



Springhill Catholic Primary School
Yearly Overview
Reading Skills



RETRIEVAL

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus	Simple information retrieval from familiar, predictable texts with pictures and repetitive language.			Locating and retrieving specific information from longer texts and recognising key details.		Confident retrieval of both explicit and implicit information from complex texts, across fiction and non-fiction.	
Skills Development	<ul style="list-style-type: none"> - Know that print has meaning - Name key characters in a story - Retell a familiar story using pictures or words - Answer simple 'who,' 'what,' 'where' and 'when' questions based on what they have heard and illustrations 	<ul style="list-style-type: none"> - Locate and point-out specific words, phrases or information in a text. - Recognise and retrieve names, objects and basic facts directly from text and illustrations. - Answer simple 'who', 'what', and 'where' questions based on text content - Recall key events or characters in a story in sequential order. 	<ul style="list-style-type: none"> - Identify specific details or pieces of information within short paragraphs. - Answer questions about key facts in both fiction and non-fiction. - Begin distinguishing between main ideas and smaller details in a text. - Use simple text features (headings, labels, captions) to locate information. 	<ul style="list-style-type: none"> - Locate and retrieve information from paragraphs or specific parts of a text. - Answer retrieval questions that require finding details about settings, character actions and events. - Begin using skimming and scanning techniques to find information quickly. - Extract information from non-fiction texts using text features like headings, subheadings and diagrams. 	<ul style="list-style-type: none"> - Retrieve and organise information from different parts of a text. - Recognise and retrieve important details that contribute to the main idea. - Use skimming and scanning more confidently to find details or main points. - Begin to retrieve information from multiple sources in a single text (e.g. text and images in non-fiction). 	<ul style="list-style-type: none"> - Locate specific information in longer, multi-paragraph texts and summarise key points. - Retrieve information for comparison across multiple sections of a text. - Identify supporting details that expand on main ideas and themes. - Confidently use skimming and scanning techniques, understanding when each is appropriate. - Retrieve information from different formats such as charts, 	<ul style="list-style-type: none"> - Retrieve detailed information from challenging texts, often requiring analysis of longer paragraphs. - Synthesise and summarise information from multiple sources or sections of a text. - Use retrieval skills to support comprehension of complex themes and author's intent. - Retrieve information to support inferences and text analysis, as well as to evaluate points of view or arguments.



Springhill Catholic Primary School
Yearly Overview
Reading Skills



					tables, and timelines.	
Activities	<ul style="list-style-type: none"> - Sequencing three key pictures of a story - Oral retrieval questions using illustrations to support understanding 	<ul style="list-style-type: none"> - Picture-based retrieval questions (e.g. ‘Where is the boy in the story?’) - Story sequencing tasks to recall and order main events - Scavenger hunts in texts to find key facts or vocabulary words (e.g. ‘Find the word cat in the sentence.’) 	<ul style="list-style-type: none"> - Skimming and scanning practice with “search and find” challenges - Highlighting key information in paragraphs or creating summaries - Guided retrieval exercises with focus on text features (e.g., using the index or glossary) - Retrieval tasks from short non-fiction texts to locate facts or statistics 	<ul style="list-style-type: none"> - Research projects where students locate information across different sections and synthesise findings - Information retrieval challenges involving multiple text formats (tables, charts, diagrams) - Practise answering questions requiring retrieval and explanation, using evidence from text - Exercises comparing and contrasting information found in various parts of a text 		
Question Stems	<p>Who are the characters in the story? Where are the characters? When did [event] happen? What happened at the beginning of the story? What happened at the end of the story?</p>	<p>What happened at the beginning/middle/end of the story? Who are the main characters? Where did the story take place? When did [event] happen? Can you find a word that means [definition]? What is the name of the main character? What did [character] do first/next/last? What happened at the end of the story? Who is the [character] in the story? Can you point to the part where [event] happens? What is [object] used for in the story? What did [character] say to [other character]? What is the name of the [character/object/place]? What happened after [event]? Who did [character] meet? What did [character] say when...?</p>	<p>What evidence from the text supports [idea]? Can you find a specific example of [character] feeling [emotion]? How did [character] react to [situation]? What is the main idea of the first paragraph? What does the character do after [event]? How did [character] feel when...? Where did the story take place? Who is the main character in this passage? When did [event] happen? Which of the following is true about [character/setting]? What happens at the end of the story?</p>			



Springhill Catholic Primary School
Yearly Overview
Reading Skills



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INFERENCE							
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		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus	Simple inference based on illustrations, dialogue, and obvious clues in text.			Making more detailed inferences about characters, settings, and events using text clues.		Deeper inferential thinking and analysis, including tone, themes, and author's intent.	
Skills Development	- Begin to infer meaning from illustrations eg.	- Begin to infer meaning from illustrations (e.g.,	- Infer characters' feelings and intentions from	- Use text-based clues to infer characters' motives,	- Recognise and interpret figurative language (e.g.,	- Infer complex emotions and motivations by	- Analyse and infer how an author's perspective or bias



Springhill Catholic Primary School
Yearly Overview
Reading Skills



	<p>What the weather is like based on what characters are wearing</p> <ul style="list-style-type: none"> - Anticipate what might happen next in a story by using what they have heard and illustrations 	<p>guessing characters' feelings based on facial expressions).</p> <ul style="list-style-type: none"> - Make basic predictions about what might happen next in a story. - Answer simple "why" questions with support (e.g., "Why did the character feel happy?"). - Understand basic cause and effect in stories (e.g., a character feels sad because they lost something). 	<p>both text and pictures.</p> <ul style="list-style-type: none"> - Make simple inferences about motives (e.g., "Why did the character run away?"). - Begin to draw connections between story events and outcomes. - Justify answers with direct evidence from text or illustrations (e.g., "I think she is scared because she is hiding behind the door"). 	<p>thoughts, and feelings.</p> <ul style="list-style-type: none"> - Start identifying implicit details about the setting (e.g., the time of day, weather) based on descriptive language. - Make and justify predictions using evidence from the text. 	<p>similes, metaphors) to infer mood or tone.</p> <ul style="list-style-type: none"> - Begin to understand how events in one part of the text relate to outcomes later in the story. - Make connections between characters' actions and broader themes or morals in the story. 	<p>analysing a range of text features (dialogue, actions, reactions).</p> <ul style="list-style-type: none"> - Detect themes in a story and connect these with character behaviours and plot events. - Identify and explain implicit meanings, recognising subtle hints or foreshadowing in the text. - Begin to explore how the author's language choices influence mood and tone. 	<p>may influence character portrayal or plot events.</p> <ul style="list-style-type: none"> - Draw conclusions from multi-layered texts, interpreting symbolism and indirect references. - Infer and critique themes across different genres or texts, recognising similarities and differences. - Discuss and evaluate author's intent, style, and choice of language.
Activities	<ul style="list-style-type: none"> - Oral inference based questions using text as a stimulus - Freeze frame to act out how characters are feeling 	<ul style="list-style-type: none"> - Picture-based inference exercises (e.g., "What do you think is happening in this picture?"). - Guided read-aloud sessions with inference-focused questioning. - Simple character emotions matching (connecting character actions with emotions). 	<ul style="list-style-type: none"> - Character diaries: Students write as a character, inferring their thoughts and feelings. - Prediction journals: Before reading, students predict events, then revisit predictions with evidence. - Inference question cards (e.g., "What clues can you find about the setting?"). 	<ul style="list-style-type: none"> - Text comparisons: Identify and discuss inferences across different genres (e.g., fiction vs. non-fiction). - Tone and mood explorations: Students describe how language affects tone, with emphasis on how word choice influences inference. - Theme-based group discussions: Delve into inferred themes, such as "courage" or "friendship," with textual evidence. 			
Question Stems	<p>Can you show me how [character] is feeling? How do you know that the character</p>	<p>How do you think [character] felt when...? Why do you think the character [action]? What do you think will happen next?</p>	<p>"What do you think the character's actions tell us about their personality?" "How do you know that the character was [emotion] in this scene?" What does the author suggest about [theme/idea] through this event? How can you tell that [character] is feeling [emotion]? What makes you think that [character] is [action/behaviour]?"</p>				



Springhill Catholic Primary School
Yearly Overview
Reading Skills



	<p>is feeling [emotion]? Why is the character feeling that way?</p>	<p>How do you think [character] is feeling when...? Why do you think [character] did [action]? How do you know that [character] is [emotion]? What does the author mean when they say [phrase]?" Why is [event] important in the story? What makes you think that [character] did [action]? Why do you think the author used the word [word] here?</p>	<p>Why do you think the author describes [object/situation] in this way? What might happen next based on [event]? What does [character's action] tell us about them? How do the events in the text make you feel, and why? Why do you think the author chose to use [particular word or phrase]?</p>
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SUMMARISING AND MAIN IDEAS

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus	Basic retelling, identifying main events or ideas in simple stories and information texts.			Understanding, summarising and condensing main ideas in short paragraphs and simple multi-paragraph texts.		Synthesising main ideas and themes from complex texts; analysing how they contribute to the overall theme or purpose; and supporting summarisation with evidence.	
Skills Development	<ul style="list-style-type: none"> - Retell main key events in a story using picture clues - Identify and describe main characters in a story 	<ul style="list-style-type: none"> - Recall and retell main events in sequence with support from illustrations or teacher guidance. - Identify and describe main 	<ul style="list-style-type: none"> - Summarise simple texts by retelling beginning, middle, and end. - Identify and discuss the central idea or moral of a story. 	<ul style="list-style-type: none"> - Begin summarising paragraphs by identifying the main idea and key details. - Use summary sentences to 	<ul style="list-style-type: none"> - Summarise longer paragraphs by noting essential ideas and supporting details. - Summarise stories by focusing on main plot points 	<ul style="list-style-type: none"> - Summarise multi-paragraph texts by condensing main ideas and excluding unnecessary details. - Identify themes or overarching ideas in a text and 	<ul style="list-style-type: none"> - Summarise complex narratives or informational texts by condensing them into key points. - Synthesise information from



Springhill Catholic Primary School
Yearly Overview
Reading Skills



	<ul style="list-style-type: none"> - Recognise repetition and join in with repeated phrases - Identify what happened at the beginning of the story, what the problem is and how it gets solved 	<p>characters, basic settings, and the central event in a story.</p> <ul style="list-style-type: none"> - Begin recognising the difference between main events and smaller details. - Recognise and discuss the general topic of a text (e.g. “This story is about a dog”). - Identify the main character or main event in a story with visual and verbal prompts. - Recognise basic differences between key ideas and supporting details, with guidance. - Answer simple questions like “What is this story about?” to show understanding of the main focus. 	<ul style="list-style-type: none"> - Start to distinguish between main ideas and less important details with guidance. - Begin to identify the main idea of a story or a short paragraph. - Recognise key points and events that contribute to the main idea of the text. - Differentiate between main events and smaller details with prompting. - Summarise very simple main ideas orally or through pictures (e.g., drawing the main event). 	<p>encapsulate the gist of a section or short story.</p> <ul style="list-style-type: none"> - Differentiate between key points and extra details, with support. - Summarise the main points in non-fiction texts, identifying factual information. - Identify the main idea in a short text or single paragraph and distinguish it from supporting details. - Begin to summarise a paragraph by identifying its main idea and most important details. - Answer “What is the main idea?” questions in relation to specific sections of a text. - Recognise main ideas in simple informational texts, such as non-fiction books on animals or geography. 	<p>and character actions.</p> <ul style="list-style-type: none"> - Begin synthesising information from different sections of a non-fiction text. - Use skimming to quickly locate main ideas before summarising. - Identify main ideas and supporting details in longer paragraphs and stories. - Summarise multiple paragraphs by condensing the main ideas and key points. - Start analysing main ideas across paragraphs to see how ideas develop over the course of a story. - Use text features (like headings and subheadings) to help determine the main idea in non-fiction. 	<p>summarise them concisely.</p> <ul style="list-style-type: none"> - Summarise non-fiction by combining key points from different sections. - Use text evidence to support summaries and justify choices of main points. - Identify and summarise main ideas in more complex, multi-paragraph texts. - Distinguish between primary and secondary ideas in both fiction and non-fiction. - Begin to interpret how the main idea supports the author’s purpose or theme. - Identify and explain the main idea in complex informational texts, such as articles or biographies. 	<p>various sources or sections, drawing connections between ideas.</p> <ul style="list-style-type: none"> - Practise objective summarising, focusing only on factual content and avoiding personal opinions. - Summarise argumentative or persuasive texts, capturing the main argument and key supporting points. - Analyse the main idea and key themes in sophisticated texts with subtle or layered meanings. - Summarise main ideas concisely, incorporating essential supporting points. - Identify the author’s purpose and how the main idea and details align with it. - Compare main ideas across multiple sources or texts, recognising common themes or
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Springhill Catholic Primary School
Yearly Overview
Reading Skills



						contrasting perspectives.
Activities	<ul style="list-style-type: none"> - Sequence pictures of a story -Join in with repeated and familiar phrases -Point to main character in a story - Children choose a picture that depicts the main event of a story 	<ul style="list-style-type: none"> -Story sequencing with pictures to help students recall and order events. - Guided discussions that focus on "What happened first? What happened next?" - Simple story maps where students record key characters, setting, and main events. - Using sentence starters (e.g., "In the beginning...") to frame summaries. - Story discussions that focus on answering "What is the story mostly about?" with teacher guidance. - "Main Idea Collages" where students create drawings that represent the main idea of a story. - Guided read-alouds where students discuss the main idea with prompts. - Simple worksheets where students circle the picture or sentence that best represents the main idea. 	<ul style="list-style-type: none"> - Summarising exercises where students underline or highlight main ideas in paragraphs. - Create "One-Sentence Summaries" for each paragraph or section of a text. - Practise summarising non-fiction passages by noting key facts in bullet points. - Story summary grids to help students structure summaries into main ideas and details. - "Main Idea and Detail" charts where students list the main idea and supporting details. - Paragraph summarisation exercises where students identify main ideas for each paragraph. - Headings and subheadings exercises where students match headings to main ideas in non-fiction. - Group discussions where students explore how the main idea changes or develops in stories or informational texts. 	<ul style="list-style-type: none"> - Use graphic organisers like flowcharts, 'main idea webs' or summarising boxes to help students distil and organise main ideas. - "Gist Statements" where students condense large chunks of text into one or two summary sentences. - Practise summarising across genres, such as poetry, biographies, or news articles. - Compare student summaries to encourage evaluation of which ideas are most essential. - Summarising paragraphs or entire chapters, focusing on main ideas and theme. - Analysing how the main idea changes across different sections or chapters. - Practising comparative exercises, where students identify and contrast main ideas in multiple texts. 		
Question Stems	<p>Who is the main character in the story? Can you join in with [repeated phrase]? What was the problem in the story? How did it get solved?</p>	<p>What is the story mostly about? What is the main idea of the passage? What do you think the story is teaching us? What is the message of the story? Why is the story called [title]?</p>	<p>Can you summarise the main themes of the text? What is the key message of the story? What is the main idea of the passage? Which of the following best summarises the text? How would you summarise the story in one sentence? What is the author trying to tell the reader about [theme/idea]? Which detail is the most important to the main message of the text?</p>			



Springhill Catholic Primary School
Yearly Overview
Reading Skills



PREDICTION

PREDICTION							
	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus	Simple predictions based on illustrations, titles, and familiar story patterns.			Using textual clues and basic inference to make more informed predictions.		Using inference, foreshadowing, and character analysis to make complex predictions.	
Skills Development	<ul style="list-style-type: none"> - Use pictures and book covers to predict what a story is going to be about - Answer ‘what do you think might happen next?’ 	<ul style="list-style-type: none"> - Use pictures, titles, and book covers to make basic predictions about a story’s content. - Make simple guesses about what might happen next in a story based on familiar patterns (e.g., fairy tales, repeated phrases). - Answer “What do you think will happen?” questions with guidance, often using personal experiences or knowledge of familiar stories. 	<ul style="list-style-type: none"> - Make predictions based on both pictures and short sentences. - Predict characters’ feelings or actions based on earlier events or character traits. - Start using story events and character actions as evidence to support predictions. - Revisit initial predictions to confirm or adjust based on the story’s progression. 	<ul style="list-style-type: none"> - Make predictions based on plot, character motivations, and setting clues from the text. - Use language and descriptive details as evidence for predictions (e.g., “I think it will rain because the clouds are dark and heavy”). - Predict how a story might end based on similar stories or established story arcs. - Revise predictions as new information 	<ul style="list-style-type: none"> - Make predictions that consider the characters’ motivations and relationships. - Anticipate events in a text using more complex clues, such as foreshadowing or dialogue. - Begin to compare predictions with classmates to evaluate different perspectives. - Make predictions in non-fiction texts about what might be learned next based on headings or subheadings. 	<ul style="list-style-type: none"> - Make predictions that consider multiple text elements, including plot development, themes, and narrative style. - Identify foreshadowing and other subtle textual clues that hint at future events. - Anticipate how characters might react or change based on personality traits, past actions, or significant events. - Make predictions that relate to broader themes or 	<ul style="list-style-type: none"> - Formulate and justify predictions about complex texts, including those with ambiguous or open-ended plots. - Use detailed analysis of language, tone, and style to make predictions. - Anticipate outcomes in a narrative by drawing on prior knowledge of genre conventions and themes. - Use prediction skills to analyse informational texts,



Springhill Catholic Primary School
Yearly Overview
Reading Skills



				is revealed in the text.		the author's message.	hypothesizing about further content or implications.
Activities	<ul style="list-style-type: none"> - Use a sequence of pictures and ask the children what might happen next - Role play – act out parts of the story and get the children to act out what they think might happen next 	<ul style="list-style-type: none"> - “Cover and Predict” where students make guesses based on the book cover and title. - Picture walk-throughs to predict what the story will be about before reading. - Story pause points where students guess what might happen next. - Class discussions where students explain their predictions, even in simple terms (e.g., “I think he will find his friend because he looks happy”). 	<ul style="list-style-type: none"> - Guided reading sessions where students pause to predict and use evidence from the text. - “Prediction Journals” where students record and later revisit their predictions. - Comparing predictions with the actual text outcomes to reflect on the accuracy and reasoning. - Group discussions where students predict and justify potential outcomes in stories or non-fiction texts. 	<ul style="list-style-type: none"> - Prediction and reflection exercises that have students justify and later evaluate their predictions. - Group activities that encourage debate and discussion of different possible outcomes. - “Prediction Evidence Charts” where students list textual clues supporting their predictions. - Engaging with ambiguous endings or open-ended narratives to make and support final predictions. 			
Question Stems	<p>What do you think might happen next?</p> <p>How do you think the story will end?</p> <p>Look at the front cover. What do you think the story might be about?</p>	<p>What do you think will happen at the end of the story?</p> <p>What do you think will happen next?</p> <p>What might happen to [character] after this?</p> <p>How do you think the story will end?</p> <p>What do you think will happen to [character] at the end?</p> <p>"What do you think [character] will do next?"</p>	<p>What do you think will happen next in the story?</p> <p>How do you think [character] will react to [event]?</p> <p>Based on what you've read, what do you think will happen to [character]?</p> <p>What is likely to happen after [event] in the text?</p>				



COMPARING AND CONTRASTING

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus	Basic identification of similarities and differences between familiar objects, characters and settings.			Using more detail to compare and contrast characters, settings, themes and text types.		Making detailed comparisons across texts, characters, themes and perspectives with analysis and evidence.	
Skills Development	<ul style="list-style-type: none"> - Say one thing that is the same and different about a character, object or setting in a story using pictures - Compare how different characters are feeling in a story using picture prompts 	<ul style="list-style-type: none"> - Begin identifying basic similarities and differences in characters, settings or objects within a story. - Compare familiar objects or people (e.g., “How is this character different from that character?”). - Use visual clues (illustrations, colours, shapes) to compare and contrast elements in picture books. - Make simple statements about differences and similarities (e.g., “Both animals are pets, but one is a dog and the other is a cat”). 	<ul style="list-style-type: none"> - Begin to compare and contrast characters’ actions or emotions within a single story. - Recognise differences in characters’ responses to events or challenges. - Make comparisons in non-fiction texts (e.g., “Both plants have leaves, but this one has flowers”). - Start to discuss the reasons for differences and similarities with guidance. 	<ul style="list-style-type: none"> - Compare and contrast main events or characters across different stories or within longer texts. - Recognise and discuss similarities and differences in settings and plot structures. - Compare characters’ emotions and motivations with supporting details from the text. - Begin comparing information in simple non-fiction texts (e.g., two descriptions of the same animal). 	<ul style="list-style-type: none"> - Identify similarities and differences in themes across different stories or genres. - Compare perspectives or points of view, such as two characters’ opinions on an event. - Use text features (e.g., headings, diagrams) to compare information in non-fiction texts. - Start recognising patterns in character behaviour, plot or setting that can be compared. 	<ul style="list-style-type: none"> - Compare and contrast themes, plots or settings in texts by the same or different authors. - Analyse characters’ development or changes over time, comparing their traits and responses to challenges. - Compare different text formats or structures (e.g., poem vs. prose, fiction vs. non-fiction). - Compare contrasting viewpoints or arguments in persuasive texts or articles. 	<ul style="list-style-type: none"> - Critically analyse and contrast themes across complex texts, identifying nuanced similarities and differences. - Compare authors’ writing styles or narrative techniques and discuss their effects on the reader. - Evaluate characters’ motivations and actions by contrasting them with other characters in different texts. - Compare and contrast perspectives on a topic across multiple sources in non-fiction.
Activities	Sorting activities – same and different	Using Venn diagrams or T-charts to compare two characters, animals, or objects.		Creating character or setting comparison charts to organize similarities and differences.		Text analysis grids to help students organize comparisons across multiple stories or articles.	



Springhill Catholic Primary School
Yearly Overview
Reading Skills



	<p>Comparing two familiar stories using targeted questions eg. What is the same about these two places?</p>	<p>“Alike and Different” exercises where students compare objects or story elements. Guided discussions on comparing features in picture books (colours, shapes, characters). “Describe and Compare” activities using simple descriptive words.</p>	<p>Venn diagram exercises to compare stories, characters, or information in non-fiction. Guided comparison discussions on characters’ viewpoints or story themes. Comparing non-fiction articles on similar topics to identify differences in presentation or content.</p>	<p>Guided debates or discussions on contrasting viewpoints in persuasive texts. Writing comparative essays or paragraphs where students support comparisons with evidence. Using double-entry journals where students record similarities and differences in themes or character motivations.</p>
<p>Question Stems</p>	<p>Which two characters are happy/sad/angry? What is the same about [character A] and [character B]? What is different about [character A] and [character B]?</p>	<p>How are [character A] and [character B] the same? How are [character A] and [character B] different? Who is more [brave/kind/happy]? Why? What do [character A] and [character B] both like/do? What is the difference between how [character A] and [character B] feel in the story? How is [place A] like [place B]? What is different about [setting A] and [setting B]? What happens the same way in [two events]? How is the ending of the story different from the beginning? Which event is more exciting/sad/happy? Why? How is this story like [another story the class has read]? What is different between this story and [another story]? Do both stories teach the same lesson?</p>	<p>How are [character A] and [character B] similar in their actions/feelings/motives? How do [character A] and [character B] respond differently to [a specific event]? Which character is more [brave/kind/selfish], and why? What do [character A] and [character B] both learn in the story? How do [character A’s] and [character B’s] relationships with [another character] differ? How does the description of [setting A] compare to [setting B]? Which setting seems more [dangerous/magical/interesting], and why? How does the setting in [this story] affect the characters differently from the setting in [another story]? How does the theme of [friendship/courage/etc.] appear in both texts? Which text has a stronger message about [a specific theme]? Why? How are the lessons in [Text A] and [Text B] similar? How are the ideas about [a topic] different in [Text A] and [Text B]? How are the endings of [Text A] and [Text B] similar/different? What happens differently to [character A] in one event compared to [another event]? How do the consequences of [an action] differ in [two different texts]? How does the author of [Text A] use language differently from the author of [Text B]? Which author uses [specific technique, e.g., dialogue, description] more effectively? Why? How do the authors create suspense in [two texts]? How does the information in [Text A] compare to the story in [Text B]? Which text is better at explaining [a topic], and why? How are the ideas in this fictional story similar to the real-life facts in [another text]?</p>	



Springhill Catholic Primary School
Yearly Overview
Reading Skills



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SEQUENCING

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus	Recognising and ordering main events in simple stories with guidance.			Sequencing more detailed events and understanding logical progression in longer texts.		Analysing complex narrative structures and logical flow in multi-paragraph texts.	
Skills Development	- Listen to stories, rhymes and songs, paying attention to	- Begin identifying the beginning, middle and end of a story.	- Recognise the sequence of events in a slightly longer	- Sequence a series of events or main ideas from short	- Sequence complex stories and multi-paragraph texts by identifying key	- Sequence events in longer, multi-layered stories, recognising	- Analyse complex texts with non-linear narratives, such as stories with



Springhill Catholic Primary School
Yearly Overview
Reading Skills



	<p>the sequence of events</p> <ul style="list-style-type: none"> -Identify what happens at the beginning and end of a story -Use pictures to order up to three key events in a story 	<ul style="list-style-type: none"> - Use illustrations and key phrases to help order events. - Sequence familiar stories or events with support, using basic time words like "first," "then," and "last." - Start arranging story elements in the correct order in very short texts. 	<p>text and retell it in order.</p> <ul style="list-style-type: none"> - Identify simple time-order words in a text (e.g., “before,” “after”) and use them to organise events. - Start sequencing events independently using pictures or short passages. - Answer sequencing questions (e.g., “What happened after...?”) to confirm understanding of the order. 	<p>paragraphs and simple chapters.</p> <ul style="list-style-type: none"> - Recognise and use chronological cues (e.g., “later,” “afterwards,” “finally”) to arrange events in logical order. - Begin sequencing cause-and-effect events within a story (e.g., “What happened because...?”). - Start sequencing steps or instructions in non-fiction texts like recipes or directions. 	<p>turning points or chapter divisions.</p> <ul style="list-style-type: none"> - Recognise flashbacks or time jumps and understand how they alter the sequence. - Identify cause-and-effect sequences in both narrative and informational texts. - Sequence events across different settings or subplots, understanding how they connect. 	<p>subplots and parallel timelines.</p> <ul style="list-style-type: none"> - Identify and understand the purpose of narrative techniques, like flashbacks or foreshadowing, and how they impact the sequence. - Follow multi-step sequences in non-fiction texts and understand logical structure (e.g., historical timelines, scientific processes). - Begin summarising the main sequence of a story or information passage, condensing it into key steps or phases. 	<p>flashbacks or parallel plotlines.</p> <ul style="list-style-type: none"> - Sequence main events while considering the author’s purpose in using a particular structure. - Follow sophisticated multi-step sequences in informational texts, such as technical explanations, complex procedures, or historical events. - Sequence events or concepts from multiple sources, synthesising them into a cohesive timeline or logical flow.
<p>Activities</p>	<ul style="list-style-type: none"> - Pictures to sequence (up to 3 for each story) - Role play the story - Learn key nursery rhymes off by heart 	<ul style="list-style-type: none"> - Story sequencing with pictures or sentence strips that students arrange in order. - Guided storytelling where students recount what happened first, next, and last. - Retelling exercises with prompts like “What happened after the character went to the park?” - Sorting events or images into beginning, middle, and end categories. 	<ul style="list-style-type: none"> - Creating story timelines with main events placed in chronological order. - Using flowcharts or graphic organisers to map out cause-and-effect sequences. - Practice sequencing steps from procedural texts, like “How-to” guides or instructions. - Sequencing events with time cue cards to solidify understanding of chronological terms. 	<ul style="list-style-type: none"> - Creating timelines or flowcharts for multi-plot stories, mapping out character arcs alongside main events. - Analysing the structure of a story or article to determine how the sequence impacts the message. - Organising and sequencing information across different text types, such as comparing historical accounts. 			



Springhill Catholic Primary School
Yearly Overview
Reading Skills



				- Writing summaries that condense a text's sequence into a concise, logical progression.
Question Stems	<p>What happens next?</p> <p>What happened at the beginning?</p> <p>What happened at the end?</p> <p>Can you order the three pictures?</p>	<p>What happens after [event]?</p> <p>Can you put these events in the correct order?</p> <p>What happens before [event]?</p> <p>What happens at the beginning of the story?</p> <p>How does the story begin/end?</p> <p>How do you know this happened first/next?</p> <p>What words in the text help you know the order of events?</p> <p>Which part of the story shows [specific event or action]?</p> <p>Why do you think [character] did [X] after [Y]?</p>	<p>How does the text show what happened first/next/last?</p> <p>How does the author organize the events in this text?</p> <p>How do the events build up to [key moment or climax]?</p> <p>Can you explain how the events in the beginning are linked to the end?</p> <p>What words or phrases in the text tell you the order of events?</p> <p>How does the author signal the change from one event to the next?</p> <p>Why do you think the author included [specific event] in this order?</p> <p>Which part of the story explains why [something happened later]?</p>	

GENERATING QUESTIONS

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus	Encouraging curiosity and promoting basic understanding of story elements through simple questions.			Generating questions to deepen understanding and make predictions.		Generating analytical questions to interpret themes, author's purpose and text structure.	
Skills Development	- Understand that we ask questions to find out information -Respond to 'who,' 'what,'	- Begin asking simple, curiosity-driven questions about story elements like characters and	- Start asking more specific questions related to the plot or characters (e.g., "What will happen	- Ask questions that explore characters' motivations and predict future events (e.g., "Why did he act that	- Formulate questions that analyse character development, settings, and plot details.	- Formulate questions that explore underlying themes and messages in a text (e.g., "What is the	- Generate questions that examine multiple perspectives within a text (e.g., "How might another



Springhill Catholic Primary School
Yearly Overview
Reading Skills



	<p>‘when’ and ‘where’ questions</p> <ul style="list-style-type: none"> - Ask questions about what they have heard or from the illustrations of a simple picture book with adult support 	<p>settings (e.g., “Who is that?” or “Where are they going?”).</p> <ul style="list-style-type: none"> - Use illustrations and key story phrases to generate questions. - Ask questions to clarify understanding of the text with prompts from the teacher (e.g., “Why is the cat hiding?”). - Respond to teacher-modelled questions to build awareness of questioning as a reading strategy. 	<p>next?” or “Why did she do that?”).</p> <ul style="list-style-type: none"> - Generate questions about both story events and factual information in simple non-fiction texts. - Show curiosity by asking "how" and "why" questions with prompting, demonstrating an emerging understanding of cause and effect in stories. - Practise asking questions to clarify unfamiliar words or basic ideas in the text. 	<p>way?” or “What might happen next?”).</p> <ul style="list-style-type: none"> - Begin to ask “how” questions that delve into cause-and-effect relationships. - Generate questions that clarify plot points or setting descriptions. - Pose questions about unfamiliar vocabulary or ideas and seek answers through text context or discussion. 	<ul style="list-style-type: none"> - Start generating questions that require inference (e.g., “Why might the character be feeling this way?”). - Develop curiosity-driven questions that prompt further research or investigation, especially in non-fiction texts. - Use questioning to guide discussions about a text, seeking answers through group sharing or rereading. 	<p>author trying to show us about friendship?”).</p> <ul style="list-style-type: none"> - Develop questions about an author’s purpose and choices in narrative style, character development, or setting. - Generate questions that require synthesising information from different parts of a text. - Ask open-ended questions that stimulate deeper discussion and reflection on a text’s meaning. 	<p>character view this situation?”).</p> <ul style="list-style-type: none"> - Create questions that challenge the text’s ideas or compare themes across multiple texts. - Use questioning to critically analyse text structure, identifying how different sections contribute to the overall message. - Pose questions that connect the text to real-world issues or personal experiences, promoting critical thinking.
<p>Activities</p>	<ul style="list-style-type: none"> - Partner talk - Teacher-modelled questioning - Generating questions about a ‘busy picture’ 	<ul style="list-style-type: none"> - “Question Wall” where students place questions about the story as they read. - Teacher-modelled questioning sessions where the teacher demonstrates how to ask questions about characters and events. - Guided story time where students ask and answer “who,” “what,” “where,” and “why” questions. - Simple question-and-answer sessions based on non-fiction picture books. 	<ul style="list-style-type: none"> - “Wonder Journal” where students record questions that arise during reading and seek answers as they read further. - Group discussion where each student asks a question about a character’s actions or the plot. - Prediction exercises that encourage students to ask “What if?” or “What could happen next?” questions. - Vocabulary question activities where students identify and clarify challenging words. 	<ul style="list-style-type: none"> - Literature circles where students ask questions to explore themes, characters, or plot developments. - Creating question-and-answer maps to connect key ideas, encouraging deeper textual exploration. - Comparative text studies where students ask questions about similar themes or contrasting viewpoints. - Critical thinking activities where students develop questions for debate on the text’s themes or author’s intentions. 			



Springhill Catholic Primary School
Yearly Overview
Reading Skills



Question Stems	I wonder who... / what... / when.../ why.../ if...
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PREVIEWING, SKIMMING AND SCANNING

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus	Introducing the concepts of looking over a text and searching for key details.			Strengthening skimming and scanning skills for comprehension and specific information retrieval.		Using skimming and scanning for more efficient reading and for extracting relevant information in complex texts.	
Skills Development	- Previewing: Look at the cover of a book and make predictions about what it might be about - Skimming: Joining in with repetitive words and phrases	- Previewing: Begin by looking at the title, illustrations and headings of a text to make predictions about its content. - Skimming: Encourage students to quickly look through a picture	- Previewing: Identify key elements like titles, headings and illustrations to predict what the text might be about. - Skimming: Look at short paragraphs or pages to gather general information	- Previewing: Skim through a text to look at the title, headings, subheadings and pictures to make predictions about content. - Skimming: Start reading the first and last sentences of a	- Previewing: Identify the structure of a text by looking at the title, subheadings and any key vocabulary (especially in non-fiction texts). - Skimming: Use skimming to	- Previewing: Thoroughly preview texts by reading the title, headings, subheadings, any highlighted or bolded words, and looking at any pictures or diagrams to form	- Previewing: Use previewing to identify the structure of a text, including headings, subheadings, bolded or italicised text, and illustrations, to form a mental framework for understanding.



Springhill Catholic Primary School
Yearly Overview
Reading Skills



	<p>- Scanning: Find specific objects using the pictures</p>	<p>book or simple text to get an overall sense of what it is about, focusing on key words and pictures. - Scanning: Start practising finding familiar words or specific pictures (e.g., searching for the name of a character or an object in a book).</p>	<p>(e.g., “What is this story about?”). - Scanning: Begin to find specific information (e.g., looking for a word or phrase in a short text, like the character’s name).</p>	<p>paragraph to quickly understand the main idea. - Scanning: Use scanning to find specific facts, names or dates in non-fiction texts (e.g., looking for a word in a dictionary or an event in a history book).</p>	<p>understand the overall meaning or theme of a text, focusing on key phrases or keywords. - Scanning: Scan for specific details in a text, such as numbers, dates, names or a particular fact in an information text.</p>	<p>predictions about the content. - Skimming: Skim longer texts (both fiction and non-fiction) to get a sense of the main ideas, using key words and topic sentences to understand the text’s overall message. - Scanning: Scan for specific information in longer texts, such as definitions, examples, or key facts and retrieve information rapidly.</p>	<p>- Skimming: Skim texts to understand the key concepts, arguments, or plot development, especially in non-fiction texts where main ideas are critical. - Scanning: Scan for detailed facts, references, or examples in more detailed or complex texts, such as research articles, reports or websites.</p>
<p>Activities</p>	<p>- TTS repetitive phrases and favourite phrase of the week -Teacher-modelled skimming and scanning as they read aloud</p>	<p>- Predicting the story’s content by looking at the title, cover, and pictures. - Skim through a book to identify the main character or the setting. - Use a "word hunt" to scan a page for specific words (like a list of sight words). - Answer questions like, “What do you think this story is about?” after previewing the text.</p>	<p>- Skim through a text to summarise the main idea in one or two sentences. - Scan a page for specific dates or facts (e.g., "Find the date when the event took place"). - Look for specific pieces of information in a non-fiction text using a table of contents or index. - Predict the topic of a passage after previewing the headings or keywords.</p>	<p>- Skim through an article or book chapter to summarise the main argument or theme. - Use scanning to locate specific information in a text quickly, such as finding the answer to a question in a reference book or article. - Complete “Find the Fact” tasks where students scan texts to locate dates, names or key details. - Engage in timed reading activities where students practice skimming and scanning a set of texts to find the key ideas or specific details efficiently.</p>			



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ANALYSING LANGUAGE AND AUTHOR'S PURPOSE

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus	Building awareness of how authors choose words to describe characters, settings and actions.			Identifying and discussing the effect of more specific language choices, including similes, metaphors and personification.		Analysing complex literary techniques and understanding the effect of language choices on meaning, tone and reader response.	
Skills Development	<ul style="list-style-type: none"> - Introduce new words in context through repetition in books and rhymes - Understand the meaning of a story through discussion - Talk about how a book has made them feel and why - Make connections between author's purpose and own lives 	<ul style="list-style-type: none"> - Introduce the concept of descriptive language (e.g., words used to describe characters, settings, or events). - Identify basic descriptive words (e.g., "happy," "big," "fast") in a text. - Begin discussing the effect of simple adjectives and verbs in creating 	<ul style="list-style-type: none"> - Recognise and explore adjectives, verbs and nouns used by the author to describe characters, settings and actions. - Discuss how specific words create feelings or set the mood (e.g., "The dragon roared fiercely" vs. "The dragon walked quietly"). 	<ul style="list-style-type: none"> - Introduce similes and metaphors (e.g., "as bright as the sun," "the tree's arms stretched out"). - Identify examples of figurative language in stories and explain their effect on the reader (e.g., "The night sky was a blanket of stars"). - Discuss how authors use 	<ul style="list-style-type: none"> - Examine the use of more complex figurative language, such as personification and onomatopoeia (e.g., "The wind whispered," or "The door creaked"). - Explore how sentence structure and punctuation (e.g., exclamation marks, ellipses) influence how 	<ul style="list-style-type: none"> - Analyse how authors use varied sentence lengths, structures and punctuation to create emphasis, rhythm, or mood (e.g., "Suddenly, a loud crash! Everything went silent.>"). - Discuss the use of symbolism, idioms and more advanced figurative language (e.g., "The moon 	<ul style="list-style-type: none"> - Analyse how an author's language choices contribute to the overall theme or message of a text (e.g., how the use of dark imagery might reflect a theme of fear or conflict). - Examine how specific words or phrases contribute to a character's development or the plot (e.g., the shift in language when a



Springhill Catholic Primary School
Yearly Overview
Reading Skills



	<ul style="list-style-type: none"> - Discuss how pictures make them feel about a character or setting 	<p>pictures or feelings (e.g., "The sun was bright").</p> <ul style="list-style-type: none"> - Use picture books to explore how illustrations and words work together to create meaning. 	<ul style="list-style-type: none"> - Start identifying repeated phrases or words in stories (e.g., a character's catchphrase or a repeating theme). - Begin to explore how language affects the way a character is portrayed (e.g., kind vs. mean). 	<p>language to describe characters' emotions or actions (e.g., "He tiptoed quietly" vs. "He stomped loudly").</p> <ul style="list-style-type: none"> - Explore how adverbs are used to enhance the action of a verb (e.g., "He ran quickly" vs. "He ran slowly"). 	<p>language is perceived.</p> <ul style="list-style-type: none"> - Identify and discuss how descriptive language shapes the setting and atmosphere in a text (e.g., "The storm raged on" creates tension). - Begin discussing the author's choice of words in relation to the tone or mood of the story (e.g., "The forest was dark and eerie" creates a sense of fear). 	<p>was a ghostly galleon").</p> <ul style="list-style-type: none"> - Explore the author's use of irony or humour, and how these techniques shape the text's tone or purpose. - Identify how the choice of language (e.g., formal vs. informal) influences the tone of a text. 	<p>character changes or grows).</p> <ul style="list-style-type: none"> - Understand how language choices create atmosphere and emotional response (e.g., how the description of a storm can create tension or foreboding). - Discuss the impact of word choice, figurative language and sentence structure on the reader's perception of a story.
<p>Activities</p>	<ul style="list-style-type: none"> - Act out stories using language from the text - Draw a picture from the book and talk about how it makes them feel 	<ul style="list-style-type: none"> - Find adjectives and verbs in a text that describe how a character feels or acts. - Illustrate a scene from a story based on the descriptive language used by the author. - Create a list of descriptive words to match different moods (happy, sad, excited). - Identify the words that describe the setting in a story, then discuss how they make the reader feel. 		<ul style="list-style-type: none"> - Identify similes, metaphors, and personification in a story or poem and explain their meaning. - Re-write a sentence using different adjectives or verbs to change the meaning or mood. - Explore how different adverbs change the meaning of a sentence (e.g., "He smiled happily" vs. "He smiled nervously"). - Discuss the effect of punctuation on the way a sentence is read (e.g., how an exclamation mark changes the tone). 		<ul style="list-style-type: none"> - Close reading of selected passages where students analyse word choices, metaphors or symbolism and discuss their impact. - Rewrite a passage with a different tone (e.g., change a scary scene into a funny one). - Discuss how a change in vocabulary (e.g., switching "angry" for "furious") alters the perception of a character or situation. - Compare the author's language in different texts and discuss how different writers create similar moods (e.g., both might use descriptive language to create a sense of tension). 	



Springhill Catholic Primary School
Yearly Overview
Reading Skills



<p>Question Stems</p>	<p>How does the book make you feel? Why does the book make you feel happy/sad/scared? Can you think of a time when you have [action] like [character]?</p>	<p>What words does the author use to describe [character/setting]? What does [this word/phrase] tell us about [X]? Why do you think the author chose the word [X]? How does [this word] make you feel about [character/setting]? What kind of story do these words make you think it is (e.g., happy, scary)? Which words make [the story/setting] sound exciting/scary/sad? How do the words the author used help you imagine [X]? Why do you think the author repeated [this word/phrase]? What is special about the way the author described [X]? Can you find a word that compares [X] to something else? What picture do you see in your mind when you read this sentence?</p>	<p>Why do you think the author included this detail? What message do you think the author is trying to give in this text? Why do you think the author chose to write from [character's] perspective? What effect do you think the author's choice of words has on the reader? Why has the author used [this technique/structure]? How does the author's use of [word/phrase/imagery] affect the reader? What is the purpose of including [specific detail] in the text? Why does the author choose to describe the setting in this way? How does the structure of the text (e.g., paragraphs, chapters) help the reader understand the story? How does the author's language make the story feel [e.g., exciting, scary, sad]? What words create a sense of [specific tone, e.g., happiness, danger]? How does the author make you feel about [character/setting] through their language? How does the author use language to create suspense or build tension? What is the effect of the short/long sentence here? How does the author's use of language in [this paragraph] link to the theme of the text? How do [two different words/phrases] show the same idea in different ways? How does the author's language reflect the character's personality/emotions?</p>
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Springhill Catholic Primary School
Yearly Overview
Reading Skills



MAKING CONNECTIONS TO PRIOR KNOWLEDGE

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus	Helping students connect their own experiences and knowledge to the text before they start reading.			Encouraging students to draw on a wider range of knowledge to enhance comprehension of more complex texts.		Using prior knowledge to deepen understanding and critical analysis of complex texts.	
Skills Development	<ul style="list-style-type: none"> - Recall characters, settings and events from familiar stories and make connections between the books they listen to and their own experiences e.g. relating a book about a farm to the time they visited a farm - Use prior knowledge and experience to predict what the story might be about using the cover and illustrations 	<ul style="list-style-type: none"> -Begin discussions about what students already know about a topic before reading a book or story (e.g., “What do you know about animals?” before reading a story about a zoo). - Encourage students to share what they know based on their personal experiences (e.g., “Have you ever been to the beach?” when reading a story set at the beach). - Use illustrations, titles and headings to prompt students 	<ul style="list-style-type: none"> - Connect stories or facts to students’ own lives or experiences (e.g., “Have you ever felt scared like the character?”). - Encourage students to recall facts or information they have learned previously and how they might relate to a new text (e.g., connecting a story about the weather to knowledge of different weather types). - Build awareness of how books or texts are connected (e.g., connecting a story to a similar 	<ul style="list-style-type: none"> - Help students make connections between new stories and their previous knowledge of characters, settings, or events (e.g., recognising themes from other texts they’ve read). - Encourage students to connect non-fiction texts with information they already know (e.g., linking information about animals in a non-fiction text to their personal experiences with pets or trips to the zoo). - Begin using more structured 	<ul style="list-style-type: none"> - Introduce more structured pre-reading strategies like making a "mind map" of what students know about a topic or subject before reading. - Ask students to connect characters, events or ideas in the text to real-world experiences or other books they’ve read. - Use questions like, “What do you already know about this subject?” to guide students’ thinking. - Encourage students to activate their prior 	<ul style="list-style-type: none"> - Encourage students to reflect on what they already know about a subject before reading, considering both personal experiences and previously learned information (e.g., prior learning in science, history, or geography). - Teach students to make inferences based on what they know and how it connects to the text they are reading. - Encourage students to use background knowledge to better understand 	<ul style="list-style-type: none"> - Encourage students to make connections between different subject areas (e.g., linking historical knowledge to historical fiction). - Teach students to evaluate how their prior knowledge affects their interpretation of a text, encouraging them to critically engage with the material. - Use questions like, “How does what you already know influence your understanding of this text?” to encourage deeper



Springhill Catholic Primary School
Yearly Overview
Reading Skills



		to think about what the text might be about. - Ask simple prediction questions based on prior experiences (e.g., “What do you think will happen next in the story?”).	one the student has read before). - Use simple graphic organisers to help students identify what they know and what they want to learn.	strategies, such as thinking about what they already know about a topic before reading a new book or text (e.g., predicting what a history text might be about).	knowledge to help them understand new vocabulary or concepts (e.g., using known words or synonyms to make sense of new terms).	unfamiliar vocabulary or difficult concepts in a text. - Discuss how activating prior knowledge helps to make predictions about characters, events or outcomes (e.g., predicting the plot of a mystery based on their knowledge of similar stories).	thinking and reflection. - Introduce strategies for activating prior knowledge in academic reading, such as summarising what they know before tackling a complex non-fiction text.
Activities	- Share pictures, photos and illustrations linked to the book to promote discussion and activate prior knowledge - Use role play, drawing and storytelling to help children make connections between a story and their own experience	- Share a picture and ask students to talk about what they know about it, activating their personal experiences (e.g., a picture of a farm for a story about farm animals). - Encourage students to make predictions based on the title and cover of a book. Use a "What do you know?" chart where students can share ideas and facts before reading. - Ask students questions like, “What do you know about this topic?” to guide them into a discussion about the text’s theme.		- Before reading a non-fiction text, brainstorm with the class what they already know about the topic and record their ideas on the board. - Use “KWL” charts (What I Know, What I Want to Know, What I Learned) to activate prior knowledge before and after reading. - Have students discuss any experiences they have related to a topic before reading a related text. - Encourage students to make connections between different texts they’ve read (e.g. a story about space and a non-fiction text about the solar system).		- Before reading a text, engage students in a discussion about their existing knowledge related to the topic and allow them to share ideas with peers. - Use “anticipation guides” where students mark statements as true or false based on what they know before reading, then revisit after reading. - Have students use graphic organisers like concept maps to show how they connect new information to what they already know. - Ask students to write a short reflection on how their prior knowledge helped them understand a new text, focusing on specific examples.	



Springhill Catholic Primary School
Yearly Overview
Reading Skills



VISUALISING

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus	Helping students make mental images based on descriptive language in texts and connecting those images to their understanding of the story.			Encouraging students to visualise more complex and detailed descriptions, enhancing comprehension and imaginative engagement with the text.		Enhancing visualisation to deepen understanding of more complex texts, using mental imagery to analyse the text, predict outcomes and evaluate characters' motivations.	
Skills Development	<ul style="list-style-type: none"> - Use imagination to respond to stories they hear through drawing, painting and role play 	<ul style="list-style-type: none"> - Begin using picture books to help students link words to images. Encourage them to look at illustrations and describe what they see. - Introduce the concept of visualising by asking students to imagine scenes, characters or actions described in a story, even if no pictures are available. - Ask students questions like, "What do you think the setting looks like?" or "What do you think the character looks like based on the description?" 	<ul style="list-style-type: none"> - Use more descriptive texts (both fiction and non-fiction) to help students visualise scenes and actions in their minds. - Encourage students to visualise a scene described in the story and then share their mental images with a partner or the class. - Begin asking students to explain how the descriptions of the setting and characters in the text helped them form their visualisations. - Use graphic organisers such as mind maps or 	<ul style="list-style-type: none"> - Use a variety of texts (e.g., fiction, poetry, non-fiction) to encourage students to visualise characters, settings and actions more deeply. - Ask students to focus on visualising actions or events as they read (e.g., how a character might be feeling or what the action looks like in their mind). - Encourage students to justify their visualisations by pointing to specific details in the text (e.g., "I imagined the forest as dark because the author described it as 'gloomy'"). 	<ul style="list-style-type: none"> - Help students understand how authors use descriptive language, such as adjectives, similes, metaphors and sensory details, to support visualisation. - Encourage students to visualise the movement of a story, not just static images, by thinking about how the action unfolds in their minds. - Use vocabulary-building activities to help students visualise more complex imagery, including symbolic or figurative language. 	<ul style="list-style-type: none"> - Encourage students to visualise complex, multi-sensory scenes and events in stories, particularly action sequences or descriptions of settings. - Help students connect visualisation to the analysis of tone, mood and atmosphere, focusing on how the description contributes to the overall feel of the text (e.g., how the setting influences the mood of the story). - Promote the use of visualisation to make inferences about characters 	<ul style="list-style-type: none"> - Develop students' ability to visualise figurative and abstract language, such as metaphors, similes and symbolism, and understand how these contribute to the meaning of the text. - Encourage students to visualise both the internal and external worlds of characters (e.g., their emotions, motivations, and physical environments). - Integrate visualisation with critical thinking by discussing how different readers might visualise the same text in



Springhill Catholic Primary School
Yearly Overview
Reading Skills



		- Encourage students to use their senses to picture the story (e.g., “What does the beach smell like? What do you think it sounds like?”).	"picture the scene" charts to help students connect their mental images with text details.	- Develop students' ability to visualise abstract concepts or emotions described in a story (e.g., visualising a feeling like "fear" or "joy").	- Foster deeper connections between visualisation and comprehension by having students predict what will happen next in a story based on their visualisations.	and their motivations (e.g., “Why do you think the character chose to act this way?”). - Encourage the use of visualisation as a tool to track the plot and anticipate what will happen next in a narrative.	different ways, based on their own experiences or interpretations. - Ask students to use visualisation to critique the text, discussing how the author’s descriptions enhance or detract from their overall understanding of the story or theme.
Activities	- Using drawing club, children respond to a familiar text and draw/paint/act out scenes and characters -Teacher— modelled response to visualisation	- After reading a descriptive passage, ask students to draw or describe the scene in their own words. - Ask students to "close their eyes and imagine" a specific scene, then discuss their visualisations as a group. - Show a picture and read a description of a similar scene, asking students to compare and contrast their mental images with the illustration. - Create a "visualisation checklist" to help students focus on key details when visualising (e.g., setting, character appearance, mood).		- Ask students to sketch scenes from a story based on the author’s descriptions, comparing their mental images to others’ interpretations. - Create "mind movies" by having students describe a scene from the book in detail, focusing on all the sensory elements (sight, sound, smell). - Have students visualise different characters' emotions by providing descriptive passages and asking them to illustrate how the character might feel. - Encourage students to write their own descriptive paragraphs and then have peers visualise and illustrate them.		- Use "visualisation journals" where students write down the mental images they have during reading, including the details that influenced their imagination. - Have students visualise the setting or key events in the story and then write a paragraph describing it, focusing on sensory details and emotional impact. - Ask students to visualise an alternate ending to the story based on their understanding of the characters and plot, and explain how their mental imagery influenced their prediction. - Encourage students to create storyboards or comic strips based on descriptive passages, combining visual and textual elements.	

FACT AND OPINION

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Springhill Catholic Primary School
Yearly Overview
Reading Skills



Focus	Introducing the basic concept of fact vs. opinion and helping students distinguish simple examples.			Expanding understanding of fact vs. opinion by applying the skill to more complex texts and recognising that opinions can be supported by reasoning.		Strengthening the ability to critically evaluate texts by analysing how facts and opinions are used, especially in persuasive, informational, and argumentative writing.	
Skills Development	<ul style="list-style-type: none"> - Able to say what they like and dislike about a story - Can tell you their favourite part of a story or piece of text 	<ul style="list-style-type: none"> - Explain the difference between facts and opinions using simple language. For example, "A fact is something we can prove, and an opinion is what someone thinks or feels." - Introduce the concept through familiar examples: "The sky is blue" (fact) vs. "I think the sky is pretty" (opinion). - Use visual aids such as pictures or simple statements and ask students to classify them as fact or opinion (e.g., a picture of a dog with the statement "Dogs are cute" vs. "Dogs are animals"). - Reinforce with activities like sorting statements 	<ul style="list-style-type: none"> - Encourage students to identify facts and opinions in simple texts (e.g., a short non-fiction passage or a story) by highlighting or underlining the sentences that are facts and those that are opinions. - Begin to discuss why certain statements are facts (they can be proven or verified) and why others are opinions (they are based on personal beliefs or feelings). - Encourage students to talk about their own opinions, making the distinction clear. 	<ul style="list-style-type: none"> - Continue to identify facts and opinions in texts, but introduce the concept of supporting evidence for opinions. - Discuss how an author's opinion can be influenced by their personal views, but also that opinions can sometimes be backed up by reasoning or examples. - Teach students to look for language cues that help identify opinions (e.g., "I believe," "I think," "It seems"). - Use more advanced texts, such as simple persuasive writing, where students can see opinions being expressed and sometimes 	<ul style="list-style-type: none"> - Help students differentiate between a statement that is a fact and an opinion that is supported with evidence. - Discuss how opinions may vary between people or cultures and that different opinions can exist about the same topic. - Teach students to look for key words or phrases that indicate opinion (e.g., "best," "worst," "should," "believe," "think"). - Introduce the concept that in persuasive writing or advertisements, opinions are often presented in a way that sounds like fact. 	<ul style="list-style-type: none"> - Teach students to critically evaluate whether opinions in a text are well-supported by facts or evidence, and how opinions may influence a reader's understanding of the information. - Encourage students to understand that while facts are objective, opinions are subjective and can vary between different people or groups. - Analyse how authors use facts and opinions in texts like advertisements, persuasive essays, and news articles, and discuss the author's intent (e.g., to persuade, inform, or entertain). - Introduce the concept that 	<ul style="list-style-type: none"> - Help students understand that some opinions may seem like facts but are presented with bias or emotional language. - Encourage students to evaluate the reliability of sources when determining whether a statement is a fact or an opinion (e.g., news articles, advertisements). - Teach students how to identify the purpose behind a text—whether it's meant to inform (fact-based) or persuade (opinion-based)—and how this impacts the use of facts and opinions. - Discuss how opinions can be used to strengthen an argument, but



Springhill Catholic Primary School
Yearly Overview
Reading Skills



		into “fact” and “opinion” categories.		supported with facts.		sometimes facts and opinions are blended together in texts, and that students must carefully evaluate the author’s language to separate them.	should be supported by logical reasoning and factual evidence.
Activities	<ul style="list-style-type: none"> - Children draw or create favourite part of the story -Children say what they liked/disliked about a text and why 	<ul style="list-style-type: none"> - Provide simple statements and ask students to decide if they are facts or opinions (e.g., “The sun is a star” vs. “The sun is the best thing in the sky”). - Create fact and opinion charts where students can sort and match different examples. - Read a short non-fiction text and ask students to identify and discuss facts and opinions. 		<ul style="list-style-type: none"> - Provide examples of statements with supporting reasons and ask students to identify whether they are facts or opinions and explain why. - Read persuasive texts and discuss how the author uses facts and opinions to persuade the reader. - Have students write a short paragraph that includes both facts and opinions, then identify each one. - Engage in debates where students express their opinions on a topic and support them with reasons or evidence. 		<ul style="list-style-type: none"> - Use editorial pieces, advertisements or opinion columns, and have students identify the facts and opinions and analyse how the opinions are supported by facts (or not). - Provide a text with mixed facts and opinions and ask students to categorise each statement and justify their choices. - Have students debate topics where they must present facts to support their opinions, and evaluate the use of facts vs. opinions in their arguments. - Ask students to write an opinion piece or persuasive essay, ensuring they back up their opinions with facts. 	
Question Stems	<p>What did you like about the text? What didn’t you like about the text? What was your favourite part and why?</p>	<p>What does the text tell us about [X]? Is [this statement] something that can be proven true? Which sentence tells us something that really happened? Find one fact about [X] in the text. What does the text say about [specific topic]? What does [character] think about [X]? Is [this statement] how someone feels or believes?</p>		<p>Which part of the text gives a fact about [X]? Can this statement be proven true or false? What evidence supports this fact? Find one fact in the text that explains [X]. Is [this statement] something everyone would agree on? Why? What does the writer think about [X]? How does the writer’s opinion influence the text? Which part of the text shows the writer’s feelings or beliefs? Find a sentence where the author shares an opinion. How do you know this is the writer’s opinion? How is [this fact] different from [this opinion]? Which of these statements are facts, and which are opinions?</p>			



Springhill Catholic Primary School
Yearly Overview
Reading Skills



		<p>Which part of the text tells you what the writer thinks? Do you think this sentence is based on fact or opinion? Why? How do you know this is how someone feels and not a fact? Which of these sentences are facts, and which are opinions? Can you find one fact and one opinion in the text? Why is this an opinion and not a fact?</p>	<p>Why is it important to know the difference between fact and opinion in this text? How does the use of opinions affect the way the reader thinks about [X]? Can you identify a fact and an opinion that are related in the text?</p>
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FLUENCY AND DECODING

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus	Developing basic word recognition, decoding skills and the ability to read simple texts fluently.			Refining fluency skills by encouraging smoother reading, increased comprehension and more expressive reading.		Achieving automaticity in reading, with a focus on expression, pace and comprehension, especially in longer and more complex texts.	
Skills Development	-Introduce phonics as the primary strategy for decoding words, ensuring students can sound out and	-Introduce phonics as the primary strategy for decoding words, ensuring students can sound out and	- Continue practising phonics and high-frequency word recognition, increasing the	- Continue to build fluency by providing students with a range of texts to practise. These include	- Promote reading with expression, including understanding and using punctuation	- Encourage independent reading of a wider variety of texts, including chapter books, information	- Encourage students to develop a personal reading style that includes fluent, expressive reading at an



Springhill Catholic Primary School
Yearly Overview
Reading Skills



	<p>blend letters together to form words.</p> <ul style="list-style-type: none"> - Practise high-frequency words (sight words) that do not follow regular phonetic rules, enabling students to recognise these words automatically. - Children begin to read simple texts aloud to practise accurate pronunciation and improve their word recognition speed. - Start to understand punctuation marks (e.g., full stops, question marks) to support reading with natural pauses and expression. 	<p>blend letters together to form words.</p> <ul style="list-style-type: none"> - Practise high-frequency words (sight words) that do not follow regular phonetic rules, enabling students to recognise these words automatically. - Encourage students to read simple texts aloud to practise accurate pronunciation and improve their word recognition speed. - Focus on understanding punctuation marks (e.g., full stops, question marks) to support reading with natural pauses and expression. 	<p>complexity of the texts students read.</p> <ul style="list-style-type: none"> - Begin to incorporate fluency-building exercises, such as repeated reading (reading the same text multiple times to build confidence and accuracy). - Teach students to read with appropriate phrasing, recognising that a sentence or a group of words makes sense together, and not just as individual words. - Encourage reading aloud with appropriate expression and tone, starting to understand the difference between statements, questions and exclamations. - Focus on increasing reading speed while maintaining 	<p>stories, poetry, non-fiction and factual texts.</p> <ul style="list-style-type: none"> - Emphasise reading with appropriate phrasing and expression, where students can group words into meaningful phrases rather than reading word by word. - Encourage students to self-monitor their reading to ensure it is accurate (e.g., re-reading when they encounter mistakes). - Increase reading stamina by encouraging students to read for longer periods, focusing on both fluency and comprehension. 	<p>to guide reading tone and pace.</p> <ul style="list-style-type: none"> - Teach students to adjust their reading speed depending on the text (e.g., reading slowly for detailed information and faster for familiar or less complex texts). - Introduce the concept of "fluent reading," where students can read without pausing to decode individual words and can focus on understanding the meaning of the text as a whole. - Provide opportunities for choral or group reading, where students read aloud together, which helps build confidence and fluency. 	<p>texts and texts with varied sentence structures.</p> <ul style="list-style-type: none"> - Emphasise the importance of reading fluently in order to focus more on comprehension rather than on decoding. - Teach students to adjust their tone and expression based on the genre and purpose of the text (e.g., reading a poem with rhythm, a story with emotions, or a factual text with clarity). - Introduce strategies for improving reading fluency, such as reading aloud regularly, listening to fluent readers and engaging with increasingly challenging texts. 	<p>appropriate pace, with accurate phrasing and inflection.</p> <ul style="list-style-type: none"> - Teach students to reflect on their fluency, considering how they read with meaning, expression, and understanding. - Provide opportunities for students to read texts aloud in front of the class or in small groups, offering constructive feedback on fluency, expression and accuracy. - Focus on developing fluency in reading longer and more complex texts, where students must pay attention to punctuation and adjust their reading for understanding and expression.
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Springhill Catholic Primary School
Yearly Overview
Reading Skills



			comprehension and accuracy.				
Activities	<ul style="list-style-type: none">- Use short, repetitive texts (e.g., simple stories, poems, or songs) to help students build fluency through practice.- Use 'my turn, your turn, for the teacher to model sentences read fluently- Encourage children to read books at their own level several times to increase fluency and confidence.	<ul style="list-style-type: none">- Use short, repetitive texts (e.g., simple stories, poems, or songs) to help students build fluency through practise.- Implement "echo reading," where the teacher or a fluent reader reads a sentence aloud and the student repeats it with the same expression and intonation.- Provide opportunities for students to read in pairs, allowing for peer support and practice.- Encourage students to read books at their own level several times to increase fluency and confidence.		<ul style="list-style-type: none">- Use poetry and repetitive texts to practise phrasing, rhythm and expression.- Implement "reader's theatre," where students take on roles and read aloud with expression, focusing on appropriate intonation and pacing.- Have students track their reading speed (words per minute) and work to improve it through regular practice, aiming for a balance between speed and accuracy.- Pair students for timed reading activities, where one student reads a passage aloud and their partner follows, providing feedback on fluency and accuracy.		<ul style="list-style-type: none">- Regular independent reading of more complex and varied texts (e.g., novels, non-fiction articles, and newspapers) to practise fluency and comprehension.- Implement "fluency check-ins," where students track their own progress in fluency, focusing on increasing their accuracy, speed, and expression.- Use drama-based activities like reading scripts, acting out stories and performing scenes from novels to enhance fluency and expression.- Hold timed reading sessions where students read a passage aloud, focusing on maintaining accurate, fluent reading without sacrificing comprehension.	



Springhill Catholic Primary School
Yearly Overview
Reading Skills



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VOCABULARY

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus	Expanding basic vocabulary and linking it to phonics and decoding. Understanding word meanings in context and starting to infer meanings.			Introduction to more varied and complex vocabulary. Deepening understanding of word meanings and relationships.		Expanding academic and subject-specific vocabulary. Mastery and application of advanced vocabulary.	
Skills Development	<ul style="list-style-type: none"> - Recognise and understand common words, including high-frequency and decodable words. - Learn words through oral repetition and reading simple texts. - Introduce synonyms and basic descriptive words. 		<ul style="list-style-type: none"> - Expand word banks with adjectives, verbs and conjunctions. - Explore compound words (e.g., "sunlight," "football"). - Introduce basic word structure concepts (prefixes 	<ul style="list-style-type: none"> - Learn words related to specific topics (e.g., geography, history). - Understand synonyms, antonyms and word families. - Begin using dictionaries to find word meanings. 	<ul style="list-style-type: none"> - Recognise and understand homophones (e.g., "they're," "their"). - Use prefixes, suffixes and root words to infer meanings (e.g., "mis-", "-ly"). - Explore figurative language like 	<ul style="list-style-type: none"> - Introduce formal and technical language. - Develop skills to identify nuanced meanings (e.g., shades of meaning in "happy," "content," "elated"). 	<ul style="list-style-type: none"> - Recognise and use formal and figurative language effectively. - Master complex words and technical terms across subjects. - Prepare for secondary school by using vocabulary in



Springhill Catholic Primary School
Yearly Overview
Reading Skills



		like "un-", suffixes like "-ing").		metaphors and idioms.	- Explore etymology and origins of words.	discussions, essays and presentations.
Activities	<ul style="list-style-type: none"> - Phonics-based word building: blending and segmenting. - Discussing and illustrating meanings of new words in stories. - Sorting words by categories (e.g., animals, colours). - Matching words to definitions or images. - Writing simple sentences using new vocabulary. - Exploring rhyming words and patterns in poetry. 		<ul style="list-style-type: none"> - Exploring the use of similes in stories (e.g., "as brave as a lion"). - Building vocabulary maps (e.g., grouping similar words). - Using context clues to deduce meanings. - Word puzzles to analyse prefixes and suffixes. - Writing descriptive paragraphs with newly introduced words. - Reading and discussing poems rich in imagery. 		<ul style="list-style-type: none"> - Researching the origin of words (e.g., Latin or Greek roots). - Creating vocabulary journals for new subject-specific terms. - Role-playing debates using formal language. - Analysing word choices in texts (e.g., why an author used "devastated" instead of "sad"). - Practising formal writing (e.g., letters, essays). - Playing games like word bingo with newly learned words. 	
Question Stems	<p>"What does the word [word] mean?"</p> <p>"Can you find a word that means the same as [word]?"</p> <p>"What does the word [word] mean in this sentence?"</p> <p>"What does [word] mean in the story?"</p> <p>"Can you find a word that means the same as [word]?"</p> <p>"Which word in the text means [definition]?"</p> <p>"What does the word [word] tell you about how [character] is feeling?"</p>		<p>"Can you find a synonym for the word [word] in the text?"</p> <p>"What does the phrase '[figurative expression]' mean in the context of the story?"</p> <p>"What is the effect of the word choice in this paragraph?"</p> <p>"What does the word [word] mean in the context of this paragraph?"</p> <p>"Which word in the passage is closest in meaning to [synonym]?"</p> <p>"What is the effect of using the word [word]?"</p> <p>"What does the phrase [phrase] suggest about the character/setting?"</p> <p>"How does the author's choice of words influence the tone of the passage?"</p>			



Springhill Catholic Primary School
Yearly Overview
Reading Skills



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EVALUATING AND FORMING AN OPINION

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus	Expressing opinions and identifying preferences in texts. Recognising features of texts and discussing their effectiveness.			Developing critical opinions about texts. Making judgments about the quality of writing and its impact.		Evaluating an author's craft and making detailed comparisons. Advanced critical evaluation, including themes, structure and authorial intent.	
Skills Development	<ul style="list-style-type: none"> - Say whether they like or dislike a story or character and can say why with adult prompting and support - Say how the story made them feel and why 	<ul style="list-style-type: none"> - Give reasons for liking or disliking a story or character. - Begin to identify whether a story has a happy or sad ending and explain why. - Comment on illustrations, colours or design elements that make a text engaging. 	<ul style="list-style-type: none"> - Identify elements like plot, setting and character and explain their appeal. - Evaluate how well a story's illustrations match the text. - Begin to recognise if a story achieves its purpose (e.g., "This story makes me laugh"). 	<ul style="list-style-type: none"> - Begin to assess the effectiveness of language choices (e.g., "I like how the author described this scene"). - Discuss whether a story's message is clear or relatable. - Compare texts and explain why one is more enjoyable or effective than another. 	<ul style="list-style-type: none"> - Identify successful use of literary devices (e.g., humour, suspense). - Critique how well a text achieves its purpose (e.g., Does the story teach a lesson? Is it exciting?). - Assess how effectively settings or characters are described. 	<ul style="list-style-type: none"> - Analyse an author's intent and how effectively they achieve it (e.g., "Does the author make us feel sorry for the character?"). - Evaluate the use of figurative language and its impact on the reader. - Compare how different genres approach similar themes. 	<ul style="list-style-type: none"> - Evaluate how effectively the author's choices (e.g., narrative voice, structure) impact the text's meaning. - Discuss themes across multiple texts and evaluate how they are conveyed. - Critique persuasive texts, identifying strengths and flaws in the arguments presented.



Springhill Catholic Primary School
Yearly Overview
Reading Skills



<p>Activities</p>	<p>Completing sentence starters 'I like this book because...' Comparing familiar texts and discussing which one is better and why</p>	<ul style="list-style-type: none"> -Completing sentence starters such as, "I think this book is good because..." - Comparing two characters and saying who they like better and why. - Evaluating the importance of a story's title or cover design. - Comparing different books by the same author and discussing which is better. - Evaluating alternative endings to a story and explaining their preference. - Discussing whether they think a character made the right choices. 	<ul style="list-style-type: none"> - Discussing how a specific word or phrase affects their feelings about a character. - Ranking books in a series and justifying the order. - Evaluating a character's actions and whether they were fair or unfair. - Reviewing books and explaining why they would or wouldn't recommend them. - Analysing how a specific chapter builds tension. - Comparing two authors' styles and discussing which they prefer. 	<ul style="list-style-type: none"> - Writing a critique of a book, focusing on strengths and weaknesses. - Debating whether the author could have made the ending more effective. - Analysing two poems and deciding which evokes stronger emotions, with evidence. - Writing evaluations of a book's success in exploring a theme (e.g., friendship, bravery). - Comparing an original text to a movie adaptation and evaluating differences. - Critiquing the effectiveness of a news article or persuasive leaflet.
<p>Question Stems</p>	<p>Why did you like the book? How did the book make you feel? Which book do you like more and why?</p>	<p>"Do you think [character] made the right choice? Why or why not?" "What do you think about how [character] behaved?" "How would you feel if you were [character]?" "Was [action] a good thing to do? Why?"</p>	<p>"Do you agree with [character's] actions? Why or why not?" "What do you think is the main theme of this story? Support your answer with evidence." "Do you agree with [character]'s actions? Why or why not?" "What do you think the author is trying to communicate through [character/event]?" "How would you feel if you were in [character's] situation?" "Do you think [character] made the right choice? Explain your answer." "What is your opinion of [character's] behaviour, and what evidence supports it?"</p>	



Springhill Catholic Primary School
Yearly Overview
Reading Skills



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