RBPS comprehension skills

	Activate prior knowledge	Predict	Exploring unfamiliar vocabulary	Visualising	Question	Skim, Scan and Retrieve (Find and copy)	Sequence	Summarise	Infer	Compare and contrast (true/false/maybe)	Suggest and justify	Match and justify
Year 1 / **Year 2**	Discuss prior knowledge of the world related to a stimulus.	"I think … because …" Predict based on 1 element of the text.	Make sensible guesses. Match new word to appropriate synonyms/ antonyms.	Imagine or draw a map or picture from the text.	Suggest questions that could be asked of a character.	Scan for key word. Read around key word. Record answer.	Sequence several simplified events.	Use a story map to record the key events. Retell a story using summary sentences.	Find clues in the text. Use these clues to make reasonable inferences.	Sort and begin to find facts that are true, false or may be true.	"I suggest that … because …" Justify based on 1 element of the text.	Read several pieces of information. Look for key words and explain their meaning. Use this information to make pairs. "This matches because …"
Year 3 / **Year 4**	Discuss and record prior knowledge, experiences and texts related to a stimulus.	"I think … because the text says …" Predict based on 2 or more elements of the text.	Use the context of a sentence to make sensible suggestions. Identify and discuss root words. Match word to synonym closest in meaning.	Visualise, freeze-frame or draw a map or picture from the text. Label a picture or map using words and phrases from the text.	Suggest questions: Who? What? Where? When? Why? How? Use: Tell me more about… Hot-seat characters or the author.	Locate section of text. Scan for key word. Read the sentence before and after. Copy words or phrases.	Sequence up to 3-4 events. Complete sentence stems with events.	Bullet point or list key events from a section of text.	Find and link clues in the text. Discard irrelevant information. Use clues to make reasonable inferences. Record answers referring to evidence from the text.	Find similarities within and across texts. Find differences within and across texts. Select words or phrases as evidence of points made.	"I suggest that … because the text says …" Justify based on 2 or more elements of the text.	Read 6+ pieces of information. Look for key words and explain their meaning. Use this information to make pairings. "This matches because …"
Year 5 / **Year 6**	Discuss and record prior knowledge and several experiences. Make links in and across texts.	"I think … because the text says …. This shows me …." Predict by drawing several elements together.	Use the context of a sentence to make sensible suggestions. Identify and discuss root words. Match word to synonym closest in meaning. Suggest synonyms and antonyms for the word.	Visualise, freeze-frame, act out or draw a map or picture from the text. Label a picture or map using words and phrases from the text. Label inferences that have been made.	Suggest and use questions in drama situations to interrogate the text, find out motivations of characters and seek justified responses. Why do you think that…..? How do you know that…..?	Locate section of text. Scan for key word. Read the sentence before and after. Copy words or phrases.	Sequence up to 6 events. Identify red-herring events. Fill in missing events using own words. Complete sentence stems with events. Select the most immediate incident from multiple options.	Bullet point or list key events from 2 pages of text.	Find and link clues in the text. Discard irrelevant information. Use clues to make reasonable inferences. Record answers referring to more than 1 piece of evidence from the text.	Compare and contrast events within and across texts, books and authors. Use evidence from the texts to support points made.	"I suggest that … because the text says …. This shows me …." Justify by drawing several elements together.	Read 8+ pieces of information. Look for key words or phrases and explain their meaning. Use this information to make pairings and groups. "This matches because …"