

## Barton St Lawrence Primary School Vertical Progression – Literacy – Reading – Communication & Language - English

**Statement of Intent:** Pupils at St Lawrence Church of England Primary School are easy to distinguish by the personal qualities they present. They are happy, confident, articulate children with a love of learning and a sense of service, who recognise and celebrate their own individuality and that of other members of our community. They are generous, kind and welcoming; they are forgiving and understand justice. With God by their side, they face the world with resilience, integrity and joy.

### Intent in Reading:

At Barton St Lawrence, we aim:

- for children to become enthusiastic and motivated readers and writers
- to develop children’s confidence in reading a wide variety of genres and text types
- for children to have the skills to decode words in order to be able to read fluently with understanding of what they have read.
- to encourage a love of literature and an enjoyment of reading for pleasure
- to use reading to provoke thought within children
- to give children a purpose, context and audience for their writing
- to enable children to master the technique of constructing a well planned and exciting piece of writing

Focus	Decoding	Comprehension
Nursery	<ul style="list-style-type: none"> <li>• Understand print has meaning, can have different purposes, we read English text from left to right &amp; from top to bottom, the names of the different parts of books &amp; page sequencing</li> <li>• Count or clap syllables in a word</li> <li>• Recognise words with the same initial sound</li> <li>• Recognises familiar words and signs such as own name, advertising logos and screen icons</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in illustrations and words in print and digital books and words in the environment</li> <li>• Looks at and enjoys print and digital books independently</li> <li>• Begins to be aware of the way stories are structured, and to tell own stories</li> <li>• Be able to talk about familiar stories &amp; tell a long story</li> <li>• Spot &amp; suggest rhymes</li> <li>• Sings to self and makes up simple songs</li> <li>• Creates sounds, movements, drawings to accompany stories</li> <li>• Sing a large repertoire of songs</li> <li>• Engage in extended conversations about stories, learning new vocabulary</li> <li>• Builds up vocabulary that reflects the breadth of their experiences</li> <li>• Beginning to understand why and how questions</li> <li>• Uses talk to explain what is happening</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Talks about events and principal characters in stories and suggests how the story might end</li> <li>• Listens to others in one-to-one or small groups, when conversation interests them</li> <li>• Listens to familiar stories with increasing attention and recall</li> <li>• Be able to express a point of view &amp; to debate when they disagree</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>• Read some letter groups that each represent one sound &amp; say sounds for them</li> <li>• Read simple phrases &amp; sentences made up of words with known letter-sound correspondences &amp; a few exception words</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys an increasing range of print &amp; digital books, both fiction and non-fiction</li> <li>• Knows that information can be retrieved from books, computers &amp; mobile digital devices</li> <li>• Describes main story settings, events &amp; principal characters in increasing detail</li> <li>• Re-enacts and reinvents stories / poems they have heard in their play</li> <li>• Beginning to understand humour, e.g. nonsense rhymes</li> <li>• Uses combinations of art forms, e.g. moving and singing, making and dramatic play</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> </ul>

		<ul style="list-style-type: none"> <li>• Engages with books &amp; other reading materials at an increasingly deeper level, &amp; their knowledge of language structure, subject knowledge &amp; illustrations to interpret the text</li> <li>• Uses talk to organise, sequence &amp; clarify thinking, ideas, feelings and events</li> <li>• Give explanation of why events happened in a story</li> <li>• Understands a range of complex sentence structures including negatives, plurals and tense markers</li> <li>• Is able to recall &amp; discuss stories or information that has been read to them, or they have read themselves</li> <li>• Listens &amp; responds to ideas expressed by others in conversation or discussion</li> <li>• Understands questions such as who; why; when; where and how</li> <li>• Links statements &amp; sticks to a main theme or intention</li> </ul>
<p>Early Learning Goal</p>	<p><b>Comprehension</b>  <b>-Demonstrate understanding of what has been read to them by retelling stories &amp; narratives using their own words &amp; recently introduced vocabulary</b>  <b>-Anticipate, where appropriate, key events in stories</b>  <b>-Use &amp; understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes &amp; poems &amp; during role-play</b></p> <p><b>Word Reading</b>  <b>-Say a sound of each letter in the alphabet &amp; at least 10 digraphs</b>  <b>-Read words consistent with their phonic knowledge by sound-blending</b>  <b>-Read aloud simple sentences &amp; books that are consistent with their phonic knowledge including some common exception words</b></p>	
<p>Year 1</p>	<p>As above and:</p> <ul style="list-style-type: none"> <li>• Read aloud accurately books that are consistent with their developing phonic knowledge.</li> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Respond speedily with the correct sound to grapheme for the 44 phonemes.</li> <li>• Recognise and use the different ways of pronouncing the same grapheme; e.g. <i>ow</i> in <i>snow</i> and <i>cow</i>.</li> <li>• Read accurately by blending sounds in unfamiliar words.</li> <li>• Read common exception words, noting tricky parts (see below).</li> <li>• Read words containing <i>-s, -es, -ing, -ed, -er, -est</i> endings.</li> <li>• Split two and three syllable words into the separate syllables to support blending for reading.</li> <li>• Read words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter.</li> </ul>	<p>As above and:</p> <p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"> <li>▪ Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.</li> <li>▪ Relate texts to own experiences.</li> <li>▪ Recognise and join in with language patterns and repetition.</li> <li>▪ Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.</li> <li>▪ Orally retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>.</li> <li>▪ Enjoy and recite rhymes and poems by heart.</li> <li>▪ Make personal reading choices and explain reasons for choices.</li> </ul> <p><b>Understanding books which they can read themselves and those which are read to them</b></p> <ul style="list-style-type: none"> <li>▪ Introduce and discuss key vocabulary, linking meanings of new words to those already known.</li> <li>▪ Activate prior knowledge e.g. <i>what do you know about minibeasts?</i></li> <li>▪ Check that texts make sense while reading and self-correct.</li> <li>▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li> <li>▪ Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i></li> <li>▪ Explain clearly their understanding of what is read to them.</li> <li>▪ Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</li> <li>▪ Identify and discuss the main events in stories.</li> <li>▪ Identify and discuss the main characters in stories.</li> <li>▪ Recall specific information in fiction and non-fiction texts.</li> <li>▪ Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram</i>.</li> <li>▪ Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last by Jill Murphy</i>.</li> <li>▪ Make basic inferences about what is being said and done.</li> <li>▪ Make predictions based on what has been read so far.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop fluency, accuracy and confidence by re-reading books.</li> <li>• Read more challenging texts using phonics and common exception word recognition.</li> </ul>	<p><b>Participating in discussion</b></p> <ul style="list-style-type: none"> <li>▪ Listen to what others say. Take turns.</li> </ul>
Year 2	<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>▪ Re-read books to build up fluency and confidence in word reading.</li> <li>▪ Read frequently encountered words quickly and accurately without overt sounding and blending.</li> <li>▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>▪ Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i>.</li> <li>▪ Read longer and less familiar texts independently.</li> <li>▪ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</li> <li>▪ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>.</li> <li>▪ Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y</i>.</li> </ul> <p>Read further common exception words, noting tricky parts (see below).</p>	<p>As above and:</p> <p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"> <li>▪ Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.</li> <li>▪ Orally retell a wider range of stories, fairy tales and traditional tales.</li> <li>▪ Sequence and discuss the main events in stories and recounts.</li> <li>▪ Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.</li> <li>▪ Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>).</li> <li>▪ Learn and recite a range of poems using appropriate intonation.</li> <li>▪ Make personal reading choices and explain reasons for choices.</li> </ul> <p><b>Understanding books which they can read themselves and those which are read to them</b></p> <ul style="list-style-type: none"> <li>▪ Identify, discuss and collect favourite words and phrases.</li> <li>▪ Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> <li>▪ Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>.</li> <li>▪ Uses tone and intonation when reading aloud.</li> <li>▪ Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i></li> <li>▪ Check that texts make sense while reading and self-correct.</li> <li>▪ Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions.</li> <li>▪ Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i></li> <li>▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li> <li>▪ Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i></li> <li>▪ Make predictions based on what has been read so far.</li> <li>▪ Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams</i>.</li> <li>▪ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</li> </ul> <p><b>Participating in discussion</b></p> <ul style="list-style-type: none"> <li>▪ Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>▪ Make contributions in whole class and group discussion.</li> <li>▪ Consider other points of view.</li> </ul> <p>Listen and respond to contributions from others.</p>

<p>Year 3</p>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Read books at an age appropriate interest level.</li> <li>▪ Use knowledge of root words to understand meanings of words.</li> <li>▪ Use prefixes to understand meanings e.g. <i>un-, dis-, mis-, re-, pre-, im-, in-</i>.</li> <li>▪ Use suffixes to understand meanings e.g. <i>-ly, -ous</i>.</li> <li>▪ Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.</li> </ul>	<p>As above and:</p> <p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"> <li>▪ Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. <i>fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations</i>.</li> <li>▪ Regularly listen to whole novels read aloud by the teacher.</li> <li>▪ Read a range of non-fiction texts, e.g. <i>information, discussion, explanation, biography and persuasion</i>.</li> <li>▪ Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>.</li> <li>▪ Recognise some different forms of poetry e.g. <i>narrative, calligrams, shape poems</i>.</li> <li>▪ Sequence and discuss the main events in stories.</li> <li>▪ Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales</i>.</li> <li>▪ Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i>.</li> <li>▪ Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i>.</li> <li>▪ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li> </ul> <p><b>Understanding the text</b></p> <ul style="list-style-type: none"> <li>▪ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li> <li>▪ Explain the meaning of unfamiliar words by using the context.</li> <li>▪ Use dictionaries to check meanings of words they have read.</li> <li>▪ Use intonation, tone and volume when reading aloud.</li> <li>▪ Take note of punctuation when reading aloud.</li> <li>▪ Discuss their understanding of the text.</li> <li>▪ Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character</i>.</li> <li>▪ Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</li> <li>▪ Make predictions based on details stated.</li> <li>▪ Justify responses to the text using the PE prompt (<b>P</b>oint + <b>E</b>vidence).</li> <li>▪ Discuss the purpose of paragraphs.</li> <li>▪ Identify a key idea in a paragraph.</li> <li>▪ Analyse and evaluate texts looking at language, structure and presentation e.g. <i>persuasive letter, diary and calligram</i> etc.</li> </ul> <p><b>Retrieving and recording information from non-fiction</b></p> <ul style="list-style-type: none"> <li>▪ Prepare for research by identifying what is already known about the subject and key questions to structure the task.</li> <li>▪ Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossary, diagrams</i>.</li> <li>▪ Quickly appraise a text to evaluate usefulness.</li> <li>▪ Navigate texts in print and on screen.</li> <li>▪ Record information from a range of non-fiction texts.</li> </ul> <p><b>Participating in discussion</b></p> <ul style="list-style-type: none"> <li>▪ Participate in discussion about what is read to them and books they have read independently.</li> <li>▪ Develop and agree on rules for effective discussion.</li> </ul>
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		<ul style="list-style-type: none"> <li>Take turns and listen to what others say.</li> </ul> <p>Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles.</i></p>
Year 4	<p>As above and:</p> <ul style="list-style-type: none"> <li>Read books at an age appropriate interest level.</li> <li>Use knowledge of root words to understand meanings of words.</li> <li>Use prefixes to understand meanings e.g. <i>in-, ir-, sub-, inter-super-, anti-, auto-</i>.</li> <li>Use suffixes to understand meanings e.g. <i>-ation, -tion, -ssion, -cian, -sion.</i></li> <li>Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list - see below).</li> </ul>	<p>As above and:</p> <p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"> <li>Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.</i></li> <li>Regularly listen to whole novels read aloud by the teacher.</li> <li>Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.</li> <li>Learn a range of poems by heart and rehearse for performance.</li> <li>Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>Orally retell a range of stories, including less familiar fairy stories, myths and legends.</li> </ul> <p><b>Understanding the text</b></p> <ul style="list-style-type: none"> <li>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes.</i></li> <li>Explain the meaning of key vocabulary within the context of the text.</li> <li>Use dictionaries to check meanings of words in the texts that they read.</li> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>Make predictions based on information stated and implied.</li> <li>Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li> <li>Justify responses to the text using the PE prompt (<b>P</b>oint + <b>E</b>vidence).</li> <li>Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals.</i></li> <li>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>Identify main ideas drawn from more than one paragraph and summarise these e.g. <i>character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</i></li> <li>Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</li> <li>Recognise and analyse different forms of poetry e.g. <i>haiku, limericks, kennings.</i></li> </ul> <p><b>Retrieving and recording information from non-fiction</b></p> <ul style="list-style-type: none"> <li>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</li> <li>Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</li> <li>Record information from a range of non-fiction texts.</li> <li>Scan for dates, numbers and names.</li> <li>Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i></li> <li>Explain how paragraphs are used to order or build up ideas, and how they are linked.</li> </ul> <p><b>Participating in discussion</b></p>

		<ul style="list-style-type: none"> <li>▪ Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.</li> <li>▪ Develop, agree on and evaluate rules for effective discussion.</li> </ul> <p>Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles.</i></p>
Year 5	<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Read books at an age appropriate interest level.</li> <li>▪ Use knowledge of root words to understand meanings of words.</li> <li>▪ Use suffixes to understand meanings e.g. -<i>ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably.</i></li> <li>▪ Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below</li> </ul>	<p>As above and:</p> <p><b>Maintaining positive attitudes to reading</b></p> <ul style="list-style-type: none"> <li>▪ Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.</li> <li>▪ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</li> <li>▪ Recommend books to their peers with reasons for choices.</li> <li>▪ Read books and texts that are structured in different ways for a range of purposes.</li> <li>▪ Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.</li> <li>▪ Learn a wider range of poems by heart.</li> <li>▪ Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> </ul> <p><b>Understanding texts they read independently and those which are read to them</b></p> <ul style="list-style-type: none"> <li>▪ Explain the meaning of words within the context of the text.</li> <li>▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>▪ Check that the book makes sense to them and demonstrate understanding e.g. <i>through discussion, use of reading journals.</i></li> <li>▪ Demonstrate active reading strategies e.g. <i>generating questions to refine thinking, noting thoughts in a reading journal.</i></li> <li>▪ Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</li> <li>▪ Predict what might happen from information stated and implied.</li> <li>▪ Through close reading of the text, re-read and read ahead to locate clues to support understanding.</li> <li>▪ Explore themes within and across texts e.g. <i>loss, heroism, friendship.</i></li> <li>▪ Make comparisons within a text e.g. characters' viewpoints of same events.</li> <li>▪ Distinguish between statements of fact and opinion within a text.</li> <li>▪ Scan for key words and text mark to locate key information.</li> <li>▪ Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> <li>▪ Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - <b>P</b>oint + <b>E</b>vidence + <b>E</b>xplanation.</li> <li>▪ Analyse the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries.</i></li> <li>▪ Identify how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech.</i></li> </ul> <p><b>Evaluating the impact of the author's use of language</b></p> <ul style="list-style-type: none"> <li>▪ Explore, recognise and use the terms metaphor, simile, imagery.</li> <li>▪ Explain the effect on the reader of the authors' choice of language.</li> </ul> <p><b>Participating in discussion and debate</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>▪ Prepare formal presentations individually or in groups.</li> <li>▪ Use notes to support presentation of information.</li> <li>▪ Respond to questions generated by a presentation.</li> </ul> <p>Participate in debates on an issue related to reading (fiction or non-fiction).</p>
Year 6	<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Read books at an age appropriate interest level.</li> <li>▪ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>invitation</i> for <i>imitation</i>.</li> <li>▪ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness</i>, <i>dis+repute+able</i>, <i>dis+respect+ful</i>, <i>re+engage+ment</i>.</li> <li>▪ Use suffixes to understand meanings e.g. <i>-cious</i>, <i>-tious</i>, <i>-tial</i>, <i>-cial</i>.</li> <li>▪ Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.</li> <li>▪ Use etymology to help the pronunciation of new words e.g. <i>chef</i>, <i>chalet</i>, <i>machine</i>, <i>brochure</i> – <i>French in origin</i>.</li> </ul>	<p>As above and:</p> <p><b>Maintaining positive attitudes to reading</b></p> <ul style="list-style-type: none"> <li>▪ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.</li> <li>▪ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</li> <li>▪ Independently read longer texts with sustained stamina and interest.</li> <li>▪ Recommend books to their peers with detailed reasons for their opinions.</li> <li>▪ Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.</li> <li>▪ Learn a wider range of poems by heart.</li> <li>▪ Prepare poems and play scripts to read aloud and perform using dramatic effects.</li> </ul> <p><b>Understanding texts they read independently and those which are read to them</b></p> <ul style="list-style-type: none"> <li>▪ Explain the meaning of new vocabulary within the context of the text.</li> <li>▪ Demonstrate active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group</i>.</li> <li>▪ Use a reading journal to record on-going reflections and responses to personal reading.</li> <li>▪ Explore texts in groups and deepen comprehension through discussion.</li> <li>▪ Provide reasoned justifications for their views.</li> <li>▪ Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – <b>P</b>oint+<b>E</b>vidence+<b>E</b>xplanation.</li> <li>▪ Infer characters’ feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. <b>P</b>oint+<b>E</b>vidence+<b>E</b>xplanation.</li> <li>▪ Predict what might happen from information stated and implied.</li> <li>▪ Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.</li> <li>▪ Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in <i>Carrie’s War</i> and <i>Goodnight Mr Tom</i>.</li> <li>▪ Compare characters within and across texts.</li> <li>▪ Compare texts written in different periods.</li> <li>▪ Recognise themes within and across texts e.g. <i>hope, peace, fortune, survival</i>.</li> <li>▪ Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys’ diary and a history textbook.</li> <li>▪ Skim for gist.</li> <li>▪ Scan for key information e.g. <i>identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting</i>.</li> <li>▪ Use a combination of skimming, scanning and close reading across a text to locate specific detail.</li> <li>▪ Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.</li> <li>▪ Analyse the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story</i>.</li> <li>▪ Identify how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet, balanced argument</i>.</li> </ul> <p><b>Evaluating the impact of the author’s use of language</b></p>

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|  |  | <ul style="list-style-type: none"><li>▪ Explore, recognise and use the terms personification, analogy, style and effect.</li><li>▪ Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</li></ul> |
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**Participating in discussion and debate**

- Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates.
- Prepare formal presentations individually or in groups.
- Use notes to support presentation of information.
- Respond to questions generated by a presentation.

Participate in debates on issues related to reading (fiction/non-fiction).