

Content domain reference from NC Tests	Codes for text marking /assessment	Key Stage 1 Comprehension Skill / Reading Foci	Explanation (Interim Framework)
1a, 1b	DRE	<b>Deduction / Retrieval &amp; Explanation</b>	Retrieve information from the text drawing on their knowledge of vocabulary to help them do so. Explain the meaning of words in context. Identify and explain key aspects of narrative
	F	<b>Familiarity &amp; Participation</b>	Become very familiar with key stories e.g. fairy stories and traditional tales by being able to retell them and consider their particular characteristics.  Participate in stories by recognizing and joining in with predictable phrases and learn some rhymes and poems by heart
	MS	<b>Making sense</b>	Making sense of what they read by: <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• <b>checking that the text makes sense to them</b> as they read and correcting inaccurate reading</li> <li>• Explain clearly what is being read to them</li> </ul>
1d	IN	<b>Inference</b>	<b><i>Make inferences based on what is being said and done</i></b>
1e	P	<b>Prediction</b>	<b><i>Predict/make an informed guess about what might happen on the basis of what has been read so far.</i></b>
	LC	<b>Authorial intent / effect on the reader LINGUISTIC CHOICES</b>	Explain and evaluate how the author's choice of words, grammatical & sentence patterns makes us feel and what images are created in their head as a results of their reading.
1c	SC	<b>Authorial intent / effect on the reader STRUCTURAL CHOICES</b>	Identify and explain the sequence of events in a text. Be able to navigate both fiction and non-fiction and understand how different texts can be organised and/or are linked.
	S	<b>Summarise</b>	Explain the main message / bigger picture / lesson or key information from a text, including from a whole story or an extract.
	C	<b>Connections, Patterns and Comparisons</b>	Identify and make links with what they hear and read to their own experiences. Including, <b><i>making links between the book they are reading and other books that they have read.</i></b>
Combination of all the above	O	<b>Form an opinion</b>	Have an appreciation for stories, rhymes and poems and be able to explain what they like and don't like. Be able to participate in a discussion about what is being read to them, taking turns, listening and responding to what others say.

Key Stage 1 Comprehension Skill / Reading Foci	Explanation	Example Questions & Question Stems
<b>Deduction / Retrieval &amp; Explanation</b>	Retrieve information from the text drawing on their knowledge of vocabulary to help them do so. Explain the meaning of words in context. Identify and explain key aspects of narrative	<ul style="list-style-type: none"> <li>• What does this sentence mean? What does this word mean?</li> <li>• What word means the same as X? Find a word that means X</li> <li>• Explain the meaning of X</li> <li>• Why was the character....? Why did the character... ?</li> <li>• Why...? Who...? When...? What?</li> <li>• Tick the right box to complete the sentence...</li> <li>• Write down 3 things that you know about X</li> <li>• Find 2 pieces of information about X</li> <li>• Give 2 things that were bought at....</li> <li>• Find and copy 1 word which tells you...? Shows you...? What word tells you...?</li> <li>• Tick to show...</li> <li>• Tick to show if these statements are true or false from what you have read...</li> <li>• Complete the table using information from the text</li> <li>• Which character is greedy and which is kind – how do you know?</li> </ul>
<b>Familiarity &amp; Participation</b>	<p>Become very familiar with key stories e.g. fairy stories and traditional tales by being able to retell them and consider their particular characteristics.</p> <p>Participate in stories by recognizing and joining in with predictable phrases and learn some rhymes and poems by heart.</p>	<ul style="list-style-type: none"> <li>• Can you tell me a story?</li> <li>• Tell me the story of?</li> <li>• Do you know any rhymes?</li> <li>• What is your favourite / story?</li> <li>• Join in...</li> <li>• Let's perform...</li> <li>• Can you act out... ? Use the puppets...</li> <li>• Use the role-play area...</li> </ul>
<b>Making sense</b>	<p>Making sense of what they read by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• Explain clearly what is being read to them</li> </ul>	<p><b><i>This comprehension strand will predominately be assessed through observation.</i></b></p> <ul style="list-style-type: none"> <li>• What words are there that can help you to understand X ?</li> <li>• What words do you know that can help you understand X?</li> <li>• What have you already read that may be able to help you understand this?</li> <li>• How will knowing what X means help you to understand X?</li> <li>• Can you explain what the story I just read to you was about? What's this story about?</li> <li>• How did you know how to read that word?</li> <li>• What did you do to make sense / understand that sentence/word?</li> </ul>
<b>Inference</b>	Make inferences based on what is being said and done	<ul style="list-style-type: none"> <li>• What caused...?</li> <li>• How do you know...?</li> <li>• Find words that tell you... that show you...</li> <li>• In what ways is X like X?</li> <li>• Finish the sentence... X happened because... Why did...</li> </ul>

		<ul style="list-style-type: none"> <li>• Find two things that tell you / show you X</li> <li>• What makes you think?</li> </ul>
<b>Prediction</b>	Predict/make an informed guess about what might happen on the basis of what has been read so far.	<ul style="list-style-type: none"> <li>• Do you think that...? What do you think will...?</li> <li>• What will happen to....? why do you think this?</li> <li>• Will X still... work? happen? be ok?</li> <li>• Explain what you think will happen? Be the consequence of? Will the character...</li> <li>• From what you have read so far do you think...?</li> </ul>
<b>Authorial intent / effect on the reader LINGUISTIC CHOICES</b>	Explain and evaluate how the author's choice of words, grammatical & sentence patterns makes us feel and what images are created in their head as a result of their reading.	<ul style="list-style-type: none"> <li>• How does this story make you feel?</li> <li>• Which words make you feel...?</li> <li>• What's your favourite part, why?</li> <li>• Can you find the words that make us feel frightened? happy?</li> <li>• Why do you think the author used / included X ?</li> <li>• How does the word X or this sentence make you feel?</li> <li>• Why did you laugh at this part?</li> <li>• What's the most important word? What's the most important sentence?</li> <li>• Draw a picture of what you can see in your imagination</li> <li>• Explain what you see in your imagination when reading?</li> <li>• Close your eyes and describe what you can see in your head...</li> <li>• Is this picture / film as you imagined it would be from your reading?</li> <li>• Match the images/illustrations to the different stories or texts.</li> </ul>
<b>Authorial intent / effect on the reader STRUCTURAL CHOICES</b>	Identify and explain the sequence of events in a text. Be able to navigate both fiction and non-fiction and understand how different texts can be organised and/or are linked.	<ul style="list-style-type: none"> <li>• Put these events in the order in which they happened.</li> <li>• What happened first?</li> <li>• Number these sentences so that they are in the correct order in which they happened.</li> <li>• Using a story mountain, can you plot what happened in the story?</li> </ul>
<b>Summarise</b>	Explain the main message / bigger picture / lesson or key information from a text, including from a whole story or an extract.	<ul style="list-style-type: none"> <li>• In the story tell me what happens after...</li> <li>• Did you learn anything from reading this?</li> <li>• What was that story about?</li> </ul>
<b>Connections, Patterns and Comparisons</b>	Identify and make links with what they hear and read to their own experiences. Including making links between the book they are reading and other books that they have read.	<ul style="list-style-type: none"> <li>• Have you read any books like this before?</li> <li>• Have you read any books by this author before?</li> <li>• Have you met any of these characters before?</li> <li>• Is this book similar to any others that you have read?</li> <li>• Have you ever...?</li> <li>• Are you like this character? Do you know any one like...?</li> <li>• Do you recognise any of the characters / illustrations etc.?</li> </ul>
<b>Form an opinion</b>	Have an appreciation for stories, rhymes and poems and be able to explain what they like and don't like. Be able to participate in a discussion about what is being read to them, taking turns, listening and responding to what others say.	<ul style="list-style-type: none"> <li>• What did you especially like? Dislike?</li> <li>• Would you recommend...?</li> <li>• Write a book review</li> <li>• What is your opinion of...?</li> <li>• Do you like this style of writing?</li> <li>• What is it about the book that...?</li> <li>• Tell me...Would you read it again?</li> </ul>