



Intent for Reading

At the Mary Bassett Lower School, we understand the importance of mastering the essential skills of reading in order to allow our pupils access to the rest of the curriculum and to support their educational success as lifelong learners. Through the early years of their education, our pupils are introduced to and given time to embed the basic skills of reading through an approved daily systematic synthetic phonics programme, Monster Phonics, so that they can decode texts that they read independently. Book rich learning environments allow children to access books for learning and pleasure from the start of their education through adult led reading sessions and independent play opportunities.

In line with the National Curriculum, children progress into Key Stages 1 and 2 where daily phonics and reading lessons as well as carefully selected texts for writing and foundation subject lessons expose children to a variety of text types and subjects, supporting pupils to become more confident and fluent in their decoding, develop their receptive and expressive vocabulary, as well as key comprehension skills. In addition, carefully selected texts as a focus for story time allow teachers to support our pupils to develop expressive reading, vocabulary and comprehension of texts beyond those they can decode themselves.

We want our pupils to be able to read for purpose and pleasure to enable them to be able to learn about, understand and relate to the world around them. The texts children read will be a mixture of those that they are guided to by the curriculum and those they have chosen to read for pleasure. Some texts will be relatable to our pupils and others a way to access experiences beyond their own. We hope to embed key reading skills and habits in our pupils to support how they express themselves in writing and to ensure successful progress into Middle School and beyond.

Reading Progression Map

Key skills	Year 1	Year 2	Year 3	Year 4
Word Reading				
Phonetic decoding	<ul style="list-style-type: none"> apply phonics knowledge and skills as the route to decode words accurately 	<ul style="list-style-type: none"> continue to apply phonics knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent 	<ul style="list-style-type: none"> continue to apply phonics knowledge and skills as the route to decode words which are outside their spoken vocabulary 	<ul style="list-style-type: none"> use strategies such as recognising syllables /phonemes to decode most new words outside their spoken vocabulary
Context and structure	<ul style="list-style-type: none"> read left-to-right through words, attending to known GPCs in order 	<ul style="list-style-type: none"> read all the words in a sentence and do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace') 	<ul style="list-style-type: none"> match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should] 	<ul style="list-style-type: none"> match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should]
Re-reading for fluency		<ul style="list-style-type: none"> re-read word groups that are tricky to read aloud smoothly on first attempt 	<ul style="list-style-type: none"> re-read and refine reading of phrases or clauses that are tricky to read aloud smoothly 	<ul style="list-style-type: none"> re-read and refine reading of phrases or clauses that are tricky to read aloud smoothly

			on first attempt so that fluency is improved	on first attempt so that fluency is improved
GPC recognition and blending	<ul style="list-style-type: none"> respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read words containing previously taught GPCs (grapheme/ phoneme correspondence) without overt sounding and blending after a few encounters read accurately by blending sounds within unfamiliar words containing GPCs (grapheme/phoneme correspondence) that have been taught 	<ul style="list-style-type: none"> read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read unfamiliar words containing previously taught GPCs (grapheme/phoneme correspondence), accurately and without undue hesitation read accurately by blending the sounds in unfamiliar words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes 	<ul style="list-style-type: none"> read most words accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words test out different plausible pronunciations for less familiar words 	<ul style="list-style-type: none"> read most words accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words test out different plausible pronunciations for less familiar words
Common exception words	<ul style="list-style-type: none"> read common exception words [according to school's chosen phonics programme], noting unusual correspondences 	<ul style="list-style-type: none"> read further common exception words [according to school's chosen phonics programme], noting 	<ul style="list-style-type: none"> read further exception words, noting the unusual correspondences between spelling and sound, and where these 	<ul style="list-style-type: none"> read further exception words, noting the unusual correspondences between spelling and sound, and where these

	between spelling and sound and where these occur in the word	unusual correspondences between spelling and sound and where these occur in the word	occur in the word	occur in the word
Prefixes and suffixes	<ul style="list-style-type: none"> • read words containing taught GPCs (grapheme/phoneme correspondence) and -s, -es, -ing, -ed, -er and -est endings • read words with suffixes by being helped to build on the root words that they can read already 	<ul style="list-style-type: none"> • read words containing common suffixes • read suffixes by building on the root words that they have already learnt • 	<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 	<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
Multisyllabic words	<ul style="list-style-type: none"> • read other words of more than one syllable that contain taught GPCs 	<ul style="list-style-type: none"> • read accurately words of two or more syllables that contain the graphemes taught so far • use syllable boundaries to read each syllable separately before they combine them to read longer words • use morphology (such as prefixes) to work out unknown words 	<ul style="list-style-type: none"> • read longer words, using syllable boundaries and reading each syllable separately before they combine them to read the word 	<ul style="list-style-type: none"> • read longer words, using syllable boundaries where needed
Contractions	<ul style="list-style-type: none"> • read words with contractions [for 	<ul style="list-style-type: none"> • read further words with contractions [for 	<ul style="list-style-type: none"> • [children should be able to read and understand 	<ul style="list-style-type: none"> • [children should be able to read and understand

	example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	example, couldn't, wouldn't, shouldn't, can't], and understand that the apostrophe represents the omitted letter(s)	words with contractions independently. If they are not able to do so, please refer to previous year groups.]	words with contractions independently. If they are not able to do so, please refer to KS1]
Reading with fluency at ARE	<ul style="list-style-type: none"> • 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 • read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation) 	<ul style="list-style-type: none"> • 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 • read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation) 	<ul style="list-style-type: none"> • read aloud unfamiliar words or challenging sections of text, where needed, to support accuracy and automaticity • re-read words or challenging sections of text to ensure understanding through fluency • read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation) 	<ul style="list-style-type: none"> • read aloud unfamiliar words or challenging sections of text, where needed, to support accuracy and automaticity • re-read words or challenging sections of text to ensure understanding through fluency • read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)

Comprehension

	Develop pleasure in reading, motivation to read, vocabulary and understanding by:		Develop positive attitudes to reading and understanding of what they read by:	
Range of genres	<ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently sharing and discussing non-fiction books and how they can be used to find things out 	<ul style="list-style-type: none"> 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 exploring non-fiction books that are structured in different ways, and how they can be used to find things out 	<ul style="list-style-type: none"> listening to, reading and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or text books reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> listening to, reading and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or text books reading books that are structured in different ways and reading for a range of purposes
Exploring characters	<ul style="list-style-type: none"> identifying with, and exploring characters through role play 	<ul style="list-style-type: none"> empathising with characters, based on their descriptions and actions identifying with, and exploring characters, using a range of drama techniques e.g. through role play, improvisation, using voice, gesture or 	<ul style="list-style-type: none"> empathising with characters, based on their descriptions and actions identifying with, and exploring characters , using a range of drama techniques e.g. through role play, improvisation, using voice, gesture or 	<ul style="list-style-type: none"> empathising with different characters within a book considering actions and interactions with other characters identifying with, and exploring characters , using a range of drama techniques e.g. through role play, improvisation,

		movement, hot seating, freeze framing; role on the wall; conscience alley	movement, hot seating, freeze framing; role on the wall; conscience alley	using voice, gesture or movement, hot seating, freeze framing; role on the wall; conscience alley
Making links	<ul style="list-style-type: none"> being encouraged to link what they read or hear with their own experiences 	<ul style="list-style-type: none"> linking what they read or hear with their own experiences 	<ul style="list-style-type: none"> linking what they read or hear with their own experiences and beginning to link with others' experiences 	<ul style="list-style-type: none"> linking what they read or hear with their own and others' experiences and beginning to use these to make sense of more complex texts
Familiar story structures	<ul style="list-style-type: none"> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	<ul style="list-style-type: none"> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 	<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
Sequence of events	<ul style="list-style-type: none"> discussing the sequence of events in texts 	<ul style="list-style-type: none"> discussing the sequence of events in texts and how items of information are related 	<ul style="list-style-type: none"> discussing the sequence of events in texts and how items of information are related 	<ul style="list-style-type: none"> discussing the sequence of events in texts and how items of information are related, and beginning to consider non-linear texts, e.g. 'demanding plot unfolds sequentially with a number of additional subplots fleshing out the story.' 'Shift from Wiltshire to

				South African veld presents some challenge, as does the shift to World War'
Common elements and themes	<ul style="list-style-type: none"> recognising elements that have been encountered in other texts e.g talking animals, grandparents, cottage in the woods, family home, magical objects, friends/friendship 	<ul style="list-style-type: none"> identifying elements that have been encountered in other texts e.g talking animals, grandparents, cottage in the woods, family home, magical objects, friends/friendship 	<ul style="list-style-type: none"> identifying common themes e.g. friendship, school life, sibling rivalry and conventions e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and overcoming their behaviour in a wide range of texts 	<ul style="list-style-type: none"> identify themes e.g. friendship and separation, animal welfare, conquering fears, and conventions in a wide range of texts including narrative and poetry e.g. overcoming a common enemy, magical objects recognise that a text may have multiple themes
Comparisons within a book			<ul style="list-style-type: none"> making comparisons within a book e.g. characters, settings 	<ul style="list-style-type: none"> making comparisons within a book e.g. characters, settings, themes
Word meaning and purpose	<ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases 	<ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary using dictionaries to check the meanings of words that they have read 	<ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary using dictionaries to check the meanings of words that they have read

			<ul style="list-style-type: none"> identifying words and phrases which are unknown e.g. scrambled; potion; glanced; mangy old parrot discussing words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> identifying words and phrases which are unknown e.g. windblown; veranda; nightwatchman; piercing dark eyes discussing words and phrases that capture the reader's interest and imagination
Sustaining engaged reading	<ul style="list-style-type: none"> sustaining engagement with a book 	<ul style="list-style-type: none"> sustaining interest in longer narratives 	<ul style="list-style-type: none"> sustaining interest in longer narratives reading silently with good understanding asking for help with unfamiliar pronunciations and meanings 	<ul style="list-style-type: none"> reading silently with good understanding asking for help with unfamiliar pronunciations and meanings
Making recommendations			<ul style="list-style-type: none"> beginning to recommend books that they have enjoyed to their peers 	<ul style="list-style-type: none"> beginning to recommend books that they have enjoyed to their peers, sometimes giving reasons for their choices
Literary language and phrasing	<ul style="list-style-type: none"> recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> recognising simple recurring literary language in stories and poetry e.g. All the better to see/hear/eat you with; Once upon a 	<ul style="list-style-type: none"> beginning to respond to literary language by phrasing appropriately when reading aloud e.g. puffed himself up like a turkey; rang with the 	<ul style="list-style-type: none"> responding to literary language by phrasing appropriately when reading aloud e.g. sidled back into the picture; kite swirled crazily

		time ...	<p>sound of hobnailed boots; shouts rent the air</p> <ul style="list-style-type: none"> beginning to internalise rhythms/ stresses signalled by grammatical structures e.g. questions, conjunctions 	<p>away; dragged interminably</p> <ul style="list-style-type: none"> continuing to internalise rhythms/ stresses signalled by grammatical structures e.g. questions, conjunctions, fronted adverbials
Poetry	<ul style="list-style-type: none"> reciting some rhymes and poems learnt by heart learning to appreciate rhymes and poems 	<ul style="list-style-type: none"> building a repertoire of poems learnt by heart appreciating poems, reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> building upon a repertoire of poems learnt by heart preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry 	<ul style="list-style-type: none"> building upon a repertoire of poems learnt by heart preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry
	Understand both the books they can already read accurately and fluently and those they listen to by:		Understand what they read, in books they can read independently, by:	
Vocabulary, context and sense	<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text 	<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text 	<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text 	<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text

	<p>makes sense to them as they read and correcting inaccurate reading</p>	<p>makes sense to them as they read and correcting inaccurate reading</p>	<p>makes sense to them, discussing their understanding and explaining the meaning of words in context</p>	<p>makes sense to them, discussing their understanding and explaining the meaning of words in context</p>
<p>Expression</p>	<ul style="list-style-type: none"> reading with some appropriate expression 	<ul style="list-style-type: none"> reading with appropriate expression and phrasing 	<ul style="list-style-type: none"> reading with appropriate expression through phrasing, stress and pitch 	<ul style="list-style-type: none"> reading with appropriate expression through phrasing, stress and pitch
<p>Understanding the text</p>	<ul style="list-style-type: none"> responding to open questions and prompts e.g. tell me about... asking questions to improve their understanding of a text, including through individual inner dialogue while reading and discussion after/during reading e.g. What if a tiger came to my house? Why did the tiger drink 	<ul style="list-style-type: none"> responding to open questions and prompts e.g. tell me about... asking questions to improve their understanding of a text, including through individual inner dialogue while reading and discussion after/during reading e.g. Would I give away all of my nice clothes if I'd only just 	<ul style="list-style-type: none"> responding to open questions and prompts e.g. tell me about... asking questions to improve their understanding of a text, including through individual inner dialogue while reading and discussion after/during reading e.g. How would I feel if I suddenly developed a superpower? 	<ul style="list-style-type: none"> responding to open questions and prompts e.g. tell me about... asking questions to improve their understanding of a text, including through individual inner dialogue while reading and discussion after/during reading e.g. What if I could make objects levitate? Why didn't

	<p>all of the milk?</p> <ul style="list-style-type: none"> • using tentative language to speculate on possibilities raised by the text e.g. Maybe he likes farms. That is why he is called Farmer Duck. I think Farmer Duck must be very tired 	<p>got them? Who was helped most by the giant?</p> <ul style="list-style-type: none"> • using tentative language to speculate on possibilities raised by the text e.g. Rapunzel probably feels worried about what the witch will do to her. Maybe she should say she is sorry but then she can sneak out again. 	<p>Why did the brother and sister join forces in America?</p> <ul style="list-style-type: none"> • using tentative language to speculate on possibilities raised by the text e.g. After the competition with the strong man, Josie could ... We know Mr Two-suit likes money, what else might he be after? 	<p>Harry run away from the Dursley's?</p> <ul style="list-style-type: none"> • using tentative language to speculate on possibilities raised by the text e.g. I wonder what magical animal Harry would have had, if Hagrid hadn't bought him an owl? Possibly Harry could be feeling ... when McGonagall took him inside after the flying lesson.
<p>Making connections</p>	<ul style="list-style-type: none"> • making connections with what they read or hear to own experiences e.g. 'I like going to the beach too' 	<ul style="list-style-type: none"> • making connections with what they read or hear to own experiences e.g. Sometimes you have to do things you don't want to, to help somebody else - like when the Winter's Child goes home. Like when me and my sister had to be quiet because my dad was ill. 	<ul style="list-style-type: none"> • making connections (with experiences and other texts) in order to refine thoughts/responses e.g. Mildred's spells go wrong and it's funny but it's also embarrassing for her, like when I first tried riding my bike and couldn't do it. I've read other books where children have to make new friends in a new place. It's hard at first but then they do it. 	<ul style="list-style-type: none"> • making connections (with experiences and other texts) in order to refine thoughts/responses e.g. When Bertie finds his lion again - when they're in the war, it felt sad and happy at the same time. Like when your lost pet comes back, or when the Ugly Duckling finds he's a swan.

<p>Making inferences</p>	<ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • recognising different thoughts/feelings of main characters within a text 	<ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • recognising different thoughts/feelings from characters within a text 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • beginning to recognise that characters may have different perspectives in the story of the same event(s) 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • recognising that characters may have different perspectives in the story of the same event(s) • making deductions about the motives and feelings that might lay behind characters' words
<p>Settings</p>	<ul style="list-style-type: none"> • recognise different settings within a text 	<ul style="list-style-type: none"> • beginning to recognise that settings may affect feelings and behaviours 	<ul style="list-style-type: none"> • recognising that settings may affect feelings and behaviours • beginning to consider how setting descriptions may affect the reader 	<ul style="list-style-type: none"> • beginning to consider ways in which different settings affect the characters • considering how setting descriptions may influence the reader
<p>Making predictions</p>	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far • making predictions about how a character might behave 	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far • making predictions about how a character might behave 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • beginning to indicate the likelihood of a suggestion being correct • predicting how 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • indicating the likelihood of a suggestion being correct • predicting how

	<ul style="list-style-type: none"> discussing settings and what they indicate about the story 	<ul style="list-style-type: none"> discussing settings and what they indicate about the story 	<p>characters might behave, thinking about events so far, settings and beginning to consider changes in atmosphere</p>	<p>characters might behave, considering motivation, events so far, settings and atmosphere</p>
Recall main ideas and events	<ul style="list-style-type: none"> recalling main events/ideas from a text 	<ul style="list-style-type: none"> recalling main events/ideas from a text conveying simple information derived from main ideas 	<ul style="list-style-type: none"> recalling and sequencing main events from a text identifying main ideas (gist) drawn from more than one paragraph beginning to summarise main ideas drawn from more than one paragraph 	<ul style="list-style-type: none"> recalling and sequencing main events from a text identifying main ideas (gist) drawn from more than one paragraph summarising main ideas drawn from more than one paragraph
Retrieving information	<ul style="list-style-type: none"> re-reading to find specific information 	<ul style="list-style-type: none"> re-reading to find specific information retrieves information from within a text 	<ul style="list-style-type: none"> beginning to use skimming and scanning strategies retrieving information from the text then checking the selection is what is required beginning to select related information from more than one place in a text 	<ul style="list-style-type: none"> using skimming and scanning strategies making precise selections when retrieving information selecting related information from more than one place in a text
Language, structure and presentation		<ul style="list-style-type: none"> understanding that language structure and presentation contribute to meaning 	<ul style="list-style-type: none"> identifying how language structure and presentation contribute to meaning 	<ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning

		<p><u>for language:</u> 'This is known as migration,'; 'Until recently many birds would fly to Africa for the winter.'</p> <p><u>for structure:</u> distinct sections of information, e.g. grouped onto a double page spread; subheadings</p> <p><u>for presentation:</u> picture book covers and endpapers often provide clues about a story; bold and/or enlarged texts for more emphatic speech; speech bubbles and thought clouds</p> <p>Illustrations are bright and engaging and illustrate concepts and processes.</p>	<p><u>for language:</u> 'After many more years of trading and travelling...'; 'kept heading east'</p> <p><u>for structure:</u> Use of increasing range of adverbials and prepositions to provide greater detail about when, where and how things happen.</p> <p><u>for presentation:</u> Events are supported by illustrations.</p>	<p><u>for language:</u> 'Those fearsome raiders were warriors known as Vikings' 'Like many Anglo-Saxons at the time, ...'</p> <p><u>for structure:</u> Increased use of synonymous words and phrases to refer to key elements and concepts (e.g. warriors, raiders, intruders). More developed blocks of text with a range of multiclaue sentences.</p> <p><u>for presentation:</u> Fewer illustrations to illustrate elements from the text.</p> <p>In non-fiction, illustrations are often accompanied by detailed captions.</p>
	<p>Discuss how authors use language including literary language by:</p>		<p>Discuss how authors use language, including figurative language, considering the impact on the reader by:</p>	
<p>Language choices and features</p>	<ul style="list-style-type: none"> discussing language choices that are key to 	<ul style="list-style-type: none"> discussing effective language choices 	<ul style="list-style-type: none"> discussing the way descriptive language and 	<ul style="list-style-type: none"> discussing the way descriptive language and

	<p>the text</p> <ul style="list-style-type: none"> recognising typical phrases found in stories 	<ul style="list-style-type: none"> identifying and discussing simple figurative words and phrases exploring synonyms and idiomatic language (often seemingly simple words working together for a particular meaning) e.g. 'sharp ears' Tear Thief 	<p>small details are used to create an impression for the reader</p> <ul style="list-style-type: none"> discussing the meaning of figurative words and phrases (fiction and nonfiction) exploring synonyms and idiomatic language (often seemingly simple words working together for a particular meaning e.g. 'Give me a break!' (Strongest Girl in the World)) 	<p>small details are used to create an impression for the reader</p> <ul style="list-style-type: none"> beginning to evaluate the use of particular words or phrases, and their effect on the reader discussing the meaning of figurative words and phrases (fiction and nonfiction) beginning to explore the effect of imagery sustained within a paragraph exploring synonyms and idiomatic language (often seemingly simple words working together for a particular meaning) e.g. 'parted the crowd easily' (Harry Potter and The Philosopher's Stone) beginning to discuss how the conventions of different types of writing (e.g. language features of specific genres and cohesive devices) are used to support the authors'
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				aims <ul style="list-style-type: none"> considering language chosen by the author to influence the reader's feelings
			Retrieve and record information from non-fiction by:	
Subject specific vocabulary			<ul style="list-style-type: none"> collecting and discussing unknown technical or subject specific vocabulary 	<ul style="list-style-type: none"> identifying and discussing unknown technical or subject specific vocabulary
Text features			<ul style="list-style-type: none"> using features such as: contents, index, headings and links within a web page to navigate a text 	<ul style="list-style-type: none"> using features such as: contents, index, headings and links within a web page to navigate a text beginning to make decisions about which of the above would be the most useful for retrieving the information required
Information retrieval			<ul style="list-style-type: none"> re-reading to find specific information in a non-fiction text retrieving information from specified aspects of a text e.g. headings, graphs, illustrations, 	<ul style="list-style-type: none"> beginning to skim and scan a text to find specific information retrieving information from different sections or aspects of a text e.g. headings, graphs,

			subheadings <ul style="list-style-type: none"> identifying keywords and main points within the text recording information gained from reading in a variety of simple forms e.g. notes, mind maps, flow charts and tables 	illustrations, subheadings <ul style="list-style-type: none"> identifying keywords and main points within texts recording information gained from reading in a variety of simple forms e.g. notes, mind maps, flow charts and tables
	Distinguish between statements of fact and opinion by:			
Identify facts and opinions				<ul style="list-style-type: none"> beginning to identify facts within a text thinking about whether something is true/not true -real or imagined beginning to identify opinions within a text e.g. viewpoints, beliefs
	Provide reasons for their views by:		Begin to provide reasoned justification for their views by:	
Sharing personal preferences and justifying views	<ul style="list-style-type: none"> sharing personal preferences regarding named books justifying (with support), their views about texts they have had read to them and others that they read for themselves e.g. 'Puffin 	<ul style="list-style-type: none"> sharing personal preferences regarding authors and named books beginning to independently justify their views about texts they have had read to them and others that 	<ul style="list-style-type: none"> expressing and justifying personal preferences regarding authors/named books/poets/genres beginning to independently justify their views about texts they have had read to 	<ul style="list-style-type: none"> expressing and justifying personal preferences regarding authors/named books/poets/genres beginning to reason by justifying their views about what they have read or have had read to

	Peter looked and looked everywhere for Paul because he really missed him.'	they read for themselves, beginning to refer back to the text for evidence e.g. 'I think Tom really loves Nana because he chopped up his skis for firewood.'	them and others that they read for themselves, beginning to refer back to the text for evidence e.g. 'I think Tom really loves Nana because he chopped up his skis for firewood.'	them sometimes referring to more than one place in the text e.g. 'After such a long and dangerous journey, Ivan must have felt so happy at first to see the dance but then so upset that it wasn't real.'
	Participate in a discussion about what is read to them, taking turns and listening to what other say by:	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 by:	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 by:	
Discussion	<ul style="list-style-type: none"> • listening attentively in discussion and beginning to make related comments • taking some account of other speakers' comments, e.g. in paired work • asking questions to find out specific information including 'How' and 'Why' • participating in 	<ul style="list-style-type: none"> • listening attentively in discussion and making related comments • considers alternative viewpoints • asking questions for clarification and understanding • participating in discussions • speaking audibly to a group 	<ul style="list-style-type: none"> • listening and making relevant, related comments • commenting or asking for an explanation • beginning to recognise that opinions may change as a result of listening attentively to others • asking questions for clarification and understanding posing 	<ul style="list-style-type: none"> • listening and making relevant, related comments • commenting or asking for an explanation • understanding that you may sometimes need to change your opinion as a result of listening attentively to others • asking questions for clarification and

	<p>discussions</p> <ul style="list-style-type: none"> • following agreed group discussion guidelines • taking turns • sometimes expressing a view/opinion 	<ul style="list-style-type: none"> • following agreed group discussion guidelines • taking turns in group or class conversations • sharing a view/opinion • considering the opinions of others (with support) 	<p>'what if?' questions that may change the outcome or direction of the line of enquiry/dilemma</p> <ul style="list-style-type: none"> • participating and speaking audibly in a range of situations • beginning to use evidence to defend points of view • beginning to develop, agree and evaluate rules for effective discussion • taking turns in group or class conversations • beginning to follow up others' points • showing whether they agree or disagree in a group or whole-class discussion 	<p>understanding posing 'what if?' questions that may change the outcome or direction of the line of enquiry/dilemma</p> <ul style="list-style-type: none"> • participating and speaking audibly in a range of situations • beginning to make use of discursive techniques such as: defending views with evidence and making use of persuasive language • developing, agreeing and evaluating rules for effective discussion • taking turns in group or class conversations • following up others' points • showing whether they agree or disagree in a group or whole-class discussion • identifying key points following a discussion
	<p>Explain clearly their understanding of what is read to them by:</p>		<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves by:</p>	

<p>Sharing views and opinions</p>	<ul style="list-style-type: none"> • sharing their own views about what has been read to them • explaining their view using the word 'because' 	<ul style="list-style-type: none"> • talking about what they are reading and what has been read to them • sharing personal responses • explaining their view using words such as 'because' and using evidence from the context • explaining to others what they have read or found out 	<ul style="list-style-type: none"> • expressing ideas showing understanding of what has been read • beginning to develop clarity of personal responses • explaining or giving reasons for their views or choices, referring to the context and offering evidence to support their opinion • explaining to others what they have read or found out • beginning to provide a summary of what has been read or found out for own and others' use 	<ul style="list-style-type: none"> • expressing ideas showing understanding of what has been read • developing clarity of personal responses • explaining or giving reasons for their views or choices, referring to the context and offering evidence to support their opinion • beginning to rephrase evidence from the context • providing a summary of what has been read or found out for own and others' use • explaining to others what they have read or found out and begin to share views with justification
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