

Progression in Reading
Year 1-6

Year 1	Reading - word reading <ul style="list-style-type: none"> • Read aloud accurately books that are consistent with their developing phonic knowledge and do not require them to use other strategies to work out words • Re-read these books to build up their fluency and confidence in work reading 	Reading - comprehension <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond independent reading • Understand both the books they can already read accurately and fluently and those they listen to • Participate in discussion about what is being shared in reading and link to own experiences, taking turns and listening to what others say • Explain clearly what is being read 				
		Retrieval and sequence (1b and 1c)	Inference and prediction (1b, 1d and 1e)	Structure (1b)	Language choice (1a, 1b)	Make connections
	<p>Decode familiar and unfamiliar words using blending as the prime approach:</p> <ul style="list-style-type: none"> • Use phonic knowledge to decode words • Respond speedily with the correct sound to graphemes for all 40+ phonemes (and alternative sounds for graphemes where applicable) • Identify initial sounds in unfamiliar words. Recognise some letters in other positions. • Blend sounds in unfamiliar words containing GPCs that have been taught • Blend phonemes to read CVC words • Blend phonemes to read CCCVC and CVCC words • Blend and segment sounds in consonant clusters and use this knowledge in reading • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • Read other words of more than one syllable that contain taught GPCs • Read words with contractions and understand that the apostrophe represents the omitted letters <p>Key reading skills:</p> <ul style="list-style-type: none"> • Expect written text to make sense • Re-read to clarify meaning • Correct inaccurate reading • Read aloud fluently with attention to a range of punctuation (reading words without overt sounding and blending) • Check print detail carefully, saying a word slowly and running a finger under to check the phonemes • Make 1 to 1 correspondence between written and spoken words • Track visually without finger pointing 2 or 3 lines of print on a page • Re-read with improved expression attending to fluency and phrasing (put words together so they sound like talking) • Distinguish between a word, letter and a space 	<p>Some simple points from familiar texts recalled:</p> <ul style="list-style-type: none"> • Re-tell key stories, fairy stories and traditional tales • Recognise and join in with predictable phrases • Draw on what they already know or on background information or provided by the teacher to understand books <p>Sequence a simple story or event and use this to re-enact and retell</p> <p>Identify the main character in a story or the subject of a non-fiction text</p> <p>Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales</p> <p>Identify main events or key points in texts</p> <p>Answer literal retrieval questions about the text</p>	<p>Make inferences at a basic level:</p> <ul style="list-style-type: none"> • Make inferences on the basis of what is said and done • Discuss the significance of the title and events • Make predictions on the basis of what has been read so far <p>Discuss the blurb and title of a book</p> <p>Predict events and endings and how characters will behave</p> <p>Show an understanding of the elements of a story such as character, setting, events</p> <p>Give some reasons why things happen or characters change</p> <p>Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development</p> <p>Begin to express a view and use evidence in the text to explain reasons</p> <p>Make simple deductions with prompts and help</p>	<p>Some awareness of meaning of simple text features:</p> <ul style="list-style-type: none"> • Discuss the significance of the title of a non-fiction and fiction book <p>Distinguish between fiction and non-fiction texts</p> <p>Understand the way that information texts are organised and use this when reading simple texts</p> <p>Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line</p>	<p>Simple comments on author's use of vocabulary, on preferences and identify basic features of texts</p> <ul style="list-style-type: none"> • Comment on the title of the text and how this links with the main events • Draw on vocabulary provided by the teacher to understand books • Discuss word meanings, linking new meanings to those already known <p>Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases</p> <p>Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time</p> <p>With support pick out some key words in a text e.g. Find a word that tells us how the character is feeling, find a word that tells us about the house...</p>	<p>Begin to relate texts to social, historical and cultural traditions:</p> <ul style="list-style-type: none"> • Become very familiar with key stories, fairy stories and traditional tales and consider their particular characteristics • Be encouraged to link what they read or hear read to their own experiences <p>Notice relationships between one text and another</p> <p>Return to favourite books and rhymes to be re-read and enjoyed</p> <p>Choose and talk about a favourite book from a selection</p> <p>Comment and compare interesting or enjoyable aspects of books</p> <p>Say how they feel about stories and poems during and after reading</p>

	<ul style="list-style-type: none">• Take more note of punctuation to support the use of grammar and oral language rhythms (voice down at the end of a sentence) <p>Poetry:</p> <ul style="list-style-type: none">• Recite poems and rhymes by heart <p>Perform in unison, following the rhythm and rhyme</p> <p>Imitate and invent actions</p>		from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?)			
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Year 2	Reading - word reading	Reading - comprehension <ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding Listen to, explain and express views about a wide range of contemporary and classic poetry, stories and non-fiction they read themselves and at a level beyond independent reading Understand both the books that they can already read accurately and fluently and those that they listen to Participate in discussion about what is being shared in reading and that which is read, taking turns and listening to what others say Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions 				
		Retrieval and sequence (1b and 1c)	Inference and prediction (1d and 1e)	Structure (1b)	Language choice (1a, 1b)	Make connections
	<p>Decode familiar and unfamiliar words using blending as the prime approach:</p> <ul style="list-style-type: none"> Apply phonic knowledge to decode words Begin to decode automatically and read fluently Blend the sounds in words that contain the graphemes taught so far Recognise alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered <p>Key reading skills:</p> <ul style="list-style-type: none"> During reading check that the text makes sense and correct inaccurate reading Read aloud books closely matched to improving phonic knowledge with greater fluency, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read books to build up fluency and confidence in word reading (without overt sounding and blending) <p>Use punctuation to make the reading make sense.</p> <p>Understand the use of apostrophes for singular possession in nouns when reading</p> <p>Use different voices / tone to make the reading fluent and interesting</p> <p>Poetry:</p> <ul style="list-style-type: none"> Continue to build up a repertoire of poems learnt by heart reciting them with appropriate intonation 	<p>Some simple points from familiar texts recalled:</p> <ul style="list-style-type: none"> Discuss the sequence of events and characters in books Discuss how information links in books Draw on what they already know or on background information provided by the teacher to understand books Retell a wider range of stories, fairy stories and traditional tales Ask questions and find the answers to simple questions in a text <p>Identify main events or key points in texts</p> <p>Sequence a range of stories or events and use this to re-enact and retell</p> <p>Talk about the themes and characteristics of a range of texts becoming familiar with a wider range of key stories, fairy stories and traditional tales</p>	<p>Make inferences:</p> <ul style="list-style-type: none"> Predict what might happen based on what has been read so far <p>Predict the events of a story based on the setting described in the opening</p> <p>Predict how characters might behave from what they say and do and from their appearance</p> <ul style="list-style-type: none"> Make inferences on the basis of what is being said and done <p>Talk about and infer what characters might be thinking or feeling using clues in the text</p> <p>Discuss the reasons for events in a story; use evidence to make simple reasoned conclusions</p> <p>Discuss why certain words or phrases make a story funny, scary, exciting</p>	<p>Identify some features of different texts:</p> <ul style="list-style-type: none"> Be introduced to non-fiction books that are structured in different ways Recognise simple recurring literary language in stories and poems <p>Show awareness of the structure of different text types and begin to understand that they have different purposes (story, recount, lists, instructions)</p> <p>Discuss titles of book and poems</p> <p>Pick out features used to organise books</p> <p>Compare the layout of different texts/books and discuss why they are set out in different ways</p> <p>Use skimming to read the title, contents page and illustrations and predict what a book is about</p> <p>Pick out features that will help to locate information and explain them</p> <p>Pick out and discuss how</p>	<p>Comment on author's use of vocabulary, on preferences and identify basic features of texts:</p> <ul style="list-style-type: none"> Discuss and clarify the meanings of words linking new meanings to known vocabulary Draw on vocabulary provided by the teacher to understand books Identify and discuss favourite words and phrases <p>Identify where language is used to create mood or build tension</p> <p>Comment on the choice of author's words to make a text funny, scary, exciting</p> <p>Pick out key words or phrases in a text e.g. First/Next, Once upon a time</p> <p>Vocabulary, grammar and punctuation links in year 2:</p> <ul style="list-style-type: none"> Discuss the use of present, past and progressive tenses in a text and why they have been used 	<p>Begin to relate texts to social, historical and cultural traditions:</p> <ul style="list-style-type: none"> Become increasingly familiar with a wider range of stories, fairy stories and traditional stories <p>Give an opinion about a character's actions e.g. He is not a very nice character</p> <p>Discuss the purpose that the writer is intending e.g. The writer is giving us information, the writer thinks this is not fair</p> <p>Express a preference for a story or text from a selection of those that have been read aloud or read independently</p> <p>Discuss similarities between different fairy stories and traditional tales</p>

	<p>Perform individually or together</p> <p>Speak audibly and clearly</p> <p>Use actions and sound effects</p>	<p>Answer literal retrieval questions about the text</p> <p>Use a range of question prompts to generate relevant questions about the text</p>		<p>punctuation helps to organise text</p> <p>Recognise and use the alphabet to help to locate information in some books</p> <p>Recognise the openings and closings of different stories</p>		
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Year 3	Reading - word reading	Reading - comprehension				
<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what is read by reading for a range of purposes • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books /textbooks, including fairy stories, myths and legends and retelling some of these orally • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Participate in discussion about what is being shared in reading and that which is read, taking turns and listening to what others say • Pupils should have guidance about the kinds of explanations and questions that are expected from them 						
		Retrieval and summarise (2b and 2c)	Inference and prediction (2d and 2e)	Structure and organisation (2f)	Language choice (2a, 2f and 2g)	Make comparisons and identify viewpoints (2h)
<p>Developing reading:</p> <ul style="list-style-type: none"> • Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meanings of new words met (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-) <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read a range of texts accurately and at a speed that is sufficient to focus on understanding what is read rather than on decoding individual words</p> <p>Read longer words with support and test out different pronunciations Decode most new words outside the spoken vocabulary</p> <p>Key reading skills:</p> <ul style="list-style-type: none"> • Check that text makes sense when reading independently • Ask questions to improve understanding of a text • Read aloud books with an increasing fluency and accuracy • Re-read 		<p>Understand, describe, select or retrieve information, events or ideas from texts:</p> <ul style="list-style-type: none"> • Identify main ideas within a text or within a paragraph and summarise these • Ask questions to improve their understanding • Retrieve and record information from non-fiction <p>Use a contents page and an index page to locate information</p> <p>Locate information using skimming</p>	<p>Deduce, infer or interpret information, events or ideas from texts:</p> <ul style="list-style-type: none"> • Predict what might happen from details stated and implied <p>Make predictions about characters' actions and look for evidence of change as a result of events</p> <p>Identify settings and predict events that are likely to happen</p> <ul style="list-style-type: none"> • Identify themes and conventions in a range of books (e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales) • Begin to draw inferences such as inferring characters' feelings and thoughts from their actions <p>Discuss the actions and relationships of the main characters and justify views using evidence from the text</p> <p>Discuss the relationship between characters based on dialogue</p> <p>Use clues from action, dialogue and description to establish meaning</p>	<p>Identify and comment on the structure and organisation of texts:</p> <ul style="list-style-type: none"> • Read books that are structured in different ways • Explain how structure and presentation can contribute to the meaning • Recognise some different forms of poetry (e.g. free verse, narrative poems calligrams) <p>Identify the features of some non fiction text types</p> <p>Identify and discuss the use of contents and index pages to locate information in non-fiction texts</p> <p>Begin to understand the purpose of the paragraph and how they help to group information</p>	<p>Comment on author's use of vocabulary:</p> <ul style="list-style-type: none"> • Identify how language can contribute to the meaning of a text • Discuss words and phrases that capture the reader's interest and imagination • Use dictionaries to check the meanings of words they have read <p>Discuss why the author has chosen a range of vocabulary to describe a character or a setting</p> <p>Discuss the effect of key words or phrases used to build mood or tension</p> <p>Comment on the overall effect of the text</p> <p>In poetry, discuss the choice of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliteration</p> <p>Vocabulary, grammar and punctuation links in year 3:</p> <ul style="list-style-type: none"> • Identify and discuss adverbs to express time, place and cause (then, next, soon, therefore, finally) • Identify and discuss prepositions to express time, place and cause (e.g. before dark, during 	<p>Relate texts to social, historical and cultural traditions:</p> <ul style="list-style-type: none"> • Identify themes and conventions in a wide range of books <p>Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions</p> <p>Notice the difference between 1st and 3rd person accounts</p> <p>Explain why one story / text is preferred to another by identifying specific elements that are liked and disliked</p> <p>Discuss similarities between the same author's books</p> <p>Discuss how we know a text is set in a different time</p>

	<p>books to build up fluency and confidence in word reading</p> <ul style="list-style-type: none">• Show understanding of texts read aloud or performed through intonation <p>Begin to be aware of direct speech and how this might affect expression when reading aloud</p> <p>Poetry and plays:</p> <ul style="list-style-type: none">• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action				<p>break, in the cave, because of him)</p> <ul style="list-style-type: none">• Discuss the use of simple and complex sentences and how this influences meaning (e.g. short sentences to build tension, complex sentences to give additional information)	
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Reading - Word reading

Reading - comprehension

- Develop positive attitudes to reading and understanding of what is read by reading for a range of purposes
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books /textbooks, including fairy stories, myths and legends and retelling some of these orally
- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Participate in discussion about what is being shared in reading and that which is read, taking turns and listening to what others say
- Pupils should have guidance about the kinds of explanations and questions that are expected from them

Retrieval and summarise (2b and 2c)	Inference and prediction (2d and 2e)	Structure and organisation (2f)	Language choice (2a, 2f and 2g)	Make comparisons and identify viewpoints (2h)
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Developing reading:

- Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meanings of new words met (e.g. -or, -ous, -ation, dis-, mis-, in, im-, ir-, il-, re-, sub-, inter-)
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read a range of texts with consistent accuracy, fluency and confidence

Key reading skills:

- Check that text makes sense when reading independently
- Ask questions to improve understanding of a text
- Read aloud a wider range of books and poetry with accuracy and at a reasonable speaking pace
- Show understanding of texts read aloud or performed through intonation, tone, volume and action

Recognise the functions of punctuation including direct speech and use appropriate intonation and expression

Understand, describe, select or retrieve information, events or ideas from texts:

- Identify main ideas from more than one paragraph and summarise these
- Ask questions and find the answers to simple questions in a text
- Retrieve and record information from non-fiction

Decide on a question that needs answering and locate the answer in a non-fiction book

Use of non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations)

Locate information when directed using skimming and scanning

Extract information from the text

Deduce, infer or interpret information, events or ideas from texts:

- Predict what might happen from details stated and implied in the text

Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place.

Make predictions about how characters might behave in such a setting

- Identify themes and conventions in a wide range of books (e.g. heroes, journeys and superhuman beings in myths and legends)
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence

Empathise with different characters' points of view (implicit and explicit)

Identify the use of figurative and expressive language to build a fuller picture of a character

Discuss the way that characters respond in a dilemma and make deductions about their

Identify and comment on the structure and organisation of texts:

- Read books that are structured in different ways
- Identify how structure and presentation contribute to meaning

Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts

Identify and discuss the use of non fiction features to find information from the text (index, contents, headings and sub-headings, illustrations)

Understand how paragraphs can organise ideas around a theme and can build up ideas across a text

- Recognise some different forms of poetry (e.g. narrative poetry, free verse)

Comment on author's use of vocabulary:

- Identify how language can contribute to the meaning of a text
- Discuss words and phrases that capture the reader's interest and imagination
- Use dictionaries to check the meanings of words they have read

Comment upon the use and effect of author's language

Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes

Identify and describe the styles of individual writers and poets

Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose

Comment on the overall effect of the text

Vocabulary, grammar and punctuation links in year 4:

- Identify and discuss noun phrases expanded by modifying adjectives, nouns and preposition (e.g., the teacher expanded to *the strict*

Begin to relate texts to social, historical and cultural traditions:

- Identify themes and conventions in a wide range of books

Identify a writer's viewpoint

Express personal response with some awareness of the writer's viewpoint or the effect on the reader

Develop awareness that the author sets up dilemmas in a story and devises a solution.

Make judgements about the success of the narrative e.g. do you agree with the way the problem was solved?

Discuss similarities between the same author's books and different authors

Recognise ways in which writers present issues and points of view in fiction and non-fiction

	<p>Poetry and plays:</p> <ul style="list-style-type: none">• Prepare poems and play scripts to read aloud and to perform. Vary volume, pace and use appropriate expression when performing <p>Use actions, sound effects, musical patterns and images to enhance a poem's meaning</p>		<p>motives and feelings</p> <p>Discuss the relationship between what characters say and do- do they always reveal what they are thinking?</p> <p>Discuss, moods, feelings and attitudes using inference and deduction</p>		<p><i>teacher with curly hair or he used his claws to show how fierce he was modified to he used his sharp talons....)</i></p> <ul style="list-style-type: none">• Identify and discuss fronted adverbials and how they add meaning to a text	
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Reading - word reading

Reading - comprehension

- Maintain positive attitudes to reading by reading frequently for pleasure
- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Increase 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
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss an understanding of what has been read, including through presentations and debates, maintain a focus on the topic and using notes where necessary
- Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions

Retrieval and summarise (2b and 2c)	Inference and prediction (2d and 2e)	Structure and organisation (2f)	Language choice (2a, 2f and 2g)	Authorial intent (2b and 2d)	Make comparisons and identify viewpoints (2h)
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Developing reading:

- **Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words (see appendix 1 of National Curriculum)**
- **Check that the books make sense to them, drawing on contextual evidence**
- **Ask questions to enhance understanding of a text**
- Read a range of age appropriate texts fluently

Poetry and plays:

- **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**
- **Learn a wider range of poetry by heart**

Include poems with imagery, similes and narrative poems

Vary pitch, pace, volume, expression and use

Understand, describe, select or retrieve information, events or ideas from texts:

- **In non-fiction, retrieve, record and present information**

Plan what information needs to be found with guidance (e.g. a KWL grid)

Make simple notes

Apply information retrieval skills across the curriculum

- **Identify key details that support main ideas and use them to summarise content drawn from more than one paragraph**

Use the skills of skimming and scanning to identify key ideas

Refer to the text to support predictions and opinions (PEE Point + Evidence + Explanation)

Deduce, infer or interpret information, events or ideas from texts:

- **Begin to distinguish between statements of fact and opinion**
- **Draw inferences such as inferring characters' feelings, thoughts and motives from their actions**
- **Justify inferences with evidence**

Identify evidence of characters changing in a story and discuss possible reasons

Discuss what a character's actions say about their character

Recognise that characters may have different perspectives on events in stories

- **Make predictions based on details stated and implied**

Make predictions for how a character might change during a story and change predictions as events happen

Identify and comment on the structure and organisation of texts:

- **Read books that are structured in different ways**
- **Make comparisons within and across texts**
- **Explain how structure and presentation can contribute to the meaning of a text**

Identify and discuss the structural devices the author has used to organise the text.

Explain and comment on writers' use of language:

- **Explain how language, including figurative language, can contribute to the meaning of a text**

Identify vocabulary chosen to convey different messages, moods, feelings and attitudes

Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect

Describe and compare the styles of individual writers and poets, providing evidence

Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.

Vocabulary, grammar and punctuation links in year

Identify and comment on writers' purposes and viewpoints and the overall effect of the text:

- **Identify themes and conventions in and across a wide range of writing**
- **Discuss themes and conventions**
- **Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader**

Identify the writer's main purpose through a general overview

Identify common elements of an author's style and discuss how the style of one author differs from another

Identify and comment upon an author's or poet's viewpoint in the text and respond to this e.g. re tell from a different viewpoint

Comment on the use of similes and expressive language to create

Relate texts to their social, cultural and historical traditions:

- **Make comparisons within and across texts**
- **Take part in formal presentations and debates to show an understanding of themes in a text**
- **Provide reasoned justifications for their views**
- **Recommend books they have read to their peers, giving reasons for their choices**

Identify and explain the key features of a range of appropriate texts

Identify and explain characters and their profiles across a range of texts

Identify and discuss themes within a text (Social, cultural and historical)

	<p>pauses to create impact</p> <p>Use dramatic interpretation when performing</p>				<p>5:</p> <ul style="list-style-type: none">• Recognise and discuss the use of relative clauses to provide extra information• Recognise and discuss the use of adverbials to link ideas across a paragraph• Identify where brackets, dashes and commas have been used to indicate parenthesis (year 5 vocabulary, grammar and punctuation)	<p>images, sound effects and atmosphere</p> <p>Comment on the overall impact of poetry or prose with reference to features e.g. development of themes, technical terms</p> <p>Justify preferences for an author, poet or a type of text</p>	
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Reading - word reading	Reading - comprehension					
<p>Developing reading:</p> <ul style="list-style-type: none"> • Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words (see appendix 1 of National Curriculum) • Check that the books make sense to them, drawing on contextual evidence • Ask questions to enhance understanding of a text • Read a range of age appropriate texts fluently <p>Poetry and plays:</p> <ul style="list-style-type: none"> • 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 • Learn a wider range of poetry by heart <p>Include poems with similes, metaphors, imagery, style and effect and poems with themes</p> <p>Comment on the use of unusual or surprising language choices</p>	<ul style="list-style-type: none"> • Maintain positive attitudes to reading by reading frequently for pleasure • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Increase 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 • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • Explain and discuss an understanding of what has been read, including through presentations and debates, maintain a focus on the topic and using notes where necessary • Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions 					
	Retrieval and summarise (2b and 2c)	Inference and prediction (2d and 2e)	Structure and organisation (2f)	Language choice (2a, 2f and 2g)	Authorial intent (2b and 2d)	Make comparisons and identify viewpoints (2h)
	<p>Understand, describe, select or retrieve information, events or ideas from texts:</p> <ul style="list-style-type: none"> • In non-fiction, retrieve, record and present information <p>Plan and decide independently what information needs to be searched for</p> <p>Make appropriate notes from research, using a variety of sources</p> <p>Apply information retrieval skills across the curriculum</p> <ul style="list-style-type: none"> • Identify key details that support main ideas and use them to summarise content drawn from more than one paragraph <p>Use quotations to illustrate ideas</p> <p>Use the skills of skimming, scanning, text-marking and note taking to identify key ideas</p> <p>Refer to the text to support predictions and opinions (PEEL Point + Evidence + Explanation +</p>	<p>Deduce, infer or interpret information, events or ideas from texts:</p> <ul style="list-style-type: none"> • Distinguish between statements of fact and opinion • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions • Justify inferences with evidence <p>Identify stock characters in particular genres</p> <p>Identify evidence of characters that challenge stereotypes and surprise the reader</p> <p>Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour</p> <p>Make inferences about the perspective of the author from what is written and implied</p> <ul style="list-style-type: none"> • Make predictions 	<p>Identify and comment on the structure and organisation of texts:</p> <ul style="list-style-type: none"> • Read books that are structured in different ways • Explain how structure and presentation can contribute to the meaning of a text <p>Comment on the structural choices the author has made when organising the text</p> <p>Explain how the structural choices support the writer's theme and purpose</p>	<p>Explain and comment on writers' use of language:</p> <ul style="list-style-type: none"> • Explain how language, including figurative language, can contribute to the meaning of a text <p>Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes</p> <p>Compare, contrast and explore the styles of writers and poets, providing evidence and explanations</p> <p>Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations</p> <p>Identify and discuss irony and its effect</p> <p>Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.</p> <p>Vocabulary, grammar and punctuation links in year</p>	<p>Identify and comment on writers' purposes and viewpoints and the overall effect of the text:</p> <ul style="list-style-type: none"> • Identify themes and conventions in and across a wide range of writing • Discuss themes and conventions • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <p>Identify how style is influenced by the intended audience</p> <p>Identify common elements of an author's style and make comparisons between books</p> <p>Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes</p> <p>Identify and discuss the viewpoint in the text e.g. recognise that the narrator can change and be manipulated</p>	<p>Relate texts to their social, cultural and historical traditions:</p> <ul style="list-style-type: none"> • Make comparisons within and across texts, including comparison of themes and conventions • Take part in a formal presentations and debates to show an understanding of themes in a text • Recommend books they have read to their peers, giving reasons for their choices <p>Compare and contrast the key features of a range of appropriate texts</p> <p>Compare and contrast characters across a range of appropriate texts</p> <p>Compare and contrast themes across a range of appropriate texts. (Social, cultural and historical)</p>

	<p>and effects such as onomatopoeia and metaphor and comment on how this influences meaning</p> <p>Vary pitch, pace, volume, rhythm and expression in relation to the poem's meaning and form</p> <p>Use dramatic interpretations and ICT to enhance the presentation</p>	<p>Evaluation)</p>	<p>based on details stated and implied</p> <p>Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it</p>		<p>6:</p> <ul style="list-style-type: none"> • Recognise and discuss the use of the passive to affect the presentation of information in a sentence • Recognise and discuss the difference between informal speech and formal speech (e.g. the use of question tags he's your friend, isn't he?, or the use of subjunctive forms such as <i>if I were</i>) 	<p>e.g. the story has 2 narrators, a different character takes over the storytelling</p> <p>Declare and justify personal preferences for writers and types of text</p>	
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Content domain references (KS1)	Reading prompts
<p>1a Draw on knowledge of vocabulary to understand texts</p>	<p>Select a word that shows... Which word / phrase... What does the word... tell you about... ? Can you think of another word for ___ ? Which word on this page means the same as... ? Find and copy one word which shows that... (the story / character is funny, sad etc) What does... mean in this sentence?</p>
<p>1b Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p>	<p>Who are the characters? Who is telling the story? Who did... ? Who (drives)... ? Where are/do... ? Where is the story set? When did/are... ? What happened... ? What did / do / does / are... ? Does this story remind you of any others? Have you read any other stories that have similar... to this one? Can you explain what has been read to you? How has the author helped us to be able to read this book? (structure and lay-out) Why has it been organised like this? What are the ___ for? How do the sub-headings make the text easier to read? Which two... ? List... Give one reason... Match... Underline / highlight... Are these statements True or False?</p>
<p>1c Identify and explain the sequence of events in texts</p>	<p>Think about the whole story... Can you retell the story? Can you summarise the story in ___ sentences / words? What happened first? Which event happened first? What happens next? What were the main events? Discuss their importance. What is the main event in the story? Can you order the main events? Number the event in order Ranking activities</p>
<p>1d Make inferences from the text</p>	<p>How... ? How did ___ feel? Explain how... How can you tell that... ? Evidence. How did _____ react when... ? Why... ? Why do you think that... ? Why did ... ? Why did ___ feel / think? Explain why... Why did ___ react like that? Why was... ? Why is ___ important? Look at (section from the text). Why is... ? How do we know... ? The (piece of text) explains how... Match thoughts / feelings to the story event What is one thing that did not change... ? The experience in the last line could best be described as... (multiple choice) What suggests that... ? Give two things.</p>

<p>1e Predict what might happen on the basis of what has been read so far</p>	<p>Predict from the cover/ title/ blurb. What has made you think that? What is happening now? What happened before this? What may happen next? Use evidence from the text to support Is it similar to any other stories you have read? What will happen next based on what happened in the story you know? Do you think... will happen? Explain reasons. How might characters change throughout this story? Predict using what has been read so far. Can you predict the events of the story based on the setting described in the opening? Act out what might happen next</p>
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Content domain references (KS2)	Reading prompts
<p>2a Give / explain the meaning of words in context</p>	<p>Find and copy one word which shows that... What does... mean in this sentence? Find and copy a group of words that means the same as ... What do the words ... mean? Which word is closest in meaning to ___? (Give options) Choose the best words to match the description (multiple choice x 4)</p>
<p>2b Retrieve and record information / identify key details from fiction and non-fiction</p>	<p>How many... ? How does... ? Find... Give one reason... / Give two pieces of evidence that... Who... ? What... ? Number these (5) facts in the order that they happen. Choose one of the multiple-choice options to complete the sentence. Why are... ? Give two reasons. What is one (name) that _____ have been called? How did _____ react when... ?</p>
<p>2c Summarise main ideas from more than one paragraph</p>	<p>Which of the following would be the most suitable summary of the whole text? (give options to choose from) Can you number these events 1-5 in the order that they happened? Can you summarise in a sentence each section / paragraph of the story/ text? Can you choose one word to summarise each paragraph? Can you summarise the story in __ words? Can you summarise the character in three words?</p>
<p>2d Make inferences from the text / explain and justify inferences with evidence from the text</p>	<p>Tick one box to show whether each statement is a fact or an opinion. What impressions do you get of... ? Give two impressions of... How do you feel about (character)? Why? What suggests / implies that... Give two things. How can you tell... Give one piece of evidence. Give two reasons... What do you learn about the writer's attitude towards... How does the writer try to... ?</p>

<p>2e Predict what might happen from details stated and implied</p>	<p>Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What may happen next? Use evidence from the text to support. Do you think... will happen? Explain reasons. How might characters change throughout this story? Adapt predictions as the story unfolds. Is the character similar any other characters / people you know? How would they behave in this situation?</p>
<p>2f Identify / explain how information / narrative content is related and contributes to meaning as a whole</p>	<p>Name two of the difficulties (character) had in the story. Explain how he/she dealt with them. Explain how the text has been arranged to support the reader. Why has the author chosen to do this? Can you explain how writers have similar/ contrasting styles? What are the ___ for? What is the purpose of... ? Were there any clues that... would happen? Explain how the passage gives a positive / negative impression of...</p>
<p>2g Identify / explain how meaning is enhanced through choice of words and phrases</p>	<p>What does the word... tell you about... ? Find two words or phrases which make the passage seem... Find two words or phrases which show the writer thinks... Which keyword(s) tell you about the character/ setting/ mood? How is language used to create a positive / negative image of... ? What is it about the language choice that tells you it was written a long time ago?</p>
<p>2h Make comparisons within the text</p>	<p>How is / are ___ similar to / different from... ? List the similarities and differences between... (characters / settings / layout) How did the characters' reactions differ when... ? How does (character's) mood change... ? Why do you think the layout is different from / similar to... ?</p>