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| **Summarising** |
| Pre Reading  | Reception | Year 1 | Year 2 | Year 3  | Year 4  | Year 5 | Year 6 |
| Can retell an event in a story or from a non-fiction text (may only be brief.  | Can sequence the important parts of a story that is known to the reader in order Can talk about the main points/key events in a text e.g.) main story setting, events, principle  | Can talk about the main points **or** key events in a simple text | Can summarise a story giving the main points clearly in sequence | Can summarise the main points in a text | Can summarise and explain main points in a text | Can summarise and explain main points in a text, referring back to the text to support and clarify summaries  | Can summarise information from different points in the same text or across range of texts.  |
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| **Reviewer** |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Can retell familiar stories with growing confidenceWith support, can find information to help answer simple, literal questions. | Can retell an **unknown** story (unfamiliar before first reading) beginning, middle and end (may only be in simple terms because of its unfamiliarity but children have got the general gist of the story as a whole) Can retell **known** stories, including significant events. Main ideas in sequenceWith support, can answer simple questions/find information in response to a direct question. | Having read a text can find answers to questions both written and oral | Is able to quote directly from the text to answer questions | Is able to quote directly from the text to support thoughts and discussionsCan refer to the text to support opinions and predictions (sum up what you have to find/discuss/think about/make your point/state your thoughts and ideas, find evidence in and/or around the text to support your views | Can justify and elaborate on thoughts, feelings, opinions and predictions referring back to the text for evidence (sum up what you have to find/discuss/think about; make your point/state what your thought and ideas; find evidence in or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge/experiences  | Can use quotations and text references to support ideas and arguments. Can refer back to the text to support predictions, thoughts and opinions, being able to elaborate in order to provide reasoned justifications (sum up what you have to find/discuss/think about. Make your point/state our thoughts and ideas/ find evidence in and or around the text to support your view, clarify your thinking by elaborating on and justifying your views using additional evidence and thinking to wider knowledge/experiencesCan investigate texts to confirm and justify reasoned predictions and opinions.  |
| **Researcher** |
|  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | Knows that information can be retrieved from different sources of information, such as books, posters and computersWithout prompting, uses words and illustrations together to gain meaning from a text | Can locate specific information on a given page in response to a question | Is beginning to use contents/index pagesCan demonstrate how to use information texts by layout, index, context page, glossary | Can confidently use knowledge of the alphabet to locate information (dictionary/index)Is beginning to skim read texts to gather the general impression of what has been writtenIs beginning to scan texts to locate specific information Is beginning to use text marking to support retrieval of information or ideas from texts (EG. Highlighting notes in the margin (  | Can skim read texts to gather the general impression of what has been writtenCan scan texts to locate specific informationCan use text marking to support retrieval of information or ideas from texts (eg. Highlighting, notes in the margin)  | Can skim and scan to identify key ideas in a text Can locate information, retrieve relevant points and key ideas from different points in a text and across a range of texts (using techniques such as text marking and using indexes)  | Can confidently skim and can non-fiction texts to speed up research Can clearly identify and retrieve relevant points and key ideas from different points in a text and across a different range of texts.  |