Coley Primary Whole School Reading Progression (ARE)



Coley Primary School

May 2020

This progression document links to the expectations set out in the 2014 English National Curriculum for Reading and have been adapted using the 'Expanded ARE Descriptors' which came out of a joint project between Brighton and Hove City Council, Reading Borough Council and Service Children's Education (Cyprus).

The aim is to support teachers when making judgements around' depth of understanding' against the Programme of Study from the English National Curriculum for Reading 2014.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

All of the descriptors are progressive **within** and **across** year groups and reflect each year groups' Programme of Study', and work on the expectation that the majority of pupils will be working on year group objectives.

There are no current DfE – published exemplification assessment documents available, therefore this document has been produced to help teachers recognise key concepts and as a guide for referencing the attainment of pupils within year groups.

For some pupils, working below ARE, teachers may feel the need to revisit expectations from earlier year groups to consolidate knowledge and build on pupils' understanding.

The expectations have been split into:

- Working Towards the Expected Standard (Beginning/Working within)
- Working at the Expected Standard (Secure)
- Working at Greater Depth within the Expected Standard (Secure+)

The descriptors have been divided into Word Reading (Phonic Knowledge) and Reading Comprehension.

This progression document can be used to track the attainment of individual pupils, or groups of pupils focusing on the same development areas or reading targets. It is designed to make 'best fit' judgements. A pupil does not need to have 'ticked off' all of the descriptors for it to be 'best fit'. 'Best fit' judgements will be used to make summative assessments at key points of time just as they do in EYFS.

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Early Years Foundation Stage					
	16 – 26 months	**22 – 36 months**	**30 – 50 months**	**40 – 60 months**	**Above 40 – 60 months**
Development Matters Literacy – Reading Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.	• Interested in books and rhymes and may have favourites.	• Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a …'.	• Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom.	• Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers.	**Early Learning Goal** Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

	Year 1		
	Working Towards	**Expected**	**Greater Depth**
Word Reading (Phonic Knowledge)	• Apply phonic knowledge to decode regular words • Apply phonic knowledge to attempt to read some common irregular words • Respond with increasing confidence and accuracy, giving the correct sound to graphemes, (letters or groups of letters) for some of the 40+ phonemes, including where applicable, alternative sounds for graphemes • Read and understand simple sentences	• Blend sounds in unfamiliar words using the CGPs (grapheme-phoneme correspondence) • Respond speedily, giving the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes • Read common exception words, noting unusual correspondence between spelling and sound and where these occur • Read words containing: -s, -es, -ing, -er and –est endings • Read words with contractions e.g. I'm, I'll, we'll • Read aloud texts that are consistent with their developing phonic knowledge ((texts that do not require them to use any other strategies to work out the words) accurately, confidently and fluently • Re-read texts to build up fluency and confidence in word reading (70+ words a minute)	• Read aloud texts that are more complex and beyond their chronological age • Read accurately other words of more than one syllable that contain taught CGPs (grapheme-phoneme correspondence) • Make confident attempts at reading unfamiliar words by applying their knowledge of alternative graphemes for phonemes • Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s) • Begin to read common exception words such as smiling, runner, etc, • Read aloud texts that are consistent with their developing phonic knowledge ((texts that do not require them to use any other strategies to work out the words) accurately, confidently and fluently • Re-read texts to build up fluency and confidence in word reading (80+ words a minute)

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	Year 1		
	Working Towards	**Expected**	**Greater Depth**
Reading Comprehension	• Demonstrate a pleasure in reading and a motivation to read • Listen whilst others read to them and show understanding • Simply retell familiar stories • Recognise and join in with predictable phrases in a text • Join in with familiar rhymes and poems • Check that a text makes sense to them as they read and begin to self-correct – sometimes with a little prompting • Know that some books tell stories and others give information	• Demonstrate a pleasure in reading and a motivation to read • Link what they have read or heard read to their own experiences • Listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently • Retell familiar stories in increasing detail and sequence events • Recite simple poems by heart using appropriate intonation to make the meaning clear • Discuss word meaning and link new meanings to those already known • Check that a text makes sense to them as they read and self-correct, applying phonic strategies to correct inaccuracies • Demonstrate an understanding of poetry, stories and non-fiction that has been read or listened to, through discussion of key ideas and information • Use recurring literary language when joining in with stories and poetry • Predict what might happen on the basis of what has been read so far • Begin to make simple inferences • Discuss the significance of titles and events • Recognise that non-fiction books can be structured in different ways • Join in discussions about a text, take turns and listen to what others say	• Continually demonstrate a pleasure in reading and a motivation to read • Discuss their reading preferences, stories they have read or have been read to them, likes, dislikes, favourite authors and genres • Retell familiar stories in much detail and consider their particular characteristics • Check that a text makes sense to them as they read and self-correct • Read signs and labels beyond the classroom • Draw on the pictures as well as the text to help them read • Clearly explain their understanding of both the texts that they can already read accurately and fluently and those they listen to • Deduce possible meanings to unknown words drawing on the wider sentence or context. • Discuss any links with the text and something they have experienced themselves • Make sensible predictions about what might happen next, giving reasons for their thinking • Predict what a book might be about based on the front cover • Make inferences based on what is being said and done • Use age-appropriate non-fiction texts to find information. • Contribute confidently in discussions about a text, take turns and listen to what others say

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	Year 2		
	Working Towards	**Expected**	**Greater Depth**
Word Reading (Phonic Knowledge)	• Read aloud texts accurately, confidently and fluently by blending the sounds in words that contain the common graphemes for all 40+ phonemes • Read accurately some words of two or more syllables that contain the same GPCs (grapheme-phoneme correspondence) • Read many common exception words • Read aloud many words quickly and quickly without overt sounding and blending in texts closely matched to the same GPCs • Sound out many unfamiliar words accurately in texts closely matched to the same GPC • Accurately read words with: -s, -ing, -ed, -er and –est endings.	• Read accurately most words of two or more syllables • Read most words containing common suffixes (NC English Appendix 1) • Read most common exception words • Read words accurately and fluently without overt sounding and blending, at over 80+ words a minute, in age-appropriate texts • Sound out most unfamiliar words accurately, without undue hesitation	• Automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence • Read words accurately and fluently without overt sounding and blending, at over 90+ words a minute, in age-appropriate texts

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	Year 2		
	Working Towards	**Expected**	**Greater Depth**
Reading Comprehension	• Demonstrate a pleasure in reading and a motivation to read. • Check that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies • Mirror modelled intonation when reading with someone else. • Demonstrates understanding of poetry, stories, and nonfiction and can discuss key characters • Recognise sequences of events in simple texts • Demonstrates increasing familiarity with, and can retell, a range of stories, fairy stories and traditional tales • Uses recurring literary language when retelling stories • Recognise that non-fiction books can be structured in different ways. • Answer simple questions based on the story so far • Make simple predictions on what might happen next, based on what has been read so far • Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them within discussion with the teacher	• Demonstrate a pleasure in reading and a motivation to read. • Check a familiar text, which they can read accurately and fluently, makes sense to them, self-correct where the sense of the txt is lost • Use appropriate intonation when reading aloud • Demonstrate knowledge of developing range of poetry, stories (including fairy tales and traditional tales), and non-fiction through identification of key aspects of the text, explanation, and active discussion that takes account of what others say • Identify sequences of events in texts and offer simple explanations of how items of information relate to one another • Recognise simple recurring literary language in stories and poems • Recognise and understand the different structures of non-fiction books that have been introduced • Share favourite words and phrases, and clarify the meaning of new words through discussion • Draw on what they already know or on background information to make a reasonable attempt at understanding unfamiliar vocabulary • Make predictions about what they might happen next and at the end of the story based on what has been read so far • Answer questions and make some inferences on the basis of what is being said and done in a familiar text	• Make inferences on the basis of what is said and done in a text they can read independently • Predict what might happen on the basis of what has been read so far in a text they have read independently • Make links between the text they are reading and other texts they have read (in texts that they can read independently) • Listen to, discuss and express views about a wide range of texts including poetry, stories and non-fiction, at a level beyond which they can read independently. • Demonstrate a pleasure in reading by selecting books to challenge knowledge and word reading skills or to pursue an interest in an author, genre or topic. • Demonstrate an understanding of more challenging age-appropriate texts • Identify key aspects of fiction and non-fiction. Giving simple explanations of how and why texts are structured according to their purpose • Understand new words through the exploration of their meaning in context, and by making links to known vocabulary

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	Year 3		
	Working Towards	**Expected**	**Greater Depth**
Word Reading (Phonic Knowledge)	• Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)	• Generally, reads fluently, decoding most new words outside everyday spoken language • Read longer words with support and test out different pronunciations using their phonic knowledge • Apply their growing knowledge of root words and prefixes, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto (as listed in English Appendix 1) to begin to read aloud • Apply their growing knowledge of root words and suffixes/word endings including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and –cian (as listed in English Appendix 1) to begin to read aloud • Use dictionaries to check the meaning of words they have read • Begin to read further Y3/4 exception words	• Reads with fluency more challenging texts (including those beyond their chronological age) • Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill and draw on a selection of strategies to decode new words • Understand the meaning of new words through contextual cues • Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently • Read further Y3/4 exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word

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	Year 3		
	Working Towards	**Expected**	**Greater Depth**
Reading Comprehension	• Develop a positive attitude to reading and understand what they read • Self-correct where the sense of the text is lost • Begin to read with an awareness of the audience, using appropriate intonation and pace, when reading aloud • Demonstrate knowledge of a developing range of poetry, stories and non-fiction. Identify key aspects of a text read and play an active role when discussing texts. Share favourite words and phrases. • Discuss sequences of events in narratives and how information in a non-narrative text relates to one another. • Recognise simple recurring literary language in stories and poetry. • Use appropriate terminology when discussing texts e.g. plot, character, setting • Recognise and understand the different structures of non-fiction books that have been introduced. With support use a contents page. • Ask and answer questions appropriately, including simple inference based on what is said and done. • Make predictions about what may happen next and at the end of the story based on what has been read so far.	• Develop a positive attitude to reading and understand what they read • Read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words • Read with an awareness of audience e.g. changes in intonation and pace • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks – reading, re-reading and rehearsing a variety of texts • Read books that are structured in different ways for a range of purposes and participate in discussions about them • Identify conventions across familiar stories and recognise simple themes such as the triumph of good over evil in fairy stories and folk tales • Use appropriate terminology when discussing texts (plot, character, setting) • Discuss favourite words and phrases the author has used that capture the reader's interest • Retrieve and record information from non-fiction, using contents pages to locate information • Predict what might happen from details stated and implied. • Identify main ideas drawn from one paragraph • Draw simple inferences with evidence such as inferring characters' feelings • Participate in discussions about both books that are read to them and those they read themselves, asking and answering questions to improve their understanding of the text	• Develop a positive attitude to reading and understand what they read • Read independently both aloud and silently. • When reading aloud, select a range of appropriate techniques (intonation, tone, volume, action) to show awareness of the audience • Demonstrate experience of a broader range of genres, authors and texts from different periods in time. • Develop preferences within a wider range of texts, genres and authors and justify their preferences • Recognise and discuss some different forms of poetry e.g. free verse, narrative poetry • Use appropriate terminology when discussing texts (e.g. plot, character, setting). • Discuss vocabulary used by the author to create effect • Compare and contrast across texts, justifying identified similarities and differences. • Identify main ideas drawn from more than one paragraph and summarise these • Begin to identify how language, structure and presentation contribute to meaning • Show an awareness of other organisational devices that will help to locate and retrieve information from non-fiction. • Justify inferences, deductions and predictions with evidence from the text. • Use a dictionary to check the meaning of words they have read • Use all the organisational devices available within non-fiction text to retrieve, record and discuss information

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	Year 4		
	Working Towards	**Expected**	**Greater Depth**
Word Reading (Phonic Knowledge)	• Generally, reads fluently, decoding most new words outside everyday spoken language • Read longer words with support and test out different pronunciations using their phonic knowledge • Apply their growing knowledge of root words and prefixes, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto (as listed in English Appendix 1) to begin to read aloud • Apply their growing knowledge of root words and suffixes/word endings including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and –cian (as listed in English Appendix 1) to begin to read aloud • Use dictionaries to check the meaning of words they have read. • Begin to read further Y3/4 exception words	• Read most words effortlessly and attempt to decode any unfamiliar words with increasing speed and skill and draw on a selection of strategies to decode new words with increasing automaticity • Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently • Read further Y3/4 exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word • Use dictionaries to check the meaning of words they have read.	• Read a wider range of challenging texts that are above chronological age with fluency and understanding • Apply their growing knowledge of root words, prefixes and suffixes/word endings (etymology and morphology) to read aloud and to understand the meaning of new words in a text

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	Year 4		
	Working Towards	**Expected**	**Greater Depth**
Reading Comprehension	• Develop a positive attitude to reading and understand what they read • Read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Read with an awareness of audience e.g. changes in intonation, volume and pace, re-read passages of text to ensure understanding • Read and re-read a variety of texts, but 'stick' closely to known text types or authors • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks – reading, re-reading and rehearsing a variety of texts • Recognise and discuss the different features of a variety of texts e.g. headlines in newspaper articles, address in letters and headings in report writing • Read books that are structured in different ways for a range of purposes and participate in discussions about them • Recognise simple themes across unfamiliar stories such as journey stories, wishing stories etc • Use appropriate terminology when discussing texts (plot, character, setting) • With support, talk about authors' choice of words and phrases for effect • Ask questions to improve their understanding of the text • Retrieve and record information from non-fiction, using contents pages to locate information. • Know the job of the index page but may need support to use it effectively • Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives • Predict what might happen from details stated and implied.	• See reading as a pleasurable activity. • Read silently and discuss what they have read. • Read aloud with appropriate intonation and pace, showing their understanding and awareness of audience • Check that the text makes sense, questioning understanding with unfamiliar words or phrases. • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Begin to choose and read a wider range of books including authors that they may not have previously chosen. • Begin to recognise conventions of different types of writing such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions and participate in discussions about them • Use appropriate terminology when discussing texts (plot, character, setting) • Retrieve and record information from non-fiction using conventions such as, contents pages, indexes and glossaries to locate information. • Discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts. • Identify main ideas drawn from more than one paragraph and summarise these • Summarise and present a familiar story in their own words. • Predict what might happen from details stated and implied. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence	• Read silently with increasing stamina and appraise the text. • Show awareness of the audience when reading out loud by selecting a range of appropriate techniques (intonation, tone, volume, pace, action) • Discuss and compare texts from a wider variety of genres and authors referring to authorial style, themes e.g. good v. evil, and features e.g. greetings in letters, a diary written in the first person or the use of presentational devices such as numbering and headings; deepening their understanding of their culture and wider background. • Compare and contrast a range of writing conventions commenting on their purpose and audience. • Explain the reasoning of organisational devices, including glossaries. • Retrieve, record and discuss information using all the organisational devices within a non-fiction text, with increasing accuracy and speed, record evidence through paraphrasing. • Begin to comment on the effectiveness of the author's choice of language. • Recognise and recall key landmarks within a story. • Use inference and deduction to identify the characteristics of more than one character in the story and to comment on the relationship between them. Begin to read between the lines. • Recognise and discuss some different forms of poetry • Identify main ideas drawn from more than one paragraph and summarise these • Justify predictions with evidence from the text

	Year 5		
	Working Towards	**Expected**	**Greater Depth**
Word Reading (Phonic Knowledge)	• Read most words effortlessly and attempt to decode unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues • Apply their growing knowledge of root word, prefixes and suffixes/word endings, including: -sion, -tion, -cial, -tial, -ant/-ance, -ent/-ence/-ency, -able, ably and –ible/-ibly to read aloud • Read all Y3/4 exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. • Begin to read Y5/6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. • Use dictionaries to check the meaning of words they have read.	• Read fluently, confidently and independently using strategies to work out any unfamiliar word • Decode any unfamiliar words with increasing speed and kill, recognising their meaning through contextual cues • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of the words they meet in texts	• Read a wider range of challenging texts that are above chronological age with fluency and understanding. • Decode any unfamiliar words with increasing automaticity and recognise their meaning through contextual cues • Shows a deeper understanding of morphology and etymology

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	Year 5		
	Working Towards	**Expected**	**Greater Depth**
Reading Comprehension	• Read silently and discuss what they have read. • Reads aloud with appropriate intonation, showing awareness of the audience • Check that the text makes sense, questioning understanding with unfamiliar words or phrases • Choose a wider range of texts and books including authors that they may not have previously chosen • Recommend texts based on personal choice to peers • Recognise and explain structural conventions of common text types (e.g. headlines in newspapers, address in letters, headings in reports) • Know the difference between simile and metaphor and can spot the two in writing • Retrieve and record information from non-fiction using contents and index pages • Discuss language used in a variety of texts and explain how the writer has used these to enhance meaning • Identify main ideas drawn from more than one paragraph and summarise these • Summarise stories in their own words • Draw inferences such as feelings, thoughts and motives from their actions and justify with evidence • Justify predictions using evidence from the text	• See reading as a pleasurable activity. • Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience • Recommend books to others based on own reading preferences. • Make comparisons within and across books • Demonstrate an increasing familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Understand the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies. • Use some technical terms such as metaphor, simile, analogy, imagery, style and effect when discussing texts • Ask questions about a text to increase understanding • Accurately retrieve information from non-fiction texts using contents pages, indexes recording and summarising information found • Recognise themes within texts (e.g. loss or heroism); and can compare characters, settings, themes and other aspects within texts. • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea. • Draw inferences and infer characters' feelings, thoughts and motives from their actions and justify with evidence • Make predictions based on details stated and implied with evidence from the text • Distinguish independently between statements of fact and opinion • Participate in discussions about books that are read to them and those they can read for themselves	• Read for pleasure, discussing, comparing and evaluating in depth a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Show awareness of the audience when reading out loud, using a range of devices for effect • Recommend texts based on personal choice, giving reasons for these choices • Actively engage with a wide variety of genres Identify the characteristics of text types and differences between genres, providing examples from their wider reading experiences • Recognise themes in what they read such as loss or heroism • Make comparisons across more than one text, comparing characters, settings and themes • Evaluate the use of figurative language and explain how it has created an effect and impact on the reader • Navigate and efficiently retrieves a variety of information from a range of fiction and non-fiction sources • Show empathy towards a character and justify reasons for their actions or opinions. • Make notes when analysing texts, including précising paragraphs • Draw inferences and infer characters' feelings, thoughts and motives from their actions and justify with evidence • Make predictions based on details stated and implied with evidence from the text • Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views • 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

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	Year 6		
	Working Towards	**Expected**	**Greater Depth**
Word Reading (Phonic Knowledge)	• Read fluently, confidently and independently using strategies to work out any unfamiliar word • Decode any unfamiliar words with increasing speed and kill, recognising their meaning through contextual cues • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of the words they meet in texts	• Read fluently and effortlessly a range of age-appropriate texts with full knowledge of all Y5/6 exception words, root words, prefixes, suffixes/word endings and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues • Determine the meaning of new words by applying knowledge of the root words, prefixes and suffixes/word endings as listed in English Appendix 1	• Read a wider range of challenging texts that are above chronological age with fluency and understanding. • Decode any unfamiliar words with increasing automaticity and recognise their meaning through contextual cues • Shows a deeper understanding of morphology and etymology

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	Year 6		
	Working Towards	**Expected**	**Greater Depth**
Reading Comprehension	• See reading as a pleasurable activity. • Show awareness of audience when reading aloud text, plays and reciting poetry, using appropriate intonation, tone and volume • Read a wide range of genres, identifying the characteristics of text types and differences between text types, recognising themes within texts (e.g. loss or heroism); and comparing characters, settings, and other aspects within texts. • Recommend books too others based on own reading preferences • Associates certain conventions and certain text types including language and structure such as the use of the first person in writing diaries and autobiographies. • Use technical terms such as metaphor, simile, analogy, imagery, style and effect when discussing texts. • Know what is meant by figurative language • Discuss vocabulary used by the author to create effect • Efficiently retrieve information from non-fiction texts using contents pages, indexes recording and make notes • Summarise the main ideas drawn from across given texts • Draw inferences and infer characters' feelings, thoughts and motives from their actions and justify with evidence • Make predictions based on details stated and implied with evidence from the text • Distinguish independently between statements of fact and opinion and with support spot examples in a given text • Participate in discussions about books that are read to them and those they can read for themselves	• Demonstrate a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction • Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience • Read a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types • Recommend books to others based on own reading preferences, giving reasons for choice. • Learn a wide range of poetry by heart • Explain how language (including figurative language), structure, and presentation, can contribute to the meaning of a text • Draw on contextual evidence to make sense of what is read • Comment on how language, including figurative language, is used to contribute to meaning • Ask questions to enhance understanding of the text • Make comparisons within and across different books • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • Make predictions based on details stated and implied • Distinguish between statements of fact and opinion • In non-fiction, retrieve records and present information to the reader in informal notes and formal presentations • Identify key details that support main ideas, and use them to summarise content drawn from more than one paragraph • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • Identify themes and conventions demonstrate, through discussion and comment, understanding of their use in and across a wide range of writing	• Confidently perform given texts, including poems, using a wide range of devices to engage the audience and for effect. • Read for pleasure, discussing, comparing and evaluating in depth a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions • Recommend authors, sets of books and genres to others based on own reading experience and preferences, giving reasons for choice. • Compare language, structure and presentation across texts and debate which is the most effective. • Compare characters, settings and themes within a text and across more than one text • Consider different accounts of the same event and discuss viewpoints (both of authors and fictional characters) • Give counter-arguments to an alternative viewpoint, based on evidence from the text. • Analyse the use of figurative language, including how it is used for effect. • Challenge key ideas within a text. • Read extended texts, including novels, examining how characters change and develop. • Draw inferences based on indirect clues and justify their thinking. • Discuss how characters change and develop through texts by drawing inferences on indirect clues • Analyse texts and draw out key information to support their own research. • Summarise the main ideas of text drawing out key information • Compare and contrast across a broad range of texts, drawing on evidence from the text. • Categorise texts according to given criterion, including key themes and conventions.

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