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| --- | --- | --- | --- | --- | --- | --- |
| **Reading Skill** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Retrieval** | Main focus | Must be secure. | Retrieval from text not directly above | Continue with retrieval | | |
| **Inference** | More able can begin to infer if ready | Make a simple inference | Begin to justify an inference- questions broken down into two parts.  Example  a) How does she feel?  b) Why? (1mark each) | Merge into one question.  Example  How does she feel? Can you explain why? (2marks) | 3 mark questions when more able are ready. | Expression tables  3 mark questions. |
|  |  |  |  |  |  |  |
| **Vocabulary** | Word meaning | Word meaning | Word meaning | Word meaning | Word meaning | Word meaning |
|  |  |  |  |  |  |  |
| **Sequencing and Summarising** | Language of sequencing  Beginning; Middle; End | Sequencing | Sequencing and introduction to summarising | Summarising | Continue with summarising | |
|  |  |  |  |  |  |  |
| **Prediction** | Discuss simple predictions | Make simple predictions | Make sensible predictions using evidence, broken down | Make sensible predictions with evidence. | Focus teaching in English/introducing texts. | Focus teaching in English/introducing texts. |
| **Relationship**  **(narrative content)** |  |  |  |  | Introduce relationship | Continue with relationship |
| **Exploration**  **(word effect)** |  |  | Introduce exploration | Secure exploration | Continue with exploration |  |
| **Comparison** |  |  |  | Introduce comparison | Secure comparison | Continue with comparison |