

English Stepping Stones

Reading Comprehension

Reading Comprehension	
GSS 1	<ul style="list-style-type: none"> • Not part of the Groveside Curriculum
GSS 2	<ul style="list-style-type: none"> • I listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently • I am being encouraged to link what I read or hear read to my own experiences • I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • I can recognise and join in with predictable phrases • I am learning to appreciate rhymes and poems, and to recite some by heart • I can discuss word meanings and link new meanings to those already known • I can draw on what I already known from background information and vocabulary provided by the teacher • I check that the text makes sense to me as I read and correct inaccurate reading • I can discuss the significance of the title and events • I can make inferences on the basis of what is being said and done • I can predict what might happen on the basis of what has been read so far • I participate in discussion about what has read to me and taking turns and listening to what others say • I can explain clearly my understanding of what has been read to me.
GSS3	<ul style="list-style-type: none"> • I listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently • I am being encouraged to link what I read or hear read to my own experiences • I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • I can recognise and join in with predictable phrases • I am learning to appreciate rhymes and poems, and to recite some by heart • I can discuss word meanings and link new meanings to those already known • I can draw on what I already known from background information and vocabulary provided by the teacher • I check that the text makes sense to me as I read and correct inaccurate reading

- I can discuss the significance of the title and events
- I can make inferences on the basis of what is being said and done
- I can predict what might happen on the basis of what has been read so far
- I participate in discussion about what has read to me and taking turns and listening to what others say
- I can explain clearly my understanding of what has been read to me.

GSS4

- I read books that are structured in different ways and read for a range of purposes
- I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- I use dictionaries to check the meaning of words that I have read
- I am more familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- I can identify themes and conventions in a wide range of books
- I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- I can discuss words and phrases that capture the reader's interest and imagination
- I recognise some different forms of poetry [for example, free verse, narrative poetry]
- I check that the text makes sense to me; I can discuss my understanding and can explain the meaning of words in context
- I ask questions to improve my understanding of a text
- I can draw inferences, such as inferring characters' feelings, thoughts and motives from my actions, and justifying inferences with evidence
- I can predict what might happen from details stated and implied
- I can identify main ideas drawn from more than one paragraph and can summarising these
- I can identify how language, structure, and presentation contribute to meaning
- I can retrieve and record information from non-fiction
- I participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

GSS5

- I read books that are structured in different ways and read for a range of purposes
- I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- I use dictionaries to check the meaning of words that I have read
- I am more familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- I can identify themes and conventions in a wide range of books
- I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- I can discuss words and phrases that capture the reader's interest and imagination
- I recognise some different forms of poetry [for example, free verse, narrative poetry]
- I check that the text makes sense to me; I can discuss my understanding and can explain the meaning of words in context
- I ask questions to improve my understanding of a text

- I can draw inferences, such as inferring characters' feelings, thoughts and motives from my actions, and justifying inferences with evidence
- I can predict what might happen from details stated and implied
- I can identify main ideas drawn from more than one paragraph and can summarising these
- I can identify how language, structure, and presentation contribute to meaning
- I can retrieve and record information from non-fiction
- I participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

GSS6

- I can identify and discuss themes and conventions in and across a wide range of writing
- I can make comparisons within and across books
- I am learning a wider range of poetry by heart
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- I can check that the book makes sense to me, discussing my understanding and exploring the meaning of words in context
- I can ask questions to improve my understanding
- I draw inferences such as inferring characters' feelings, thoughts and motives from my actions, and justifying inferences with evidence
- I can predict what might happen from details stated and implied
- I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- I can identify how language, structure and presentation contribute to meaning
- I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- I can distinguish between statements of fact and opinion
- I can retrieve, record and present information from non-fiction
- I participate in discussions about books that have been read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously
- I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- I provide reasoned justifications for my views.

GSS7

- I can read books that are structured in different ways and read for a range of purposes
- I am continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- I am increasing my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- I can recommend books that I have read to my peers, giving reasons for my choices
- I can identify and discuss themes and conventions in and across a wide range of writing
- I can make comparisons within and across books

- I am learning a wider range of poetry by heart
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- I can check that the book makes sense to me, discussing my understanding and exploring the meaning of words in context
- I can ask questions to improve my understanding
- I draw inferences such as inferring characters' feelings, thoughts and motives from my actions, and justifying inferences with evidence
- I can predict what might happen from details stated and implied
- I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- I can identify how language, structure and presentation contribute to meaning
- I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- I can distinguish between statements of fact and opinion
- I can retrieve, record and present information from non-fiction
- I participate in discussions about books that have been read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously
- I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- I provide reasoned justifications for my views.