

Reading Overview

INSPIRE (Reading for a purpose)

Vision: Children are given opportunities to ensure that, by the end of year 6, they can; read fluently with confidence, and independently apply reading strategies to aid their comprehension.

Purpose of study: English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- ♣ read easily, fluently and with good understanding
- ♣ develop the habit of reading widely and often, for both pleasure and information
- ♣ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken appreciate our rich and varied literary heritage
- ♣ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ♣ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- ♣ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Language

- ♣ appreciate our rich and varied literary heritage
- ♣ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ♣ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- ♣ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- ♣ word reading
- ♣ comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

- Skilled word reading
 - Decoding
 - Recognition of familiar words
 - Letters on the page represent the sounds in spoken words
 - Phonics must be emphasised in the early teaching of reading
- Good comprehension draws from linguistic knowledge and knowledge of the world
 - High quality discussion with the teacher of a range of stories, poems and non-fiction
 - Establish an appreciation and love of reading (cross curricular)
 - Increase vocabulary
 - Reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Phonics progression

[ELS Progression.pdf](#)

Phase 1 to Phase 5

EYFS

Comprehension ELG

Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading ELG Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Understanding the World

Being Imaginative and Expressive ELG

Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; 13

Year 1

Knowledge/ Key Vocabulary	Skills/ Word Reading	Concepts/ Comprehension
<p>VOCABULARY Identifies simple and recurring literary language Identifies the meaning of vocabulary in context</p> <p>plural noun suffix, verb, prefix, adjective, word, sentence, clause, pronoun</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ apply phonic knowledge and skills as the route to decode words ♣ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes 	<p>Pupils should be taught:</p> <p>RETRIEVING With support, justifies their views about texts they have had read to them e.g. uses the word ‘because’ Begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction</p>

letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Decoding Breaking down a word into different phonemes to help read it

Retrieval Finding information from a text
Prediction Saying what will happen next or as a result of something

Comprehension Understanding what has been read

Phonics and Spelling

Phoneme A single unit of sound

Diagraph A type of grapheme where two letters represent one phoneme (sound) e.g. each

Consonants Most of the letters of the alphabet represent consonants; the letters a, e, i, o, u represent vowels

Vowels The letters a, e, i, o, u

Grapheme A letter, or combination of letters, that corresponds to a single phoneme within a word e.g. ten

Segment Break a word into phonemes **Blend** Put the phonemes back together **Compound** word A word that contains two or more root words e.g. news+paper, ice+cream

Key word/common exception word A word which can't be phonetically decoded

♣ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

♣ 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 [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

♣ 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

♣ re-read these books to build up their fluency and confidence in word reading.

To Hear, understand, find: plural noun suffix, verb, prefix, adjective, word, sentence, clause, pronoun

Children can Say, use, evaluate:

letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Identifies where key information is located using indexes and glossaries

INFERRING

Uses different voice pitch to indicate whether they are reading an exclamation or question

Makes simple inferences about characters' actions

PREDICTING

Predicts likely actions following a pivotal point in the story

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

♣ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

♣ being encouraged to link what they read or hear read to their own experiences

♣ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

♣ recognising and joining in with predictable phrases

♣ learning to appreciate rhymes and poems, and to recite some by heart

♣ discussing word meanings, linking new meanings to those already known **Understand both the books they can already read accurately and fluently and those they listen to by:**

♣ drawing on what they already know or on background information and vocabulary provided by the teacher

♣ checking that the text makes sense to them as they read and correcting inaccurate reading

♣ discussing the significance of the title and events

♣ making inferences on the basis of what is being said and done

		♣ predicting what might happen on the basis of what has been read so far Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them.
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Year 2		
Knowledge/ Vocabulary	Skills/Word Reading	Concepts/Comprehension
<p>VOCABULARY Discusses effective language or layout choices, e.g. <i>'slimy' is a good word there because...the glossary is easy to scan because...</i> Identifies that adverbs help to tell us how the character is feeling</p> <p>Decoding Breaking down a word into different phonemes to help read it</p> <p>Retrieval Finding information from a text Prediction Saying what will happen next or as a result of something</p> <p>Comprehension Understanding what has been read</p> <p>Inference Making assumptions about what is happening in a text from what you know</p> <p>Deduction Using evidence in a text to support</p> <p>Phonics / Spelling</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ♣ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising 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 ♣ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ♣ re-read these books to build up their fluency and confidence in word reading. 	<p>Pupils should be taught:</p> <p>RETRIEVING Retrieves information stated within text (may not be obvious) Uses evidence from a text – may look through the book to help them remember or use information Makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements e.g. <i>'I think she is selfish/kind/angry because it says she...'</i> Recognises that information is grouped according to subject Identifies simple literary language e.g. words/phrases that identify a traditional tale/narrative/ story Identifies how settings and characters are created using specific vocabulary that creates imagery</p> <p>INFERRING Identifies evidence of change as a result of events, for example in character behaviour Identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour Uses expression and intonation that reflects understanding of character and events, and that takes account of word choice and punctuation (recital/retellings) Justifies opinions based on reading</p> <p>PREDICTING Offers alternative plotlines or endings</p>

Prefix A prefix is added at the beginning of a word in order to turn it into another word e.g. disappear
Suffix A suffix is an 'ending', used at the end of one word to turn it into another word e.g. teacher
Pseudo word Words use to check phonic decoding skills which are not real word eg meap
CVC e.g. cat/dad
Homophone Two different words are homophones if they sound exactly the same when pronounced e.g. hear/here

To hear, understand, find:
 noun, suffix, adjective, adverb, subordination, co-ordination, noun phrase, sentence, present tense, past tense, progressive, verb, past progressive, present progressive, apostrophe
Children to say, use, evaluate:
 noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, tense (past, present), apostrophe, comma.

- ♣ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - ♣ discussing the sequence of events in books and how items of information are related
 - ♣ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - ♣ being introduced to non-fiction books that are structured in different ways
 - ♣ recognising simple recurring literary language in stories and poetry
 - ♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - ♣ discussing their favourite words and phrases
 - ♣ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Understand both the books that they can already read accurately and fluently and those that they listen to by:**
- ♣ drawing on what they already know or on background information and vocabulary provided by the teacher
 - ♣ checking that the text makes sense to them as they read and correcting inaccurate reading
 - ♣ making inferences on the basis of what is being said and done
 - ♣ answering and asking questions
 - ♣ predicting what might happen on the basis of what has been read so far
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say**
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.**

Year 3

Knowledge	Skills /Word Reading	Concepts/Comprehension
<p>Decoding Breaking down a word into different phonemes to help read it</p> <p>Retrieval Finding information from a text</p> <p>Prediction Saying what will happen next or as a result of something</p> <p>Comprehension Understanding what has been read</p> <p>Inference Making assumptions about what is happening in a text from what you know</p> <p>Deduction Using evidence in a text to support an idea</p> <p>Spelling Compound word A word that contains two or more</p> <p>root words e.g. news+paper, ice+cream</p> <p>Key word A word which can't be phonetically decoded</p> <p>Prefix A prefix is added at the beginning of a word in order to turn it into another word e.g. disappear</p> <p>Suffix A suffix is an 'ending', used at the end of one word to turn it into another word e.g. teacher</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>To hear, understand, find: noun, prefix, form, consonant, vowel, word families, word, conjunction, adverb, preposition, present perfect, verb, punctuate</p> <p>Children to say, use, evaluate: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>Pupils should be taught:</p> <p>VOCABULARY Identifies new vocabulary and sentence structure and discusses to develop understanding Identifies and understands meanings of a wide range of conjunctions used to link events together</p> <p>RETRIEVING Identifies elements of an author's style e.g. <i>familiar characters, settings or common themes</i> Identifies that the verbs used for dialogue tell us how a character is feeling e.g. <i>"I grabbed..." or "...he shouted"</i></p> <p>Refers back to the text for evidence when explaining Uses tools (e.g. chapter headings, blurbs, glossaries) and strategies (e.g. skimming and scanning) to locate information efficiently</p> <p>SUMMARISING Begins to identify themes across texts e.g. <i>friendship, good and evil, bullying</i></p> <p>INFERRING Explains how the way a character speaks reflects their personality Evaluates simple persuasive devices e.g. <i>says which posters in a shop or TV adverts would make them want to buy something, and why</i></p> <p>Suggests reasons for actions and events Identifies evidence of relationship between characters based on dialogue and behaviour Explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, 'what other words/phrases in this passage tell us that he is a sinister character?'</p> <p>PREDICTING Predicts with increasing accuracy during reading and then adapts prediction in the light of new information</p>

Homophone Two words which sound the same but are written differently e.g. here/hear

Develop positive attitudes to reading and understanding of what they read by:

- ♣ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ♣ reading books that are structured in different ways and reading for a range of purposes
- ♣ using dictionaries to check the meaning of words that they have read
- ♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- ♣ identifying themes and conventions in a wide range of books
- ♣ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- ♣ discussing words and phrases that capture the reader's interest and imagination
- ♣ recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- ♣ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ♣ asking questions to improve their understanding of a text
- ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- § predicting what might happen from details stated and implied
- ♣ identifying main ideas drawn from more than one paragraph and summarising these
- ♣ identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Year 4		
Knowledge	Skills/ Word Reading	Concepts/ Comprehension
<p>Figurative language simile, metaphor</p> <p>Language structure</p> <p>Retrieval Finding information from a text</p> <p>Prediction Saying what will happen next or as a result of something</p> <p>Comprehension Understanding what has been read</p> <p>Inference Making assumptions about what is happening in a text from what you know</p> <p>Deduction Using evidence in a text to support an idea</p> <p>Spelling</p> <p>Compound word A word that contains two or more</p> <p>root words e.g. news+paper, ice+cream</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Children can:</p> <ul style="list-style-type: none"> -listen to the opinions of others and adjusts own thinking/understanding where appropriate -read silently, with good understanding testing out different pronunciations of unfamiliar words with support -self corrects spontaneously in order to enhance expression, intonation or to reinterpret what has been read. 	<p>Pupils should be taught:</p> <p>Vocabulary: applies word reading knowledge to infer meaning of unfamiliar words notes examples of descriptive language and explains the mood or atmosphere they create identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. They slipped into the room unnoticed</p> <p>Retrieving: retrieves information from text where there is competing (distracting) information identifies key words and phrases as evidence when making a point /body identifies the way descriptive language and small details are used to build an impression of an unfamiliar place identifies figurative and expressive language that builds a fuller picture of a character</p> <p>Summarising: explains and justifies an opinion on the resolution of an issue/whole narrative summarises the main ideas of texts, including non-fiction</p> <p>Inferring: identifies techniques used by the author to persuade the reader to feel sympathy or dislike justifies opinions of particular characters and/or settings distinguishes between fact and opinion makes deductions about the motives and feelings that might lay behind characters' words evaluates texts for their appeal for the intended audience</p> <p>Predicting: predicts on the basis of mood or atmosphere how a character will behave in a particular setting Dark Accent</p>

<p>Key word A word which can't be phonetically decoded</p> <p>Prefix A prefix is added at the beginning of a word in order to turn it into another word e.g. disappear</p> <p>Suffix A suffix is an 'ending', used at the end of one word to turn it into another word e.g. teacher</p> <p>Homophone Two words which sound the same but are written differently e.g. here/hear</p>		<p>Authorial Intent: understands how authors use a variety of sentence constructions</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> ♣ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ using dictionaries to check the meaning of words that they have read ♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ♣ identifying themes and conventions in a wide range of books ♣ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ♣ discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> ♣ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ♣ asking questions to improve their understanding of a text ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ identifying main ideas drawn from more than one paragraph and summarising these ♣ identifying how language, structure, and presentation contribute to meaning <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>
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Year 5

Knowledge	Skills/ Word Reading	Concepts/Comprehension
<p>Figurative language Simile, onomatopoeia, metaphor, personification</p> <p>Language structure</p> <p>Retrieval Finding information from a text</p> <p>Prediction Saying what will happen next or as a result of something</p> <p>Comprehension Understanding what has been read</p> <p>Inference Making assumptions about what is happening in a text from what you know</p> <p>Deduction Using evidence in a text to support an idea</p> <p>Spelling</p> <p>Compound word A word that contains two or more</p> <p>Key word A word which can't be phonetically decoded</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Children can:</p> <ul style="list-style-type: none"> -read silently with good understanding, using a range of strategies to work out unfamiliar words -refine questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking further -justify personal response to particular texts and characters with evidence takes 	<p>Pupils should be taught to:</p> <p>Vocabulary: uses a range of strategies to identify the meaning of new vocabulary identifies examples of effective description that evoke time or place commenting both on word and sentence choice</p> <p>Retrieving: comments on use of language using terminology including onomatopoeia, metaphor, personification identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader retrieves information, referring to more than one place in the text, and where there is competing (distracting) information comments on how a character is built and presented, referring to dialogue, action and description</p> <p>Inferring: provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text recognises that characters may have different perspectives in the story considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development explores in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text</p> <p>Predicting: identifies whether changes in characters met or challenged the reader's expectations</p> <p>Comparing: identifies balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue checks whether viewpoint changes in the story</p> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes

<p>Prefix A prefix is added at the beginning of a word in order to turn it into another word e.g. disappear</p> <p>Suffix A suffix is an 'ending', used at the end of one word to turn it into another word e.g. teacher</p> <p>Homophone Two words which sound the same but are written differently e.g. here/hear</p>		<p>§ increasing their 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 English – key stages 1 and 2 34 Statutory requirements</p> <ul style="list-style-type: none"> ♣ recommending books that they have read to their peers, giving reasons for their choices ♣ identifying and discussing themes and conventions in and across a wide range of writing ♣ making comparisons within and across books ♣ learning a wider range of poetry by heart ♣ preparing 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 <p>Understand what they read by:</p> <ul style="list-style-type: none"> ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>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</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p>
Year 6		
Knowledge	Skills Word Reading	Concepts/ Comprehension
	Pupils should be taught to:	Pupils should be taught to:

<p>Figurative language simile, metaphor, personification, hyperbole and onomatopoeia.</p> <p>Language structure</p> <p>Prediction Saying what will happen next or as a result of something</p> <p>Comprehension Understanding what has been read</p> <p>Inference Making assumptions about what is happening in a text from what you know</p> <p>Deduction Using evidence in a text to support an idea</p> <p>Spelling Compound word A word that contains two or more</p> <p>Key word A word which can't be phonetically decoded</p> <p>Prefix A prefix is added at the beginning of a word in order to turn it into another word e.g. disappear</p> <p>Suffix A suffix is an 'ending', used at the end of one word to turn it into another word e.g. teacher</p> <p>Homophone Two words which sound the same but</p>	<p>♣ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p> <p>Children can: -read silently with good understanding, working out how to pronounce unfamiliar words – continues to self-correct spontaneously in order to enhance expression, intonation or to reinterpret what has been read - generate open questions to explore a range of possibilities and justifies responses in relation to the text</p>	<p>Vocabulary: uses a range of strategies to understand the meaning of new vocabulary analyses, and explains the impact of, authors' techniques and use of language e.g. expressive or figurative language, range of sentence structure, repetition etc notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs e.g. where the author has avoided over-use of obvious adverbials/conjunctions such as 'on the other hand</p> <p>Retrieving: retrieves information, referring to more than one place in the text, and where there is competing (distracting) information recognises how the author of non-fiction texts expresses, sequences and links points explains how poets and other writers create shades of meaning, justifying own views with reference to the text</p> <p>Summarising: summarises competing views analyses dialogue at certain points in a story and summarises its purpose e.g. to explain plot, show character and relationships, convey mood or create humour discusses main ideas from a text within a group and summarises the discussion</p> <p>Inferring: analyses why and how scene changes are made and how they affect characters and events distinguishes between implicit and explicit points of view explains the intent of the author e.g. explains how the author has tried to manipulate the emotions/bias of the reader provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres</p> <p>Analysing: justifies personal response to narratives with suitable expansion e.g. whether it was believable, whether dilemmas were resolved satisfactorily</p> <p>Authorial Intent: justifies agreement or disagreement with narrator's point of view when evaluating a text</p> <p>Comparing: explains how a personal response has altered at various points across a text as the narrative viewpoint changes e.g. 'I didn't like this character at the beginning because but now I understand why</p> <p>Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ increasing their 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 English – key stages 1 and 2 34 Statutory requirements ♣ recommending books that they have read to their peers, giving reasons for their choices</p>
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<p>are written differently e.g. here/hear</p>		<ul style="list-style-type: none"> ♣ identifying and discussing themes and conventions in and across a wide range of writing ♣ making comparisons within and across books ♣ learning a wider range of poetry by heart ♣ preparing 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 <p>Understand what they read by:</p> <ul style="list-style-type: none"> ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>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</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p>
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