|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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.Examplea) How does she feel?b) Why? (1mark each) | Merge into one question.ExampleHow 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 sequencingBeginning; 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 |