Ladysmith Federation

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension skills linked to VIPERS	**Vocabulary**	-Draw upon knowledge of vocabulary in order to understand the text -Discuss word meanings, linking new meaning to those already known - Discuss his/her favourite words and phrases	-Discuss and clarify the meanings of words, linking new meanings to known vocabulary - Draw on what they already know, on background information or known vocabulary to discuss a topic - Pupil can recognise some simple recurring literary language in stories and poetry	-Identify and discuss the meaning of words in context - Identify words and phrases that capture the reader's interest and contribute to the meaning of the text	- Identify the language conventions of non-fiction in relation to the text type. - Explain the meaning of new words in context. - Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text. - Use age appropriate dictionaries to check the meanings of words	-Explore the meaning of words in a given context within fiction and non- fiction. - Evaluate how authors use language to impact the reader. - Use age appropriate dictionaries and thesauri to check the meanings of words	- Explore the meaning of words in different contexts within fiction and nonfiction. - Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader. - Use age appropriate dictionaries and thesauri to check the meanings of words.
	Inference	- Discuss the link between events and the text title. - Demonstrate simple inference from the text based on what is said and done	Make inferences on the basis of what is said and done in a book he/she is reading independently. - Modify their inferences by answering and asking questions.	-Draw inference about characters' thoughts and actions. - Justify inferences with a single piece of evidence from the text to support one specific point.	Draw inferences about characters' feelings and motives. - Justify inferences with several pieces of evidence from the text to support one specific point.	- Draw inferences from within the text about themes and characters' and authors' viewpoints. - Justify inferences and views with a variety of references from across the text.	- Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes . - Justify their inferences and views with a variety of inferences and views from across texts and by comparing sources and considering the reliability of information.
	Prediction	- Predict what might happen with responses linked to the story characters and plot.	Predict what might happen with responses linked closely to the story characters, plot and language read so far.	-Predict what might happen from details stated (obvious) and details implied (inference skills – less obvious)	- Predict what may happen based on what has been implied.	- Predict what may happen based on their understanding of the content and the themes within the text.	- Predict what may happen based on their wider understanding of content and themes.
	Explanation	- Explain clearly their understanding of what is read to them. - Express views about events or characters.	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	- Identify the language conventions of non-fiction in relation to the text type. - Identify the overarching theme of a text. - Identify the structural conventions of non-fiction in relation to the text type. - Identify how the structure and presentation of texts contributes to the meaning	- Identify the author's message about the theme. - Identify the structural conventions of non-fiction in relation to the text type. - Identify how the structure and presentation of texts contributes to the meaning.	- Identify an author's treatment of the same theme across one or several of their books/poems. - Explain their thinking through making reference to key details . - Identify the structural conventions of non-fiction in relation to the text type. - Identify how the structure and presentation of texts contributes to the meaning. - Distinguish between fact and opinion.	-Identify how the same theme is represented across texts and how multiple themes are presented in longer narratives. - Explain their thinking through making reference to key details and comparisons. - Identify the structural conventions of non-fiction in relation to the text type. - Identify how the structure and presentation of texts contributes to the meaning. - Distinguish between fact, opinion and bias.
	Retrieval	Ask and answer 'how' and 'why' questions about what they have read and know where to look for information. - Check that the text makes sense to them as they read and go back to self-correct inaccurate reading. - Contribute ideas and thoughts to discussion, remembering significant events/key information.	- Monitor their reading, checking that words they have decoded make sense and fit in with what they have already read. - Identify key features in a non-fiction text and use these to help them find information. - Remember significant events/key information from a text that has been read to them or that they have read independently.	- Use contents and subheadings to locate relevant information. - Identify a main topic to research, independently and through shared reading.	Use contents, indexes, glossaries and subheadings to locate specific information. - Use skimming and scanning to locate main ideas in the text. - Independently identify key questions to research about a topic.	- Use skimming and scanning to locate information efficiently across a range of sources.	- Use skimming and scanning to locate information selectively and precisely across a range of sources. - Independently devise key questions and identify themes to research.
	Summarising	- Recall a few basic features of age-appropriate key stories, fairy stories and traditional tales, retelling them in order and identifying some characteristics.	- Accurately recount the main events in a wide range of age appropriate stories, fairy stories and traditional tales. - Discuss the order of events in books and explain how items of information are related.	- Summarise the main idea/s within a paragraph or section. - Make notes from one source to capture key information about a topic through recording or highlighting sentences / key words	- Make notes from one source to answer key questions through: highlighting / recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mindmapping. - Summarise ideas from across several paragraphs or sections.	- Summarise ideas, events and information from the text as a whole. - Make notes from several sources to gather information. - Explore and use their own techniques to make notes.	- Summarise ideas, events and information from the text as a whole. - Make notes from several sources to gather information. - Explore and use their own techniques to make notes. - Refine notes by disregarding irrelevant information.

Ambition ▦ Adventure ▦ Achievement

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Word Reading	- Apply phonic knowledge and skills to decode words. - Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes. - Read accurately by blending sounds in unfamiliar words. - Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. - Read words containing 's, es, ing, ed, er, est' endings. - Read other words of more than one syllable. - Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). - Read aloud phonically-decodable	- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. - Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes, including alternative sounds for graphemes. - Read accurately most words of two or more syllables. - Read most words containing common suffixes. - Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. - Read words in age-appropriate books accurately and fluently, without overt sounding and blending - Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words he/she meets. - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous. - Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. - Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. - Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling.