word in the dictionary? • By writing in this way, what effect has the author created? • What other words/phrases could the author have used here? • How has the author made you feel by writing…? • Which word tells you that…? • Find and highlight the word that is closest in meaning to…?
Inference	• Children can infer characters' feelings, thoughts and motives from their stated actions • Justify inferences by referencing a specific point in the text • Ask and answer questions appropriately, including some simple inference questions • Based on characters' feelings, thoughts and motives • Make inferences about actions or events	• What do you think…. means? • Why do you think that? • Why do you think…? • How do you think….? • Can you explain why….? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show…? • How does the description of … show that they are…? • Who is telling the story? • Why has the character done this at this time?
Prediction	• Justify predictions using evidence from the text • Use relevant prior knowledge to make predictions and justify them • Use details from the text to form further predictions	• Can you think of another story with a similar theme? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward?
Explanation	• Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • Identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • Recognise authorial choices and the purpose of these	• What is similar/different about two characters? • Explain why… did that. • Describe different characters' reactions to the same event. • Is this as good as…? • Which is better and why? • Why do you think they chose to order the text in this way? • What is the purpose of this text and who do you think it was written for? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked?
Retrieval	• Use contents page and subheadings to locate information • Learn the skill of 'skim and scan' to retrieve details • Begin to use quotations from the text • Retrieve and record information from a fiction text • Retrieve information from a non-fiction text	• Who are the characters in this text? • When / where is this story set? How do you know? • Which part of the story best describes the setting? • What do you think is happening here? • What might this mean? • How might I find the information quickly? • What can I use to help me navigate this book? • How would you describe the story? • Whose perspective is the story told from?
Sequence	• Identifying main ideas drawn from a key paragraph or page and summarising these • Begin to distinguish between the important and less important information in a text • Give a brief verbal summary of a story • Teachers begin to model how to record summary writing • Identify themes from a wide range of books • Make simple notes from one source of writing	• What is the main point in this paragraph? • Sum up what has happened so far in X words or less. • Which is the most important point in these paragraphs? • Do any sections/paragraphs deal with the same themes? • Have you noticed any similarities between this text and any others you have read? • What do I need to jot down to remember what I have read?

Key Reading Comprehension Questions – **Year 4**

	Key Reading Skills	Example Questions
Vocabulary	• Using dictionaries to check the meaning of words that they have read • Use a thesaurus to find synonyms • Discuss why words have been chosen and the effect these have on the reader • Explain how words can capture the interest of the reader • Discuss new and unusual vocabulary and clarify the meaning of these • Find the meaning of new words using the context of the sentence.	• Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? • Do you think they intended to? • What other words/phrases could the author have used here? Why? How has the author…? • Which word is closest in meaning to…
Inference	• Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • Infer characters' feelings, thoughts and motives from their stated actions. • Consolidate the skill of justifying them using a specific reference point in the text • Use more than one piece of evidence to justify their answer	• What do you think…. means? • Why do you think that? Could it be anything else? • I think….; do you agree? Why / why not? • How do you think….? • Can you explain why….? • Can you explain why based on two different pieces of evidence? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show that… • What impression of …do you get from this paragraph?
Prediction	• Justify predictions using evidence from the text. • Use relevant prior knowledge as well as details from the text to form predictions and to justify them. • Monitor these predictions and compare them with the text as they read on	• Can you think of another text with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What does this paragraph suggest what will happen next? • Do you think … will happen? Explain your answers with evidence from the text
Explanation	• Discussing words and phrases that capture the reader's interest and imagination • Identifying how language, structure, and presentation contribute to meaning • Recognise authorial choices and the purpose of these	• What is similar/different about two characters? Did the author intend that? • Explain why… did that. • Describe different characters' reactions to the same event. • Is this as good as…? • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most …? Why?
Retrieval	• Confidently skim and scan texts to record details, • Using relevant quotes to support their answers to questions. • Retrieve and record information from a fiction or non-fiction text.	• Find the… in this text. Is it anywhere else? • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • What might this mean? • Whose perspective is the story told by and how do you know? • How can you use the subheading to help you here?
Sequence	• Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. • Identifying main ideas drawn from more than one paragraph. • Identify themes from a wide range of books • Summarise whole paragraphs, chapters or texts • Highlight key information and record it in bullet points, diagrams, maps etc	• What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in X words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • How might I record this to ensure the best possible outcome?

Key Reading Comprehension Questions – **Year 5**

	Key Reading Skills	Example Questions
Vocabulary	• Explore the meaning of words in context, confidently using a dictionary • Discuss how the author's choice of language impacts the reader • Evaluate the authors use of language • Investigate alternative word choices that could be made • Begin to look at the use of figurative language • Use a thesaurus to find synonyms for a larger variety of words • Re-write passages using alternative word choices • Read around the word' and *explore its meaning in the broader context of a section • or paragraph.	• Can you quickly find…in the dictionary and thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing…, what effect has the author created? Do you think they intended to? • What other words/phrases could the author have used here? Why? • How has the author made you/this character feel by writing…? Why? • Find and highlight the word which is closest in meaning to … • Find a word which demonstrates… • Can you rewrite this in the style of the author using your own words? • How have simile and metaphor been used here to enhance the text?
Inference	• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Make inferences about actions, feelings, events or states • Use figurative language to infer meaning • Give one or two pieces of evidence to support the point they are making. • Begin to draw evidence from more than one place across a text.	• What do you think… means? Why do you think that? Could it be anything else? • I think….; do you agree? Why/why not? • Why do you think the author? decided to…? • Can you explain why…? Can you give me evidence from somewhere else in the text? • What do these words mean and why do you think that the author chose them? • How does the author make you feel? • What impression do you get from these paragraphs?
Prediction	• Predicting what might happen from details stated and implied • Support predictions with relevant evidence from the text. • Confirm and modify predictions as they read on	• Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?
Explanation	• Provide increasingly reasoned justification for my views • Recommend books for peers in detail • Give reasons for authorial choices • Begin to challenge points of view • Begin to distinguish between fact and opinion • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering impact on the reader • Explain and discuss their understanding of what they have read, including through presentations and debates.	• What is similar/different about two characters? Did the author intend that? • Explain why… did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • How is the text organised and what impact does this have on you as a reader? • Why has the text been written this way? • How can you tell whether it is fact and opinion? • How is this text similar to the writing we have been doing? • How does the author engage the audience?
Retrieval	• Confidently skim and scan, and also use the skill of reading before and after to retrieve information. • Use evidence from across larger sections of text • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. • Retrieve, record and present information from non-fiction texts. • Ask my own questions and follow a line of enquiry	• Find the… in this text. Is it anywhere else? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • Can you skim/scan quickly to find the answer
Sequence	• Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text Identifying key details to support the main ideas. • Make connections between information across the text and include this is an answer. • Discuss the themes or conventions from a chapter or text • Identify themes across a wide range of writing	• What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in… words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • Can you find a text with a similar theme

Key Reading Comprehension Questions – **Year 6**

	Key Reading Skills	Example Questions
Vocabulary	• Evaluate how the authors' use of language impacts upon the reader • Find examples of figurative language and how this impacts the reader and contributes to meaning or mood. • Discuss how presentation and structure contribute to meaning • Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.	• What does this word/phrase/sentence tell you about the character/setting/mood? • By writing…, what effect has the author created? Do you think they intended to? • Can you find examples of simile, metaphor, hyperbole or personification in the text? • Why has the text been organised in this way? Would you have done it differently? • What other words/phrases could the author have used here? Why? • How has the author made you/this character feel by writing…? Why?
Inference	• Draw and justify inferences, such as inferring characters' feelings, thoughts and motives from their actions • Discuss how characters change and develop through texts by drawing inferences based on indirect clues • Make inferences about events, feelings, states backing these up with evidence • Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. • They can draw evidence from different places across the text	• What do you think… means? Why do you think that? Could it be anything else? • I think….; do you agree? Why/why not? • Why do you think the author decided to…? • Can you explain why…? • What do these words mean and why do you think that the author chose them? • How do other people's descriptions of …show that…? • Where else in the text can we find the answer to this question?
Prediction	• Predicting what might happen from details stated and implied • Support predictions by using relevant evidence from the text • Confirm and modify predictions in light of new information	• Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?
Explanation	• Provide increasingly reasoned justification for my views • Recommend books for peers in detail • Give reasons for authorial choices • Begin to challenge points of view • Begin to distinguish between fact and opinion • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, to impact on the reader • Explain and discuss their understanding of what they have read, including through presentations and debates • Distinguish between fact, opinion and bias and explain this	• What is similar/different about two characters? Did the author intend that? • Explain why… did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • Can you identify where the author has shown bias towards a particular character? • Is it fact or is it opinion? How do you know? • How does the author make you feel at this point in the story? Why did they do that? • Can you explain it in a different way?
Retrieval	• Confidently skim and scan, and also use the skill of reading before and after to retrieve information • Use evidence from across whole chapters or texts • Retrieve, record and present information from a wide variety of non-fiction texts • Ask questions and follow a line of enquiry	• Find the… in this text. Is it anywhere else? • Can you skim the next… and find me the answer to…? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • What genre is…? • Can you look at these other texts and find me what is similar and what is different?
Sequence	• Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text • Make comparisons across different books • Summarise entire texts, in addition to chapters or paragraphs, using a limited number of words or paragraph	• What is the main point of the text? • Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? • Sum up what has happened so far in… words/seconds or less. • Can you read the text and summarise what has happened? • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes?