






Reading Strategies- Suggested order to support the planning and teaching of shared and guided reading (at the teacher’s discretion).

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Monitor comprehension	I check the text makes sense to me as I read and I self-correct when I make mistakes.	I check the text makes sense to me.	I check the text makes sense to me.	I check the text makes sense to me.	I check books make sense to me and can talk about my understanding of significant ideas, events and characters.	I monitor my reading for sense and can talk in detail about my understanding including giving the gist.
Working memory			Re-tell the information in your own words			
Visualisation		I can picture characters, settings and events to help me understand a text.	I can picture characters, settings and events to help me understand a text.	I can picture characters, settings and events to help me understand a text.	I recognise that my ideas and visualised images can and do change during the course of reading.	I recognise that my ideas and visualised images can and do change during the course of reading.
Raising questions (Wonder)		I ask questions (and wonder) to improve my understanding of a text.	I ask questions (and wonder) to improve my understanding of a text.	I ask questions (and wonder) to improve my understanding of a text.	I ask questions (and wonder) to improve my understanding.	I ask questions (and wonder) to improve my understanding – actively looking for answers to these.
Predicting	I predict what might happen from details that are stated and implied.	I predict what might happen from details that are stated and implied.	I predict what might happen from details that are stated and implied.	I make sensible predictions about what might happen from details that are stated and implied and can justify my prediction my referring to the story.	I predict what might happen from details stated and implied.	I predict what might happen from details stated and implied.
Punctuation	I show awareness of a range of punctuation marks.	I use punctuation to help me to read with expression and to keep track of information in longer sentences.	I use the range of punctuation accurately at the end of the sentence and commas within sentences to help to read with expression and understanding.	Re-visit Y3 expectation as needed.		

Linking sentences			I make simple connections within a text between one sentence and another.	I make connections between different pieces of information I read including understanding pronoun links	I understand how the meaning of sentences is shaped by punctuation, word order and linking words and phrases (including pronouns) and use the punctuation to help show this. I connect information that I read within paragraphs, across texts and to other books.	
Pronoun tracking						
Background knowledge	I am beginning to link what I read or hear read to my own experiences.	I use my background knowledge from what I know or have read about to help me understand.	I use my background knowledge from what I know or have read about to help me understand.	I use past experiences, what I have previously read and what I know about to support my understanding.		I relate what I have read to my personal and literary experiences and wider background knowledge.
Vocabulary in context	I talk about word meanings and I link new meanings to these.	I talk about and clarify the meanings of words, linking new meanings to what I already know.	I use my developing knowledge about root words, prefixes and suffixes to help me understand the meaning of new vocabulary. I explain the meaning of words in context. I ask about the meaning of words I don't understand.	I use what I know about root words, prefixes and suffixes to help me understand the meaning of new vocabulary. I explain the meaning of words in context. I ask about the meaning of words I don't understand.	I often apply my knowledge of roots words, prefixes and suffixes to help me to read fluently and understand the meaning of new words. I explore the meaning of words in context and I ask about the meaning of words I don't understand.	I explore the meaning of words in context and I ask about the meaning of words I don't understand.
Making inferences	I make inferences on the basis of what is being done.	I make simple inferences on the basis of what is being said and done.	I make inferences such as inferring characters' feelings and thoughts from their actions or from what they say.	I make inferences such as inferring characters' feelings, thoughts and motives from their actions. I find evidence from the text to support my inferences.	I make inferences such as inferring characters' feelings, thoughts and motives from their actions and I can sometimes find evidence to support this.	I make inferences such as inferring characters' feelings, thoughts and motives from their actions and justify these with evidence.

Summary	<i>I understand what I read and can retell it in sequence.</i> [Sequencing]	<i>I discuss the sequence of events in books and how information is related.</i> [Sequencing]	I identify main ideas taken from a paragraph and summarise these.	I identify main ideas taken from more than one paragraph and summarise these in my own words.	I summarise the key points of a paragraph and the main ideas drawn from more than one paragraph.	I summarise succinctly the key point of a paragraph. I summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
Skimming					I skim read a text to get the gist of it.	I skim read the text to get the gist of the passage.
Scanning					I scan text to find key words and phrases.	I scan text to find key words and phrases.
Gist			I can retell the gist of what I have read in my own words	I can retell the gist of what I have read in my own words, showing understanding of inferences.	I can give the gist of what I have read in my own words including what I have inferred.	
Understanding noun phrases						
Determiners						
Conjunctions						
Close-reading					I know that I sometimes need to reread text carefully to understand it fully.	I know that I sometimes need to reread text carefully to understand it fully.
Retrieval		I recall specific information from my reading or look back at the text to find information.	I find and record information from non-fiction texts.	I find and record information from non-fiction texts.	I can find, record and present information from non-fiction texts.	I can find, record and present information from non-fiction texts.

<p>Response to texts (Covered in English lessons)</p>	<p>I identify simple features (language / structure) of key stories and simple non-fiction. (font styles, labels, titles, captions)</p>	<p>I talk about how non-fiction books are structured e.g. contents, index, glossary, titles, sub title</p>	<p>I talk about some organisational features of texts.</p>	<p>I talk about some organisational features of texts.</p>	<p>I read and understand texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these.</p>	<p>I read and understand texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these.</p>
<p>Theme (Covered in English lessons)</p>	<p><i>I listen to and discuss a wide range of poems, stories and non-fiction.</i></p>	<p><i>I listen to and discuss a wide range of poems, stories and non-fiction.</i></p>	<p>I identify themes in a range of books.</p>	<p>I identify themes, structures and some purposes in a wide range of books.</p>	<p>I identify and discuss themes and conventions in a range of writing.</p>	<p>I identify and discuss themes and conventions in and across a wide range of writing.</p>