|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year 3 | Reading Detective Objectives | | | | | | |
| Vocabulary | Use dictionaries to check the meaning of words that they have read. | Discuss words that capture the readers interest or imagination. | Identify how language choices help build meaning. | Find the meaning of new words using substitution within a sentence. | Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. |  |  |
| Inference | Children can infer characters’ feelings, thoughts and motives from their stated actions. | Justify inferences by referencing a specific point in the text. | Ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives. | Make inferences about actions or events. |  |  |  |
| Prediction | Justify predictions using evidence from the text. | Use relevant prior knowledge to make predictions and justify them. | Use details from the text to form further predictions. |  |  |  |  |
| Explain | Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books. | Identifying how language, structure, and presentation contribute to meaning. | Recognise authorial choices and the purpose of these. |  |  |  |  |
| Retrieval | Learn the skill of ‘skim and scan’ to retrieve details. | Begin to use quotations from the text. | Retrieve and record information from a fiction or non-fiction text. |  |  |  |  |
| Summarise | Identifying main ideas drawn from a key paragraph or page and summarising these. | Begin to distinguish between the important and less important information in a text. | Give a brief verbal summary of a story. | Teachers begin to model how to record summary writing. | Identify themes from a wide range of books. |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year 4 | Reading Detective Objectives | | | | | | |
| Vocabulary | Use dictionaries to check the meaning of words that they have read. | Use a thesaurus to find synonyms. | Discuss why words have been chosen and the effect these have. | Discuss new and unusual vocabulary and clarify the meaning of these. | Find the meaning of new words using the context of the sentence. | Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. |  |
| Inference | Ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives (I know this because questions). | Infer characters’ feelings, thoughts and motives from their stated actions. | Consolidate the skill of justifying them using a specific reference point in the text. |  |  |  |  |
| Prediction | Justify predictions using evidence from the text. | Use relevant prior knowledge as well as details from the text to form predictions and to justify them. | Monitor these predictions and compare them with the text as they read on. |  |  |  |  |
| Explain | Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books. | Identifying how language, structure, and presentation contribute to meaning. | Recognise authorial choices and the purpose of these. |  |  |  |  |
| Retrieval | Confidently skim and scan texts to record details. | Begin to use quotations from the text. | Retrieve and record information from a fiction or non-fiction text. |  |  |  |  |
| Summarise | Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. | Identifying main ideas drawn from more than one paragraph. | Identify themes from a wide range of books. | Summarise whole paragraphs, chapters or texts. |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year 5 | Reading Detective Objectives | | | | | | |
| Vocabulary | Explore the meaning of words in context, confidently using a dictionary. | Discuss how the author’s choice of language impacts the reader. | Evaluate the authors use of language. | Investigate alternative word choices that could be made. | Use a thesaurus to find synonyms for a larger variety of words. | Re-write passages using alternative word choices. | Read around the word’ and explore its meaning in the broader context of a section or paragraph. |
| Inference | Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. | Make inferences about actions, feelings, events or states. | Use figurative language to infer meaning. | Give one or two pieces of evidence to support the point they are making. | Begin to draw evidence from more than one place across a text. |  |  |
| Prediction | Predicting what might happen from details stated and implied. | Support predictions with relevant evidence from the text. | Confirm and modify predictions as they read on. |  |  |  |  |
| Explain | Provide increasingly reasoned justification for my views. | Recommend books for peers in detail. | Give reasons for authorial choices. | Identifying how language, structure and presentation contribute to meaning. | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | Explain and discuss their understanding of what they have read, including through formal presentations and debates. |  |
| Begin to challenge points of view. | Begin to distinguish between fact and opinion. |
| Retrieval | Confidently skim and scan, and also use the skill of reading before and after to retrieve information. | Use evidence from across larger sections of text. | Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, poetry and archaic texts. | Retrieve, record and present information from non-fiction texts. | Ask my own questions and follow a line of enquiry. |  |  |
| Summarise | Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. | Make connections between information across the text and include this is an answer. | Discuss the themes or conventions from a chapter or text. | Identify themes across a wide range of writing. |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year 6 | Reading Detective Objectives | | | | | | |
| Vocabulary | Evaluate how the authors’ use of language impacts upon the reader. | Find examples of figurative language and how this impacts the reader and contributes to meaning or mood. | Discuss how presentation and structure contribute to meaning. | Explore the meaning of words in context by ‘reading around the word’ and independently. | Explore its meaning in the broader context of a section or paragraph. |  |  |
| Inference | Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. | Discuss how characters change and develop through texts by drawing inferences based on indirect clues. | Make inferences about events, feelings, states backing these up with evidence. | Infer characters’ feelings, thoughts and motives, giving more than one piece of evidence to support each point made. | They can draw evidence from different places across the text |  |  |
| Prediction | Predicting what might happen from details stated and implied. | Support predictions by using relevant evidence from the text. | Confirm and modify predictions in light of new information. |  |  |  |  |
| Explain | Provide increasingly reasoned justification for my views. | Recommend books for peers in detail. | Give reasons for authorial choices. | Identifying how language, structure and presentation contribute to meaning. | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | Explain and discuss their understanding of what they have read, including through formal presentations and debates. | Distinguish between fact and opinion explaining how they know this. |
| Begin to challenge points of view. | Begin to distinguish between fact and opinion. |
| Retrieval | Confidently skim and scan, and also use the skill of reading before and after to retrieve information. | They use evidence from across whole chapters or texts. | Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. | Retrieve, record and present information from a wide variety of non-fiction texts. | Ask my own questions and follow a line of enquiry. |  |  |
| Summarise | Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. | Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. | Make comparisons across different books | Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs. |  |  |  |