Halwin School Concept Tracker – Reading Years EYFS-6

Version 1.0 13/09/2022

<u>COHORT: Y6 _____</u> (add the year the cohort leaves Y6) eg Y6 2025 is the cohort that leaves the school in summer of 2025. Print a cohort list at the time of assessment. In SIMS/Reports Ha Cohort List and choose the cohort. Attach it to this Tracking sheet. Date it.

Complete the assessment three times a year. Once in January (black pen), at Easter (purple) and once in July (blue pen). Write down the initials in the red/amber or blue columns. All other children in the cohort will be assumed to be in the green column.

Objective:	Date Assessed:	Limited Understanding	Able to mimic this with help	Can explain and apply this	Can reason with this and use it in any context
Word Reading (Read/Write/Inc Programme assessments)					
Robins Class					
'Apply phonic knowledge and skills as the route to decode words.' ● Throughout **'Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.'** ● The Read Write Inc. Speed Sounds Lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. **'Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.'** ● Throughout **'Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.'** ● The majority of the common exception words are practised as Red Words (high frequency words with a low frequency grapheme). **'Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.'** ● Throughout **'Read other words of more than one syllable that contain taught GPCs.'** ● Throughout **'Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).'**					

● Throughout **'Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.'** ● Throughout **'Re-read these books to build up their fluency and confidence in word reading.'** ● Throughout					
Owls, Kingfishers Class					
Year 2, 3, 4, 5, 6 **Continues as above until pupils have achieved sufficient accuracy and speed to finish the programme**					
Comprehension					
Vocabulary					
Robins Class					
EYFS **Year 1** **KS1: 1a Draw on knowledge of vocabulary to understand texts** ● Make collections of interesting words and use them when talking about books and stories. ● Speculate about the possible meanings of new or unfamiliar words met in reading.					
Owls Class					
Year 2 **KS1: 1a Draw on knowledge of vocabulary to understand texts.** ● Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary. ● Speculate about possible word meanings and check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.					
Year 3 **KS2: 2a Give/ explain the meaning of words in context.** ● Identify where an author uses alternatives and synonyms for common or over used words and discuss the meanings conveyed. ● Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.					
Owls and Kingfishers Class					

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Year 4 **KS2: 2a Give/ explain the meaning of words in context.** • Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and speculate about the shades of meaning implied. • Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including using the context and syntax; by identifying root words and derivatives; or identifying when it is necessary to use aids such as glossaries or dictionaries.					
Kingfishers Class					
Year 5 **KS2: 2a Give/ explain the meaning of words in context.** • Give increasingly precise explanations of word meanings that fit with the context of the text they are reading, checking the plausibility of their explanation. • Collect and define technical vocabulary met in other subjects, e.g. developing subject-specific or topic glossaries.					
Year 6 **KS2: 2a Give/ explain the meaning of words in context.** • Collect unfamiliar vocabulary from texts they have read, independently define meanings using appropriate strategies (use of context, syntax, root words, dictionaries or glossaries) and use the vocabulary when recording ideas about the text. • Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts.					
Retrieval					
Robins Class					
EYFS **Year 1** **KS1: 1b Identify/ explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.** • Find specific information in simple texts they've read or that have been read to them. • Find (and discuss) information in a text about an event, character or topic. • Ask questions to understand what has happened in stories they have read or been read to them.					
Owls Class					

Year 2 **KS1: 1b Identify/ explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.** • Identify what is known from a text about characters, places and events in narrative and about different topics in non – fiction, expressing their understanding orally, or recording using simple graphics or writing. • Locate information using contents, index, sub headings, page numbers etc. • Ask what, where, and when questions about a text to support and develop their understanding.				
Year 3 **KS2: 2b Retrieve and record information/ identify key details from fiction and non-fiction.** • Locate, retrieve and record information from texts about significant or important elements or aspects (e.g. characters, events, topics), • Begin to locate information from diagrams, flow charts and forms. • Clarify their understanding of events, ideas and topics by asking questions about them.				
Owls and Kingfishers Class				
Year 4 **KS2: 2b Retrieve and record information/ identify key details from fiction and non-fiction.** • Pick out key sentences, words and phrases that convey important information. • Independently identify information from diagrams, flow charts and forms where it is presented graphically. • Identify elements of a text which they do not understand and ask questions about it.				
Kingfishers Class				
Year 5 **KS2: 2b Retrieve and record information/ identify key details from fiction and non-fiction.** • Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. • Locate information confidently and efficiently, using the full range of features of the information text being read,				

including information presented graphically. • Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.				
Year 6 **KS2: 2b Retrieve and record information/ identify key details from fiction and non-fiction.** • Locate and use evidence from across a text to explain events or ideas. • Retrieve information from a range of non-fiction texts, (including online) evaluating reliability and usefulness. • Identify questions to ask in order to develop deeper understanding.				
Sequencing and summarising				
Robins Class				
EYFS **Year 1** **KS1: 1c Identify and explain the sequence of events in texts.** • Identify and compare basic story elements, eg beginnings and endings in different stories. • Explore the effect of patterned language or repeated words and phrases in familiar stories.				
Owls Class				
Year 2 **KS1: 1c Identify and explain the sequence of events in texts.** • Investigate traditional story language eg story openers and endings, scene openers, language which signals a time shift or magical event. • Retell a story giving the main events. • Draw together information from across a number of sentences to sum up what is known about a character, event or idea.				
Year 3 **S2: 2c Summarise main ideas from more than one paragraph.** • Retell main points of a story in sequence. • Identify a few key points from across a non- fiction passage.				
Owls and Kingfishers Class				
Year 4 **KS2: 2c Summarise main ideas from more than one paragraph.** • Summarise a sentence or paragraphs by identifying the most				

important elements. • Make regular, brief summaries of what they've read, identifying the key points.					

Kingfishers Class

Year 5

KS2: 2c Summarise main ideas from more than one paragraph.

• Summarise a complete short text or substantial section of a text. • Summarise what is known about a character, event or topic, explaining any inferences and opinions by reference to the text. • Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.					

Year 6

KS2: 2c Summarise main ideas from more than one paragraph.

• Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. • Update their ideas about the text in the light of what they've just read. Summarise 'evidence' from across a text to explain events or ideas.					

Inference

Robins Class

EYFS
Year 1

KS1: 1d Make inferences from the text

• Discuss what is suggested about a character from the way or how he/ she speaks. • Ask questions to explore what characters say and do, relating to their own experiences.					

Owls Class

Year 2

KS1: 1d Make inferences from the text.

• Make inferences about characters from what they say and do, focusing on important moments in a text. • Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event. • Ask questions to understand more about characters and events in narrative or the topic in non- fiction.					

Year 3 **KS2: Make inferences from the text/ explain and justify inferences with evidence from the text.** ● Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings in fiction. ● Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells. ● Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic				
Owls and Kingfishers Class				
Year 4 **KS2: Make inferences from the text/ explain and justify inferences with evidence from the text.** ● Deduce the reasons for the way that characters behave. ● Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read. ● Think about what they've read, re-read sections of texts carefully to find 'evidence' to support their speculations and interpretation of characters and events.				
Kingfishers Class				
Year 5 **KS2: Make inferences from the text/ explain and justify inferences with evidence from the text.** ● Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions. ● Link what they read to what they know (prior knowledge and experience), their knowledge of texts, and to what they have read in previous sections, to make inferences and deductions. ● Know how to gain a rapid overview of a text, e.g. by skimming and scanning, and how and when to read slowly and carefully.				
Year 6 **KS2: Make inferences from the text/ explain and justify inferences with evidence from the text.** ● Understand what is implied about characters through the				

way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters. ● Link what they have just read to what they know (prior knowledge and experience), their knowledge of texts, and what they have read in previous sections, to make inferences and deductions.					

Make predictions

Robins Class					
EYFS **Year 1** **KS1: 1e Predict what might happen on the basis of what has been read so far.** ● Make predictions based on clues such as pictures, illustrations, titles. ● Use opening sections of texts to predict the content of unfamiliar stories and non-fiction texts.					
Owls Class					
Year 2 **KS1: 1e Predict what might happen on the basis of what has been read so far.** ● Make predictions showing an understanding of the ideas, events, characters or topics they are reading about.					
Year 3 **KS2: 2e Predict what might happen from details stated and implied.** ● Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded. ● Use information about characters to make plausible predictions about their actions.					
Owls and Kingfishers Class					
Year 4 **KS2: 2e Predict what might happen from details stated and implied.** ● Make plausible predictions about a text based on prior knowledge of the topic, event or type of text. ● Update predictions about the events, characters or ideas in a text on a regular basis throughout their reading.					
Kingfishers Class					
Year 5					

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KS2: 2e Predict what might happen from details stated and implied. ● Make regular and increasingly plausible predictions, modifying their ideas as they read the next part of the text, and begin to explain their reasons for doing so. ● Discuss and understand how and why they may need to modify their predictions as they read on.				
Year 6 **KS2: 2e Predict what might happen from details stated and implied.** ● Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text. ● Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark.				

Explain (content)

Robins Class				
EYFS **Year 1** **KS1: No specific domain.** ● Pick out significant events, incidents or information that occur through a text. ● Link familiar story themes to their own experiences, e.g. illness, getting lost, going away.				
Owls Class				
Year 2 **KS1: No specific domain.** ● Discuss familiar story themes that they have read or heard. ● Give reasons why, or explain how, events happen or change over the course of a narrative.				
Year 3 **KS2: 2f Identify/ explain how information/ narrative content is related and contributes to meaning as a whole.** ● Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise & foolish. ● Discuss how characters' feelings, behaviour and relationships change over a text.				
Owls and Kingfishers Class				
Year 4 **KS2: 2f Identify/ explain how information/ narrative content is**				

related and contributes to meaning as a whole. • Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts. • Explain how ideas are developed in non-fiction texts.					
Kingfishers Class					
Year 5 **KS2: 2f Identify/ explain how information/ narrative content is related and contributes to meaning as a whole.** • Begin to distinguish between plot events/ details and the main themes in the texts they read. • Identify how ideas, themes and points of view are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative. • Identify how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.					
Year 6 **KS2: 2f Identify/ explain how information/ narrative content is related and contributes to meaning as a whole.** • Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over the course of a text. • In non- fiction texts distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies.					
Explain (word choice)					
Robins Class					
EYFS **Year 1** **KS1: No specific domain.** • Explore the effect of patterns of language and repeated words and phrases. • Identify and discuss some key elements of story language.					
Owls Class					
Year 2 **KS1: No specific domain.** • Speculate about why an author might have chosen a particular word and the effect they were wanting to achieve, e.g. by considering alternative synonyms that might have been used.					

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Year 3 **KS2: 2g Identify/ explain how meaning is enhanced through choice of words and phrases.** ● Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs.				
Owls and Kingfishers Class				
Year 4 **KS2: 2g Identify/ explain how meaning is enhanced through choice of words and phrases.** ● Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions. ● Discuss the meaning of similes and other comparisons they have read.				
Kingfishers Class				
Year 5 **KS2: 2g Identify/ explain how meaning is enhanced through choice of words and phrases.** ● Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices. ● Consider the language used in a text and pick up the implications and associations being made by the writer. ● Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.				
Year 6 **KS2: 2g Identify/ explain how meaning is enhanced through choice of words and phrases.** ● Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary. ● Consider how authors have introduced and extended ideas about characters, events or topics through their language choices and the way they have developed them. ● Identify, and comment critically, on how a writer uses language to imply ideas, attitudes and points of view.				
Compare				
Robins Class				

EYFS **Year 1** KS1: No specific domain. ● Discuss and compare events or topics they have read about or have listened to.					
Owls Class					
Year 2 KS1: No specific domain ● Identify, collect and compare common themes in stories and poems. ● Make comparisons of characters and events in narratives and different topics in non-fiction texts.					
Year 3 KS2: 2h Make comparisons within the text. ● Make comparisons between events in narrative, information texts or poems on the same topic or theme.					
Owls and Kingfishers Class					
Year 4 KS2: 2h Make comparisons within the text. ● Collect information to compare and contrast events, characters or ideas. ● Compare and contrast writing by the same author.					
Kingfishers Class					
Year 5 KS2: 2h Make comparisons within the text. ● Compare the way that characters, events, ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text.					
Year 6 KS2: 2h Make comparisons within the text. ● Make comparisons and draw contrasts between different elements of a text (characters, places, events, objects and ideas) and across texts. ● Investigate different versions of the same story, different books on the same topic, or different books by the same author, identifying similarities and differences.					