



Federation of Beckwithshaw, Kettlesing Felliscliffe and Ripley Endowed CE Primary Schools

Growing Together, Guided by Love

Progression in Reading – Y3 – 6 Reading Gems

Intent

At Federation of Beckwithshaw, Kettlesing Felliscliffe and Ripley Endowed CE Primary Schools, from Y3-Y6, we use 'Reading Gems' to develop children's wider reading skills. These are: Enjoy, Decode, Define, Retrieve, Summarize, Infer, Predict, Relate, Explore and Compare.

Enjoy				Decode			
Define	Retrieve	Summarise	Infer	Predict	Relate	Explore	Compare
2a: Give/explain the meaning of words in context	2b: Retrieve and record information/identify key details from fiction and non-fiction.	2c: Summarise main ideas from more than one paragraph	2d: Make inferences from the text/explain and justify inferences with evidence from the text	2e: Predict what might happen from details stated and implied	2f: Identify/explain how information/narrative context is related and contributes to meaning as a whole.	2g: Identify/explain how meaning is enhanced through choice of words and phrases.	2h: Make comparisons within the text

Speaking, listening and communication: learn to - learn through - learn about.

Year 3

Gem	Reading skills			Question stems
Define (give/explain the meaning of words)	Autumn	Spring	Summer	<ul style="list-style-type: none"> Can you find this word in the dictionary? What other words/phrases could the author have used here? Which word tells you that...? Find and highlight the word that is closest in meaning to...? Can you identify words which create a mood?
	<ul style="list-style-type: none"> use alphabetical order to find words in the dictionary 	<ul style="list-style-type: none"> find the meaning of new words using substitution within a sentence 	<ul style="list-style-type: none"> find words that have similar meaning to (synonyms) ensure children give the correct meaning when there is more than one 	
	Use dictionaries to check the meaning of words that they have read			
Retrieve (retrieve and	Autumn	Spring	Summer	<ul style="list-style-type: none"> Who are the characters in this text? When / where is this story set? How do you know?
	<ul style="list-style-type: none"> use contents page and subheadings to locate information 	<ul style="list-style-type: none"> begin to use quotations from the text. 	<ul style="list-style-type: none"> use index page to locate information 	



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record information)	<ul style="list-style-type: none"> learn the skill of 'skim and scan' to retrieve simple details from single paragraphs 	<ul style="list-style-type: none"> retrieve and record single information from a fiction text. retrieve single information from a non-fiction text 	<ul style="list-style-type: none"> learn the skill of 'skim and scan' to retrieve details from up to two paragraphs 	<ul style="list-style-type: none"> Which part of the story best describes the setting? What do you think is happening here? What might this mean? How might I find the information quickly? What can I use to help me navigate this book? How would you describe the story? Whose perspective is the story told from?
Summarise (summarise main ideas)	Autumn	Spring	Summer	
	<ul style="list-style-type: none"> identifying main ideas drawn from a key paragraph and summarising these 	<ul style="list-style-type: none"> give a brief verbal summary of a story. teachers begin to model how to record summary writing. 	<ul style="list-style-type: none"> identify themes from a wide range of books identifying main ideas drawn from two paragraphs and summarising these 	<ul style="list-style-type: none"> What is the main point in this paragraph? Sum up what has happened so far in X words or less. Which is the most important point in these paragraphs? Do any sections/paragraphs deal with the same themes?
	<ul style="list-style-type: none"> make simple notes from one source of writing begin to distinguish between the important and less important information in a text. 			<ul style="list-style-type: none"> Have you noticed any similarities between this text and any others you have read? What do I need to jot down to remember what I have read?
Infer (make inference)	Autumn	Spring	Summer	
	<ul style="list-style-type: none"> children can infer simple feelings, thoughts and motives about characters make inferences about 	<ul style="list-style-type: none"> justify inferences by referencing a specific point in the text. 	<ul style="list-style-type: none"> ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. 	<ul style="list-style-type: none"> What do you think.....means? Why do you think that? Why do you think. ? How do you think.....? Can you explain why.....? What do these words mean and why do you



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from the text)	actions or events			<p>think that the author chose them?</p> <ul style="list-style-type: none"> • Find and copy a group of words which show...? • How does the description of ... show that they are...? • Who is telling the story? • Why has the character done this at this time?
Predict (predict what might happen)	Autumn	Spring	Summer	
	<ul style="list-style-type: none"> • orally give simple predictions based on characters thoughts and motives to think about what they might do next 	<ul style="list-style-type: none"> • begin to justify predictions using evidence from the text and write these down. • use relevant prior knowledge to make 	<ul style="list-style-type: none"> • use details from the text to form further predictions based on characters and settings 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?
		predictions and justify them.		<ul style="list-style-type: none"> • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward
Relate (identify/explain how information is	Autumn	Spring	Summer	
	<ul style="list-style-type: none"> • discussing the features of a range of fiction, poetry, plays, non-fiction and reference books 	<ul style="list-style-type: none"> • identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts 	<ul style="list-style-type: none"> • recognise authorial choices and the purpose of these in small sections of text 	<ul style="list-style-type: none"> What is similar/different about two characters? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • Why do you think they chose to order the text in this way? • What is the purpose of this text and who do you think it was written for? • What is the author's viewpoint? How do you know?



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related and contributes as a whole)				• How are these two sections in the text linked?
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	Autumn	Spring	Summer	
Explore (choice of words and phrases)	<ul style="list-style-type: none"> • discuss words that capture the readers interest or imagination 	<ul style="list-style-type: none"> • how does an author's word choice/setting make you feel? 	<ul style="list-style-type: none"> • identify how language choices help build meaning and set simple moods 	<ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing in this way, what effect has the author created? • How has the author made you feel by writing...?
Compare (comparisons within the text)	<ul style="list-style-type: none"> • compare how characters are similar/different in the same book • compare non fiction features 	<ul style="list-style-type: none"> • compare two contrasting points/places in the book within the same chapter • to use appropriate terminology when discussing texts (plot, character and setting) 	<ul style="list-style-type: none"> • compare two contrasting points/places in the wider book 	<ul style="list-style-type: none"> • Give one way this is similar to... • Give one way this is different to... • What words would you use to describe the main character at the start and end of the text?



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Year 4

	Reading skills			Question stems
	Autumn	Spring	Summer	
Define (give/explain the meaning of words)	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read Ensure the correct meaning when more than one use a thesaurus to find synonyms 	<ul style="list-style-type: none"> find the meaning of new words using the context of the sentence. 	<ul style="list-style-type: none"> discuss new and unusual vocabulary and clarify the meaning of these 	<ul style="list-style-type: none"> Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? What other words/phrases could the author have used here? Why? How has the author...? Which word is closest in meaning to...?
Retrieve (retrieve and record information)	<ul style="list-style-type: none"> skim and scan small texts to record details. 	<ul style="list-style-type: none"> use relevant quotes to support their answers to questions. 	<ul style="list-style-type: none"> retrieve and record information from a fiction or non-fiction text. 	<ul style="list-style-type: none"> Find the... in this text. Is it anywhere else? When/where is this story set? How do you know? Find the part of the story that best describes the setting. What do you think is happening here? Why? What might this mean? Whose perspective is the story told by and how do you know? How can you use the subheading to help you here?
	Autumn	Spring	Summer	
	<ul style="list-style-type: none"> use skills developed in 	<ul style="list-style-type: none"> highlight key 	<ul style="list-style-type: none"> summarise whole 	<ul style="list-style-type: none"> What is the main point in this paragraph? Is it



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Summarise (summarise main ideas)	year 3 in order to write a brief summary of main points, identifying and using important information.	information and record it in bullet points, diagrams, maps etc	paragraphs, chapters or texts • identify themes from a wide range of books	mentioned anywhere else? • Sum up what has happened so far in X words/seconds or less. • Which is the most important point in these paragraphs? Why?
		• identifying main ideas drawn from more than one paragraph.		• Do any sections/paragraphs deal with the same themes? • How might I record this to ensure the best possible outcome?
	Autumn	Spring	Summer	
Infer (make inference from the text)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> consolidate the skill of justifying them using a specific reference point in the text 	<ul style="list-style-type: none"> use more than one piece of evidence to justify their answer 	<ul style="list-style-type: none"> What do you think.....means? Why do you think that? Could it be anything else? I think.....; do you agree? Why / why not? • How do you think.....? Can you explain why.....? Can you explain why based on two different pieces of evidence? What do these words mean and why do you think that the author chose them? Find and copy a group of words which show that... What impression of ...do you get from this paragraph?
	Autumn	Spring	Summer	



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<p>Predict (predict what might happen)</p>	<ul style="list-style-type: none"> • justify predictions using evidence from the text. 	<ul style="list-style-type: none"> • use relevant prior knowledge as well as details from the text to form predictions and to justify them. 	<ul style="list-style-type: none"> • monitor these predictions and compare them with the text as they read on 	<ul style="list-style-type: none"> • Can you think of another text with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What does this paragraph suggest what will happen next?
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	Autumn	Spring	Summer	
				<ul style="list-style-type: none"> Do you think ... will happen? Explain your answers with evidence from the text.
Relate (identify/explain how information is related and contributes as a whole)	<ul style="list-style-type: none"> recognise authorial choices and the purpose of these in small sections of text discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books 	<ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> recognise authorial choices and the purpose of these in longer pieces of text 	<ul style="list-style-type: none"> Did the author intend that? Explain why... did that. Is this as good as...? Which is better and why? What can you tell me about how this text is organised? Why is the text arranged in this way? What is the purpose of this text and who is the audience? How does the author engage the reader here? Which section was the most ...? Why?
Explore (choice of words and phrases)	<ul style="list-style-type: none"> discuss why words have been chosen and the effect these have on the reader and how they build imagination 	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination and think about why these have been chosen. 	<ul style="list-style-type: none"> identify how language choices help build meaning and set moods for both characters and the reader 	<ul style="list-style-type: none"> What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to?
Compare (comparisons within the text)	<ul style="list-style-type: none"> compare two contrasting points/places in the book 	<ul style="list-style-type: none"> compare non-fiction features between similar themed books 	<ul style="list-style-type: none"> compare your book to another by the same author 	<ul style="list-style-type: none"> What is similar/different about two characters? Describe different characters' reactions to the same event.



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	<ul style="list-style-type: none"> • compare how characters are similar/different in different books 	<ul style="list-style-type: none"> • Compare your book to another with the same storyline 		<ul style="list-style-type: none"> • How is it similar to _____? • How is it different to _____? • Compare your book to another on the same topic. Which do you prefer and why? • Would you like to read more books by this author? Explain your reasons. • If you have read other texts by this author, can you see any similarities/differences between them? • Compare the characters X and Y (analyse)
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Year 5

	Reading skills			Question stems
	Autumn	Spring	Summer	
Define (give/explain the meaning of words)	<ul style="list-style-type: none"> • explore the meaning of words in context, confidently using a dictionary 	<ul style="list-style-type: none"> • use a thesaurus to find synonyms for a larger variety of words 	<ul style="list-style-type: none"> • discuss how the author's choice of language impacts the reader 	<ul style="list-style-type: none"> • Can you quickly find...in the dictionary and thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • What other words/phrases could the author have used here? Why? • Find and highlight the word which is closest in meaning to ... • Find a word which demonstrates...
	Autumn	Spring	Summer	
Retrieve (retrieve and record information)	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts and discuss. 	<ul style="list-style-type: none"> • retrieve, record and present information from non-fiction texts. 	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why?



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				<ul style="list-style-type: none"> • Who is telling this story? • Can you skim/scan quickly to find the answer?
	Autumn	Spring	Summer	
Summarise (summarise main ideas)	<ul style="list-style-type: none"> • discuss the themes or conventions from a chapter or text 	<ul style="list-style-type: none"> • summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. 	<ul style="list-style-type: none"> • make connections between information across the text and include this in an answer. 	<ul style="list-style-type: none"> • What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes?
	Autumn	Spring	Summer	
Infer (make inference from the text)	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their 	<ul style="list-style-type: none"> • use figurative language to infer meaning 	<ul style="list-style-type: none"> • begin to draw evidence from more than one place across a text. 	<ul style="list-style-type: none"> • What do you think... means? Why do you think that? Could it be anything else? • I think.....; do you agree? Why/why not? • Why do you think the author? decided to...?
	actions, and justifying inferences with evidence. • make inferences about actions, feelings, events or states	• give one or two pieces of evidence to support the point they are making.		<ul style="list-style-type: none"> • Can you explain why...? Can you give me evidence from somewhere else in the text? • What do these words mean and why do you think that the author chose them? • How does the author make you feel? • What impression do you get from these paragraphs?
	Autumn	Spring	Summer	
Predict (predict what might happen)	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • support predictions with relevant evidence from the text. 	<ul style="list-style-type: none"> • confirm and modify predictions as they read on 	<ul style="list-style-type: none"> • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?
	Autumn	Spring	Summer	
	<ul style="list-style-type: none"> • provide increasingly reasoned justification for my views • recommend books for 	<ul style="list-style-type: none"> • begin to distinguish between fact and opinion • identifying how language, structure and presentation 	<ul style="list-style-type: none"> • discuss and evaluate how authors use language, including figurative language, considering the 	<ul style="list-style-type: none"> What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the



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<p>Relate (identify/explain how information is related and contributes as a whole)</p>	<p>peers in detail</p>	<p>contribute to meaning</p> <ul style="list-style-type: none"> • think about different texts which are about similar themes and which one is better and why. 	<p>impact on the reader</p> <ul style="list-style-type: none"> • explain and discuss their understanding of what they have read, including through formal presentations and debates 	<p>same event.</p> <ul style="list-style-type: none"> • Does this story have a moral? • Which is better and why? • How is the text organised and what impact does this have on you as a reader? • Why has the text been written this way? • How can you tell whether it is fact and opinion? • How is this text similar to the writing we have been doing? • How does the author engage the audience?
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	Autumn	Spring	Summer	
Explore (choice of words and phrases)	<ul style="list-style-type: none"> • read around the word' and explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> • evaluate the authors use of language • investigate alternative word choices that could be made 	<ul style="list-style-type: none"> • begin to look at the use of figurative language • re-write passages using alternative word choices 	<ul style="list-style-type: none"> • By writing..., what effect has the author created? Do you think they intended to? • How has the author made you/this character feel by writing...? Why? • Can you rewrite this in the style of the author using your own words? • How have simile and metaphor been used here to enhance the text?
Compare (comparisons within the text)	<ul style="list-style-type: none"> • compare characters in this text and with reference to others 	<ul style="list-style-type: none"> • compare settings, themes and other aspects 	<ul style="list-style-type: none"> • identify themes across a wide range of writing 	<ul style="list-style-type: none"> • Can you find a text with a similar theme? • Can you find comparisons with... • How is this similar to... • Can you think of another story with a similar theme? How do their plots differ?

Year 6

	Reading skills			Question stems
	Autumn	Spring	Summer	
Define (give/explain the meaning of words)	<ul style="list-style-type: none"> • discuss and evaluate how the author's choice of language impacts the reader 	<ul style="list-style-type: none"> • use a thesaurus to find synonyms for a larger variety of words and think about antonyms to change the meaning 	<ul style="list-style-type: none"> • find examples of figurative language and how this impacts the reader and contributes to meaning or mood. 	<ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • Can you find examples of simile, metaphor, hyperbole or personification in the text? • What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?



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Retrieve (retrieve and record information)	Autumn	Spring	Summer	
	<ul style="list-style-type: none"> Children 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Ask my own questions and follow a line of enquiry 	<ul style="list-style-type: none"> Find the... in this text. Is it anywhere else? Can you skim the next... and find me the answer to...? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting. What do you think is happening here? Why? Who is telling this story? What genre is...?
	Autumn	Spring	Summer	
	<ul style="list-style-type: none"> summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. 	<ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas make comparisons across different books. 	<ul style="list-style-type: none"> summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs. Be able to explain key points and why these are important. 	<ul style="list-style-type: none"> What is the main point of the text? Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? Sum up what has happened so far in... words/seconds or less. Can you read the text and summarise what has happened? Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes?
	Autumn	Spring	Summer	
	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying 	<ul style="list-style-type: none"> make inferences about events, feelings, states backing these up with evidence. 	<ul style="list-style-type: none"> infer characters' feelings, thoughts and motives, giving more than one good piece of evidence to support each 	<ul style="list-style-type: none"> What do you think... means? Why do you think that? Could it be anything else? I think.....; do you agree? Why/why not? Why do you think the author decided to.....?



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Infer (make inference from the text)	<p>inferences with evidence</p> <ul style="list-style-type: none"> • discuss how characters change and develop through texts by drawing inferences based on indirect clues. 	<ul style="list-style-type: none"> • give quality evidence to support the point they are making. 	<p>point made. They can draw evidence from different places across the text (and different books about the same theme /character)</p>	<ul style="list-style-type: none"> • Can you explain why. ? • Where else in the text can we find the answer to this question?
Predict (predict what might happen)	<p>Autumn</p> <ul style="list-style-type: none"> • predicting what might happen from details stated and implied – compare this with what happens. 	<p>Spring</p> <ul style="list-style-type: none"> • support predictions by using relevant evidence from the text. • confirm and modify predictions in light of new information 	<p>Summer</p> <ul style="list-style-type: none"> • think about poems/books by similar authors – can you predict similar themes • use quality evidence from what has previously been read to inform prediction 	<ul style="list-style-type: none"> • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?
Relate (identify/explain how information is related and contributes as a whole)	<p>Autumn</p> <ul style="list-style-type: none"> • provide reasoned justification for my views • give reasons for authorial choices 	<p>Spring</p> <ul style="list-style-type: none"> • begin to challenge points of view • identifying how language, structure and presentation contribute to meaning • understand/consider different viewpoints and opinions 	<p>Summer</p> <ul style="list-style-type: none"> • explain and discuss their understanding of what they have read, including through formal presentations and debates. • distinguish between fact, opinion and bias explaining how they know this. 	<ul style="list-style-type: none"> • Explain why... did that. • Does this story have a moral? • Can you identify where the author has shown bias towards a particular character? • Is it fact or is it opinion? How do you know? • How does the author make you feel at this point in the story? Why did they do that? • Can you explain it in a different way?
Explore	Autumn	Spring	Summer	



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(choice of words and phrases)	<ul style="list-style-type: none"> • discuss how presentation and structure contribute to meaning. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <p>In non fiction, discuss technical words and their importance.</p>	<ul style="list-style-type: none"> • Why has the text been organised in this way? Would you have done it differently? • By writing..., what effect has the author created? Do you think they intended to? • What do these words mean and why do you think that the author chose them? • How do other people's descriptions of ...show that...?
Compare (comparisons within the text)	Autumn	Spring	Summer	
	<ul style="list-style-type: none"> • compare stories and similar plots/events/characters/books • identify themes across a wide range of writing 	<ul style="list-style-type: none"> • compare the actions and responses of characters to the same event • compare appropriate responses to situations 	<ul style="list-style-type: none"> • discuss different / similar settings • compare and discuss the start and end of a story (characters, atmosphere, setting) 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? How do their plots differ? • What is similar/different about two characters? Did the author intend that? • Describe different characters' reactions to the same event. • Which is better and why? • Can you look at these other texts and find me what is similar and what is different?