# ENGLISH – READING

<table>
<tr><th colspan="2">End of EYFS Expectations</th></tr>
<tr><td colspan="2">Learning within Reading begins in the Early Years through the areas of 'Communication and Language' and 'Literacy'. It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed sounds and words (decoding and blending) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).<br>VIPERS Reading Skills<br>Vocabulary, Inference, Predict, Explain, Retrieve, Summarise and Sequence.<br>VIPERS Stem Questions<br>Vocabulary - What does that word mean? Inference - How do you know that? Predict - What is going to happen next?<br>Explain - Can you tell me '...'? Retrieve - Who, What, Why, Where, When? Summarise/Sequence - Can you show me what happened?</td></tr>
<tr><td>Listening, Attention and Understanding<br>EARLY LEARNING GOAL<br>Children at the expected level of development will:<br>*Listen attentively and respond to what they hear with relevant questions, comments and actions when<br>being read to and during whole class discussions and small group interactions<br>*Make comments about what they have heard and ask questions to clarify their understanding<br>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</td><td>Speaking<br>EARLY LEARNING GOAL<br>Children at the expected level of development will:<br>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary<br>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate<br>*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and<br>making use of conjunctions, with modelling and support from their teacher.</td></tr>
<tr><td>Comprehension<br>EARLY LEARNING GOAL<br>Children at the expected level of development will:<br>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br>*Anticipate – where appropriate – key events in stories.<br>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</td><td>Word Reading<br>EARLY LEARNING GOAL<br>Children at the expected level of development will:<br>*Say a sound for each letter in the alphabet and at least 10 digraphs.<br>*Read words consistent with their phonic knowledge by sound-blending.<br>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</td></tr>
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| Links to Key Stage 1 National Curriculum Expectations | Links to Key Stage 2 National Curriculum Expectations |
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| **Year 1** | **Lower Key Stage 2** |
| During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words. Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time, they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice. | By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.<br><br>They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4. |
| **Year 2** | **Upper Key Stage 2** |
| By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure.<br><br>Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1. | By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.<br><br>They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good |

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| During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills.<br><br>They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.<br><br>**Refer to progression in early reading and phonics document* | understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.<br><br>During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.<br><br>It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.<br><br>**Refer to progression in early reading and phonics document* |

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| **Features of our St. Martin's school** | World Book day is celebrated by the whole school each year. The focus for this day is 'love of reading'. | The children utilise the school library on a weekly basis and during playtimes and lunchtimes to foster reading for pleasure. Each child is able to take home a book from the library of their choice. This choice is scaffolded by their class teacher and school librarian to ensure they are reading texts that is of interest to them. Whether this may be a favourite title or favourite author/text type. | Each classroom has a carefully hand-picked book corner with texts tailored to reading ability and interests of the children. In liaison with the librarian, books may be borrowed and featured in classroom book corners. Current reading is displayed in each classroom on a reading display. |

| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| Early Reading & Phonics | *RWI scheme<br><br>*Apply phonic knowledge to decode word.<br><br>*Speedily read all 40+ letters/groups for 40+ phoneme<br><br>*Read accurately by blending taught GPC<br><br>*Read common exception word<br><br>*Read common suffixes (-s, -es, -ing, -ed, etc.<br><br>*Read multisyllable words containing taught GPCs<br><br>*Read contractions and understanding use of apostrophe<br><br>*Read aloud phonically decodable texts | *RWI scheme<br><br>*Secure phonic decoding until reading is fluent<br><br>*Read accurately by blending, including alternative sounds for grapheme<br><br>*Read multi-syllable words containing these graphemes<br><br>*Read common suffixes<br><br>*Read exception words, noting unusual correspondence<br><br>*Read most words quickly & accurately without overt sounding and blending | *Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word<br><br>*To apply their knowledge of root words, prefixes and suffixes to read aloud in line with Y3 and Y4 word lists | *To note unusual correspondences and identify where these occur in the word,<br><br>*In relation to the Y3/4 common exception words consolidate their knowledge of root words, prefixes and suffixes to read aloud | *Apply their knowledge of root words, prefixes and suffixes to read aloud in line with Y5 and Y6 word lists | *Consolidate their knowledge of root words, prefixes and suffixes to read aloud in line with Y5 and Y6 word lists |

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| Guided Reading | **VIPERS Reading Skills**<br>Vocabulary, Inference, Predict, Explain, Retrieve, Summarise and Sequence. | **VIPERS Reading Skills**<br>Vocabulary, Inference, Predict, Explain, Retrieve, Summarise and Sequence. | **VIPERS Reading Skills**<br>Vocabulary, Inference, Predict, Explain, Retrieve, Summarise and Sequence. | **VIPERS Reading Skills**<br>Vocabulary, Inference, Predict, Explain, Retrieve, Summarise and Sequence. | **VIPERS Reading Skills**<br>Vocabulary, Inference, Predict, Explain, Retrieve, Summarise and Sequence. | **VIPERS Reading Skills**<br>Vocabulary, Inference, Predict, Explain, Retrieve, Summarise and Sequence. |
| | **VIPERS Stem Questions**<br>**Vocabulary** - What does that word mean?<br>**Inference** - How do you know that?<br>**Predict** - What is going to happen next?<br>**Explain** - Can you tell me '...'?<br>**Retrieve** - Who, What, Why, Where, When?<br>**Summarise/Sequence** - Can you show me what happened? | | **Autumn Guided Text**<br>**Ottoline and the Yellow Cat**<br>By Chris Riddle<br><br>**Spring Guided Text**<br>**The Sheep Pig**<br>By Dick King-Smith<br><br>**Summer Guided Text**<br>Reading carousel of poetry and non-fiction | **Autumn Guided Text**<br>**Bill's New Frock**<br>By Anne Fine<br><br>**Spring Guided Text**<br>**Charlotte's Web**<br>By E. B. White<br><br>**Summer Guided Text**<br>Reading carousel of poetry and non-fiction | **Autumn Guided Text**<br>**The Girl who speaks Bear**<br>By Sophie Anderson<br><br>**Spring Guided Text**<br>Reading carousel of poetry and non-fiction<br><br>**Summer Guided Text**<br>**When the Sky Falls**<br>By Phil Earle | **Autumn Guided Text**<br>**Holes**<br>By Louis Sachar<br><br>**Spring Guided Text**<br>**Fireweed**<br>By Jill Paton Walsh<br><br>**Summer Guided Text**<br>Reading carousel of poetry and non-fiction |
| | Each guided reading group completes a guided read daily with the class teacher. | | | | | |
| | Children, throughout the week complete fine motor, comprehension, spelling, phonics, common exception words and independent reading activities to develop their word reading, comprehension skills using VIPERS and fluency. | | | | | |
| | | **Summer Guided Text**<br>(Year 2 Only)<br>**The Hodgeheg**<br>By Dick King-Smith | | | | |

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| **Word Reading** | Pupils should be taught to:<br><br>*Apply phonic knowledge and skills as the route to decode words<br><br>*Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes<br><br>*Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught<br><br>*Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word<br><br>*Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings<br><br>*Read other words of more | Pupils should be taught to:<br><br>*Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent<br><br>*Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes<br><br>*Read accurately words of two or more syllables that contain the same graphemes as above<br><br>*Read words containing common suffixes<br><br>*Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word<br><br>*Read most words quickly and accurately, without | Pupils should be taught to:<br><br>*Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet<br><br>*Revise work from Y1&2<br>*Pay special attention to the rule for adding prefixes<br><br>*Linked to the Year 3 and 4 spelling lists, the following words are a focus for Y3 to read and understand their meaning.<br><br>*Read and understand key vocabulary linked to other subjects<br><br>*Read, write and understanding the definition of the Year 3 Common Exception Word List.<br><br>Refer to Common Exception Words Year 3 List below. | Pupils should be taught to:<br><br>*Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet<br><br>*Revise work from Y1&2<br>*Pay special attention to the rule for adding prefixes<br><br>*Linked to the Year 3 and 4 spelling lists, the following words are a focus for Y4 to read and understand their meaning.<br><br>*Read and understand key vocabulary linked to other subjects<br><br>*Read, write and understanding the definition of the Year 4 Common Exception Word List.<br><br>Refer to Common Exception Words Year 4 List below. | Pupils should be taught to:<br><br>*Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet revise work done in previous years<br><br>*Read and understand key vocabulary linked to other subjects<br><br>*Read, write and understanding the definition of the Year 5 Common Exception Word List.<br><br>Refer to Common Exception Words Year 5 List below. | Pupils should be taught to:<br><br>*Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet<br><br>*Revise work done in previous years<br><br>*Read and understand key vocabulary linked to other subjects<br><br>*Read, write and understanding the definition of the Year 6 Common Exception Word List.<br><br>Refer to Common Exception Words Year 6 List below. |

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| | than one syllable that contain taught GPCs<br><br>*Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)<br><br>*Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words<br><br>*Reread these books to build up their fluency and confidence in word reading<br><br>*Read and understand key vocabulary linked to other subjects | overt sounding and blending, when they have been frequently encountered<br><br>*Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation<br>*Reread these books to build up their fluency and confidence in word reading<br><br>*Read and understand key vocabulary linked to other subjects | | | | |

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| **HFW / Red Words / Common Exception Words** | the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, our, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our | door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas | actual, eight, learn, caught, group, centre, heard, century, arrive, heart, circle, breath, often, consider, build, enough, continue, perhaps, decide, address, island, guard, minute, material, difficult, recent, earth, guide, consider, forward, enough, fruit, though, actually, notice, extreme, quarter, February, length, certain, library, height, famous, history, describe, imagine, mention, increase, answer, interest, appear, important | accident, woman, believe, women, strange, promise, reign, therefore, interest, opposite, various, ordinary, possible, perhaps, grammar, pressure, particular, different, calendar, exercise, popular, regular, position, complete, possess, remember, possession, sentence, purpose, separate, potatoes, weight, special, thought, straight, peculiar, favourite, occasion, strength, occasionally, suppose, probably, surprise, knowledge, bicycle, experiment, business, experience, medicine, question, natural, disappear, naughty, important. | occur, attached, accompany, available, according, awkward, achieve, bargain, aggressive, bruise, forty, category, ancient, cemetery, occupy, critic, communicate, community, competition, controversy, conscience, convenience, dictionary, criticise, equipped, correspond, curiosity, desperate, definite, determined, harass, disastrous, foreign, embarrass, equipment, environment, especially, guarantee, exaggerate, immediate, hindrance, knowledge, excellent, experiment, existence, experience, explanation, business, familiar, possession, amateur, disappear, frequently, weight, government, separate | individual, recommend, interfere, relevant, interrupt, restaurant, language, signature, leisure, sincere, lightning, immediately, marvellous, soldier, mischievous, stomach, muscle, sufficient, necessary, suggest, vegetable twelfth, vehicle, variety, yacht, symbol, neighbour, system, nuisance, temperature, appreciate, thorough, accommodate, committee, opportunity, environment, parliament, government, persuade, communicate, physical, prejudice, embarrass, privilege, rhyme, profession, rhythm, programme, sacrifice, pronunciation, secretary, queue, shoulder, recognise, frequently, appreciate, government, conscious, guarantee, competition, immediate, definite, especially, convenience, equipment, desperate, foreign, disastrous, familiar |

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| **Comprehension** | Sufficient evidence shows the ability to...<br><br>*Draw on what they already know or on background information and vocabulary provided by the teacher<br><br>*Check that the text makes sense to them as they read and correcting inaccurate reading<br><br>Discuss the significance of the title and events<br><br>*Making inferences on the basis of what is being said and done<br><br>Predict what might happen on the basis of what has been read so far<br><br>*Participate in discussion about what is read to them, taking turns and listening to what others say<br><br>*Explain clearly their understanding of what is read to them | Sufficient evidence shows the ability to...<br><br>*Discuss the sequence of events in books and how items of information are related<br><br>*Draw on what they already know or on background information and vocabulary provided by the teacher<br><br>*Check that the text makes sense to them as they read and correcting inaccurate reading<br><br>Make inferences on the basis of what is being said and done<br><br>*Answering and asking questions<br><br>Predict what might happen on the basis of what has been read so far<br><br>*Being introduced to non-fiction books that are structured in different ways<br><br>*Participate in discussion about books, poems and other works that are read to them and those that they | Sufficient evidence shows the ability to...<br><br>*Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.<br><br>*Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently.<br><br>*Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features. | Sufficient evidence shows the ability to...<br><br>*Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school,<br><br>making textual references.<br><br>*Listen to, discuss and express views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays. Begin to justify comments.<br><br>*Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features.<br><br>*Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise | Sufficient evidence shows the ability to…<br><br>*Read and enjoy a growing repertoire of texts, both fiction and non-fiction.<br><br>*Be familiar with some of the text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.<br><br>*Recommend books they have read to their peers, giving reasons.<br><br>Discuss and comment on themes and conventions in a variety of genres.<br><br>*Read and recite age-appropriate poetry which has been learned by heart.<br><br>*Provide straightforward explanations for the purpose of the language, structure and presentation | Sufficient evidence shows the ability to…<br><br>*Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction.<br><br>*Show familiarity with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.<br><br>*Recommend books to others, giving reasons for their choices; state preferences<br><br>*Accurately identify and comment on features, themes and conventions across a wide range of writing and understand their use |

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| | | can read for themselves, taking turns and listening to what others say.<br><br>*Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | *Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a nonfiction book is often organised and presented.<br><br>*Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences.<br><br>*Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.<br>*Predict what might happen from details stated and implied.<br><br>*Explain the meaning of words in context; use dictionaries to check meanings.<br><br>*Check the text makes sense, reading to the punctuation and usually re- | the conventions of a myth or play script; know how information is signposted in reference books.<br><br>*Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences.<br><br>*Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons.<br><br>*Predict what might credibly happen from details stated and implied.<br>*Explain the meaning of words in context; use dictionaries to check meanings.<br><br>*Check the text makes sense, reading to the punctuation and habitually re-reading.<br><br>Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a | of texts e.g. bullet points; how a letter is set out; introductory paragraphs.<br><br>*Discuss their understanding of the meaning of words in context, finding other words which are similar.<br><br>*Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.<br><br>*Readily ask questions to enhance understanding<br><br>*Make comparisons within and across texts e.g. compare two ghost stories.<br><br>Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions.<br><br>*Distinguish fact from opinion with some success<br><br>*Retrieve, record and | *Demonstrate that they have learned a wide range of poetry by heart.<br><br>*Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning.<br><br>*Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context.<br><br>*Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification.<br><br>*During discussion, ask pertinent questions to enhance understanding<br><br>*Make accurate and |

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| | | | reading or self-checking<br><br>*Explain and discuss their understanding of the text e.g. explain events; describe a character's actions. θ Retrieve and record information from non-fiction texts.<br><br>*Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts.<br><br>*Discuss words and phrases that capture the reader's interest and imagination. During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say | character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake.<br><br>*Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish.<br><br>*Retrieve and record information from non-fiction texts.<br><br>*Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm<br><br>is close and could be dangerous; the<br><br>introduction leads<br><br>you into the text; each paragraph tells you about a different character.<br><br>*Discuss words and phrases that capture the | present information from non-fiction texts.<br><br>*Summarise main ideas from more than one paragraph, identifying key details which support these.<br><br>*Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.<br><br>*Explain what they know or have read, including through formal presentation and debates, using notes where necessary. | appropriate comparisons within and across different texts<br><br>*Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.<br><br>*Distinguish between fact and opinion<br><br>*Retrieve, record and present information from non-fiction texts.<br><br>*Identify key details which support main ideas; summarise content drawn from more than one paragraph<br><br>.<br>*Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views |

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| | | | | reader's interest and imagination.<br><br>*During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say | | courteously.<br><br>*Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic. |