



# Reading KNOWLEDGE Progression

2023 - 2024

This is how our children's reading knowledge builds from Year 3 to Year 6, taking into account, prior learning (Year 2) and next stage (Year 7).

In order for pupils to develop in all aspects of the curriculum, they need to be expert readers. A love of reading is developed through a coherent and cumulative 'reading rich' curriculum. Nurturing children's motivation to read with purpose and for pleasure moves children's 'learning to read' into 'reading to learn.' Reading at Westdale Junior School not only teaches children to read but gives them the key to opening the door to a world full of possibility. We want our children to move from being a novice to becoming an expert and enthusiastic reader.

## The National Curriculum (KS2)

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

- read easily, fluently and with good understanding
  - word reading
  - Comprehension (listening and reading)
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading.

All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. This in turn develops comprehension.

Phonics and automaticity	Comprehension		Vocabulary		Reading for pleasure		Genres	
	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7		
<b>Phonics and automaticity</b>								
<b>Decoding</b>	Know how to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	Know that phonic knowledge enables quick and accurate decoding	Know that phonic knowledge supports fluent reading and automaticity.					
<b>Blending</b>	Know that blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes is how to read accurately	Know all sounds taught in phonics and confidently blend alternative sounds for graphemes	Know that practice supports fluency when blending.					
<b>Fluency</b>	Know how to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.  Reread these books to build up their fluency and confidence in word reading.	Know how to read most words when they have been encountered less frequently  Know when phonic strategies will help to read a word and when they will not.  Know that punctuation supports reading.	Know that regular 'habitual' reading will help them to become better readers.					
<b>Accuracy</b>	Know that reading books aloud closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Know how to use unusual phoneme/ grapheme correspondences to read unfamiliar words  Read aloud books matched to phonic knowledge by sounding out unfamiliar words.	Read aloud books matched to phonic knowledge in order to develop fluency.					
<b>Reading words with two or more syllables</b>	Know how to read accurately words of two or more syllables that contain the same graphemes as above	Know that practice supports fluency when reading words with two or more syllables.						
<b>Common suffixes</b>	Know words containing common suffixes	Know how to use prefixes and suffixes to understand the meaning of unfamiliar words (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly)	Know prefixes and suffixes support understanding of unfamiliar words (morphology and etymology) both to read aloud and to understand the meaning of new words.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words.	Embed knowledge of root words, prefixes and suffixes			
<b>Common exception words</b>	Know how to read further common exception words, noting unusual correspondences	Know that some words may have similar pronunciation but may be written differently and	Know and understand exception words, noting the unusual correspondences between spelling and					

	between spelling and sound and where these occur in the word	know that some of these are unusual	sound, and where these occur in the word.				
<b>Comprehension</b>							
<b>Retrieve information from fiction texts</b>	<p>Know how to identify what is known for certain from the text about characters, places and events in narrative and about different topics in non-fiction.</p> <p>Know how to give reasons why things happen where this is directly explained in the text.</p> <p>Know how to locate information using contents, index, sub headings, page numbers etc.</p> <p>Know how to express and record understanding of information orally, using simple graphics or in writing.</p>	<p>Know how to locate, retrieve and collect information from texts about significant or important elements or aspects.</p> <p>Know how to take information from diagrams, flow charts and forms where it is presented graphically.</p> <p>Know how to express and record understanding of information orally, using simple graphics or in writing.</p>	<p>Know how to identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas.</p> <p>Know how to pick out key sentences and phrases that convey important information.</p> <p>Know how to take information from diagrams, flow charts and forms where it is presented graphically.</p>	<p>Know how to establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument.</p> <p>Know how to locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.</p>	<p>Know how to use evidence from across a text to explain events or ideas.</p> <p>Know how to identify similarities and differences between characters, places, events, objects and ideas in texts.</p> <p>Know how to retrieve information from texts and evaluate its reliability and usefulness.</p>		
<b>Retrieve information from non-fiction texts</b>	<p>Know how to locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc.</p> <p>Know how to express and record their understanding of information orally, using simple graphics, or in writing.</p>	<p>Know how to take information from diagrams, flow charts and forms where it is presented graphically.</p> <p>Know how to express and record their understanding of information orally, using simple graphics, or in writing.</p>	<p>Know how to pick out key sentences and phrases that convey important information.</p> <p>Know how to take information from diagrams, flow charts and forms where it is presented graphically.</p> <p>Know how to collect information from different sources and present it in a simple format, e.g. chart, poster, diagram.</p>	<p>Know how to locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.</p> <p>Know how to use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information.</p>	<p>Know how to evaluate texts for their reliability and usefulness when researching a topic.</p> <p>Know how to record important details retrieved from a text using an appropriate format, e.g. by making a comparisons table.</p>		
<b>Ask retrieval questions about a text.</b>	<p>Know how to ask what, where, and when questions about a text to support and develop their understanding.</p>	<p>Know how to clarify their understanding of events, ideas and topics by asking questions about them.</p>	<p>Know how to identify elements of a text which they do not understand and ask questions about it.</p>	<p>Know how to ask questions to clarify their understanding of words, phrases, events and ideas in different texts.</p>	<p>Know how to ask questions to clarify their understanding of words, phrases, events and ideas in different texts.</p>		
<b>Distinguish between fact and opinion.</b>				<p>Know how in persuasive writing and other texts investigate how language is used to present opinion.</p> <p>Know how to distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.</p>	<p>Know how in autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction.</p> <p>Know that in non-fiction texts distinguish between explicit and implicit points of view.</p>		
<b>Infer from what characters say and do.</b>	<p>Know how to make inferences about characters from what they say and do, focusing on important moments in a text.</p>	<p>Know that what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings in fiction.</p>	<p>Know how to deduce the reasons for the way that characters behave from scenes across a short story.</p>	<p>Know what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.</p>	<p>Know what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.</p>	<p>Know how to make inferences and refer to evidence in increasingly challenging texts.</p>	
<b>Ask inferential questions.</b>	<p>Know how to ask questions to understand more about characters and events in narrative or the topic in non-fiction.</p>	<p>Know how to ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic.</p>	<p>Know how to ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.</p>	<p>Know how to recognise where they don't understand why something happens in a text and ask questions to clarify their understanding.</p>	<p>Know how to ask questions to clarify and explore their understanding of what is implied in the text.</p>		
<b>Make predictions (fiction)</b>	<p>Know how to use immediate clues and what has already been read to make predictions about what is going to happen or what will be found out.</p> <p>Know how to make plausible predictions showing an understanding of the ideas, events or characters they are reading about.</p>	<p>Know how to update and modify predictions about the events, characters or ideas in a text on a regular basis.</p> <p>Know how to predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded.</p>	<p>Know how to make predictions about a text based on prior knowledge of the topic, event or type of text.</p> <p>Know how to modify predictions as they read on.</p> <p>Know how to use information about characters to make plausible predictions about their actions.</p>	<p>Know how to make regular and increasingly plausible predictions whilst reading.</p> <p>Know how to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts.</p> <p>Know how to discuss the plausibility of their predictions and the reason for them.</p>	<p>Know how to make plausible predictions and explain what these are based on.</p> <p>Know how and why predictions need to be modified during reading.</p> <p>Know how to make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text.</p> <p>Know how to compare their predictions with the events that occurred and</p>		

					consider why their predictions were accurate, plausible, or off the mark.	
<b>Summarise understanding</b>	Know how to retell a story giving the main events.	Know how to retell the main points of a story in sequence.  Know how to identify a few key points from across a non-fiction passage.	Know how to summarise a sentence or paragraphs by identifying the most important elements.  Know how to make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.	Know how to make regular, brief summaries of what has been read, identifying the key points.  Know how to summarise a substantial section of a text.  Know how to summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.	Know how to make regular, brief summaries of what has been read, linking summaries to previous predictions about the text.  Know how to update personal ideas about a text in the light of what has just been read.  Know how to summarise 'evidence' from across a text to explain events or ideas.  Know how to summarise current understanding about a text at regular intervals.	
<b>Justify ideas about a text</b>	Know how to answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.	Know how to re-read sections of texts carefully to find 'evidence' to support ideas about a text.  Know how to answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.	Know how to support ideas about a text by quoting or by paraphrasing from it.  Know how to answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.	Know how to evaluate a book or section of it, referring to details and examples in a text to back up personal judgements and to support reasoning.  Know how to identify and summarise evidence from a text to support a hypothesis.	Know how to identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt.  Know how to identify and summarise evidence from a text to support a hypothesis.	
<b>Ask questions to improve understanding.</b>	Know how to ask questions about a text to ensure understanding of events or ideas in a text.	Know how to ask questions to clarify the meaning of events or ideas introduced or explored in a text.	Know how to ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text.	Know how to identify aspects of a text that are unclear.  Know how to ask questions to clarify understanding or research the topic to find out more.	Know how to identify where they do not fully understand a text.  Know how to ask effective questions that will help clarify understanding of the text or the topic.	
<b>Develop and express understanding.</b>	Know themes, plots, events and characters, comparing stories by the same and different authors.  Know how to compare the information given about topics in non-fiction texts.	Know how to express ideas and give opinions about stories and poems, identifying specific words and phrases to support ideas.  Know how to use simple graphics or illustrations to record and explain their understanding of information.	Know ideas introduced in a passage or section, drawing on evidence from the text to do so.  Know how to compare and contrast stories, justifying preferences and opinions.	Know how to contribute to a discussion where a group explore their understanding of a topic raised through reading.  Know how to discuss and comment on texts, and present their ideas in appropriate and helpful formats, including graphically.	Know how to contribute constructively to a discussion about reading, responding to and building on the views of others.  Know how to comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read.	Know how to check their understanding to make sure that what they have read makes sense.
<b>Use prior knowledge to support understanding.</b>	Know how to link the events or topic from a text to their own experience and/ or information they know.  Know how books are similar to others they have read or heard.	Know how to link the events or topic from a text to their own experience and/ or information gathered.  Know how to make links to similar books they have read.	Know how to link what has been read in a text to what they know, their experience and that of others, and their experience of reading similar texts.	Know how to use background knowledge or information about the topic or text type to establish expectations about a text.  Know how to compare what is read to what was expected.	Know how to comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc.  Know how to make comparisons between a text and others they have read.	Know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.
<b>Make comparisons within and across texts</b>	Know how to identify, collect and compare common themes in stories and poems.  Know how to make comparisons of characters and events in narratives.  Know how to compare the information about different topics in non-fiction texts.	Know how to make comparisons between events in narrative or information texts on the same topic or theme.  Know how to compare and contrast writing by the same author.	Know how to collect information to compare and contrast events, characters or ideas.  Know how to compare and contrast books and poems on similar themes.	Know how to make comparisons between the ways that different characters or events are presented.  Know how to compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text.	Know how to make comparisons and draw contrasts between different elements of a text and across texts.  Know how to compare and contrast the work of a single author.  Know different versions of the same story or different books on the same topic, identifying similarities and differences.	Know about a range of authors, including at least two authors in depth each year.  Know how to make critical comparisons across texts. Know the importance of re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
<b>Identify how the structure and presentation of non-fiction texts contribute to meaning.</b>	Know the use of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions, hyperlinks and bullet points.	Know how different non-fiction texts are organised.  Know how to use the organisational features of non-fiction texts in their own reading and research.	Know the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how to use to find information efficiently.	Know the features of different non-fiction texts, e.g. recounts, instructions, explanations, persuasive writing and argument, including content, structure, vocabulary, style, layout and purpose.  Know the way that writers of non-fiction match text structure to their intentions.	Know how different conventions and presentational features are used across a range of information or non-narrative texts.  Know how to compare different types of information texts, including texts which are a mix of text types or were written for a number of purposes simultaneously, and identify differences in the way that they are structured.	

<b>Ask questions to find out</b>	<p>Know how to pose and record questions prior to reading to find something out.</p> <p>Know how to ask follow up questions about the topics they've read about.</p>	<p>Know how to prepare and list questions as the basis for enquiry and decide which are the most important to follow up.</p>	<p>Know how to prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search.</p>	<p>Know how to prepare for research by identifying what they already know and what they need to find out. Plan their inquiry or research in the light of these questions.</p> <p>Know how to adapt their questions as they read.</p>	<p>Know how to locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information.</p> <p>Know how to refine research questions in the light of initial findings.</p>	
<b>Vocabulary</b>						
<b>Use strategies to locate or infer the meaning of unfamiliar words.</b>	<p>Know how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary.</p> <p>Know how to check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.</p>	<p>Know how to re-read a sentence and how to read on in order to locate or infer the meaning of unfamiliar words.</p> <p>Know how to discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.</p>	<p>Know how to identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning.</p> <p>Know how to identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.</p>	<p>Know how to identify when they do not understand the vocabulary used in a text and need to clarify the meaning.</p> <p>Know how to give increasingly precise explanations of word meanings that fit with the context of the text they are reading.</p> <p>Know how to check the plausibility and accuracy of an explanation or inference of the word meaning.</p>	<p>Know how to check the plausibility and accuracy of an explanation or inference about a word meaning.</p> <p>Know how to identify unknown vocabulary used in a text and apply appropriate strategies to clarify the meaning.</p>	
<b>Understand the Vocabulary used in texts.</b>	<p>Know how to develop an understanding of words met in reading.</p> <p>Know how to speculate about the possible meaning of unfamiliar words.</p>	<p>Know how to identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.</p>	<p>Know how to consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed.</p> <p>Know how to investigate the meaning of technical or subject specific words in texts.</p>	<p>Know how to distinguish between everyday word meanings and their subject specific use.</p>	<p>Know how to collect unfamiliar vocabulary from texts, define meanings and use the vocabulary when recording ideas about the text.</p> <p>Know how to collect and define technical vocabulary met in other subjects.</p>	
<b>Use a dictionary effectively.</b>	<p>Know how to use dictionaries to locate words by the initial letter.</p> <p>Know how to use terms such as definition.</p> <p>Know how to discuss the definitions given in dictionaries and agree which is the most useful in the context.</p>	<p>Know how to locate words in a dictionary by the first two letters.</p> <p>Know the quartiles of the dictionary.</p>	<p>Know how to locate words in a dictionary by the third and fourth place letters.</p> <p>Know how to use the quartiles of the dictionary efficiently to locate words quickly.</p>	<p>Know how to use dictionaries effectively to locate word meanings and other information about words.</p> <p>Know how to use a dictionary to check a suggested meaning.</p>	<p>Know how to use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading.</p> <p>Know how to identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.</p>	
<b>Identify how language contributes to meaning.</b>	<p>Know why an author might have chosen a particular word and the effect they were wanting to achieve.</p>	<p>Know the effect of words and phrases used by authors.</p>	<p>Know how writers use figurative and expressive language to create images and atmosphere.</p> <p>Know the meaning of similes and other comparisons they have read.</p>	<p>Know the meaning of figurative language and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices.</p> <p>Know how writers use words and phrases for effect.</p>	<p>Know the idiomatic phrases, expressions and comparisons met in texts and discuss using an appropriate technical vocabulary.</p> <p>Know how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them.</p> <p>Know how a writer uses language to imply ideas, attitudes and points of view.</p>	
<b>Retrieve the meaning of unfamiliar vocabulary where this is explained in the text.</b>	<p>Know how to read on and re-read sentences to find the meaning of unfamiliar words which are explained in the text.</p>	<p>Know how to re-read a sentence and reading on in order to locate the meaning of unfamiliar words.</p> <p>Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.</p>	<p>Know where unfamiliar words are explained in the text or where to use a dictionary or glossary to find a word meaning.</p> <p>Know how to identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate the meaning.</p>	<p>Know a range of strategies, including the context and where necessary a dictionary, to make sense of the words used in a text.</p> <p>Know how to explain the meaning of words used in a text.</p>	<p>Know appropriate strategies (re-reading, reading on, visualising, word knowledge, syntax) in order to find the meaning of unfamiliar vocabulary met in independent reading.</p> <p>Know how to check the plausibility and accuracy of suggestions.</p>	
<b>Identify how meaning is conveyed through the writer's language choices.</b>	<p>Know the traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event.</p>	<p>Know the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells.</p>	<p>Know how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest.</p> <p>Know the meaning of similes and other comparisons that they read.</p>	<p>Know the idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them.</p> <p>Know how to consider the language used in a text and pick up the implications and associations being made by the writer.</p>	<p>Know the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke.</p>	

<b>Identify how language contributes to meaning in non-fiction texts.</b>	Know some of the language features of non-fiction texts. Know how to speculate about the meaning of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding.	Know how to identify some of the language differences between fiction and non-fiction texts.  Know the meaning of key words met in reading non-fiction texts.	Know the language features of different sorts of non-fiction texts.  Know the meaning of technical or subject specific words.	Know how language is in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority.  Know how to compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts.	Know how writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc.  Know how to use the subject specific vocabulary used in different non-fiction texts accurately.	
<b>Love of reading - Reading for pleasure</b>						
<b>Independent reading</b>	Know how to read independently, demonstrating increasing stamina	Know how to read for a range of purposes independently and to read silently with understanding	Know how to choose appropriate texts			
<b>Listening</b>		Listen to and understand a wide range of texts.	Listen to and discuss views about a wide range of texts. Listening to the views of others	Listen to and enjoy and increasingly wide range of texts. Listening and responding to the views of others.	Listen to, challenge through discussion and ask questions about a wide range of texts.	
<b>Choice of book</b>	Know how to develop preferences through book choice		Know books that they like to read but that choosing an unfamiliar genre will help to develop their ability to read.	Know how to recommend books they have read to their peers	Know how to recommend books they have read to their peers, giving reasons for their choices	Know how to recommend book they have read to their peers, giving reasons for their choices and understanding how to persuade an audience
<b>Range of texts</b>		Read books that are structured in different ways and read for a range of purposes	Read books that are structured in different ways and read for a range of purposes. Making comparisons within and across books	Know how to read a broader range of texts including those from literary heritage	Know how to read a broader range of texts including those from literary heritage, other cultures, and more challenging texts	Know how to read a broader range of texts and book series including those from literary heritage, other cultures and traditions and more challenging texts
<b>Engagement</b>		Reading for sustained periods of time  Complete books  Respond to reading in a written form	Reading for increased sustained periods of time  Complete lengthier books  Engage actively in book discussion	Reading for increased sustained periods of time  To complete a wider range of more challenging and lengthier books Engage actively in book discussions with and without adult support	Reading for increased sustained periods of time  Complete a wide range of more challenging and lengthier books Engage actively in book discussions without adult support	Reading for increased sustained periods of time throughout the day Complete a wide range of more challenging and lengthier books and series Engage actively in book discussions including offering opinions that challenge
<b>Response</b>			Respond to reading in a written form	Respond to reading in a written form, beginning to develop a critical stance	Respond to reading in a written form, with a critical stance	
<b>Take pleasure in reading: Develop positive attitudes to reading and enjoy listening to books read to them.</b>	Know how to read and listen to whole books, make choices for their personal reading.	Know how to sustain their reading for enjoyment and to find out.	Know how to read independently complete short texts and sections from information books.	Know how to listen to texts read to them.  Know how to read favourite authors and choose books to read on the recommendation of others.	Know how to listen to texts read to them and sustain their reading of longer and more challenging texts.	Know how to develop an appreciation and love of reading, and read increasingly challenging material independently.
<b>Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say.</b>	Know how to justify their choices of books and their preferences from the books they have read or have had read to them.	Know how to discuss why they like particular books or authors with others, giving reasons.	Know how to describe and review their own reading habits.	Know how to talk about books referring to details and examples in the text.	Know how to discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader.	
<b>Extend their range of reading.</b>	Know how to make choices from a selection of texts to hear and to read themselves.	Know how to extend the range of books read by browsing and selecting texts, including poetry, to read independently.	Know how to develop their reading stamina as they read longer texts.	Know how to plan personal reading goals which reflect their interests and extend their range.	Know how to develop their reading stamina and complete the independent reading of some longer texts.	Know how to reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
<b>Evaluate the text</b>	Know how to explain why they like a particular text.	Know how to say why they prefer one text to another.  Know how to identify why one non-fiction text is more useful than another, according to their purpose.	Know how to identify aspects or features that make a text entertaining, informative or useful.	Know how to analyse the features of engaging or useful texts e.g. effective openings or endings, the presentation and resolution of problems (in narratives), clarity and enthusiasm for a topic in non-fiction.	Know how to identify the features that make some texts more effective than others.	
<b>Genres</b>						
<b>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally.</b>	Retell stories giving the main points or events in sequence and highlighting significant moments or incidents.  Retell stories individually and through role play in groups, using dialogue and narrative from the text.  Learn, re-read and recite favourite poems,	Present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and characters.  Read, prepare and present poems and play scripts.	Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.  Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.	Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters.  Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion.	Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language.  Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance	Know how to recognise a range of poetic conventions and understanding how these have been used.  Know how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.

	conveying meaning by taking account of punctuation.				to convey meaning to an audience.	
<b>Identify main ideas and themes in a wide range of books and understand how these are developed over a text.</b>	<p>Discuss familiar story themes that they have read or heard.</p> <p>Give reasons why things happen or change over the course of a narrative.</p>	<p>Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish.</p> <p>Discuss how characters' feelings, behaviour and relationships change over a text.</p>	<p>Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story.</p> <p>Link cause and effect in narratives and recounts. Explain how ideas are developed in non-fiction texts.</p>	<p>Begin to distinguish between plot events/ details and the main themes in the texts they read.</p> <p>Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative.</p> <p>Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.</p>	<p>Understand how a writer develops themes, ideas or points of view over a text.</p> <p>Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over the course of a text.</p> <p>In non-fiction texts distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies.</p>	<p>Know about setting, plot, and characterisation, and the effects of these.</p>
<b>Identify how structure and presentation contribute to meaning.</b>	<p>Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved.</p> <p>Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points.</p> <p>Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.</p>	<p>Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.</p> <p>Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.</p> <p>Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.</p>	<p>Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue.</p> <p>Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently.</p> <p>Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.</p>	<p>Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</p> <p>Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument.</p> <p>Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.</p>	<p>Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together.</p> <p>Understand how writers use the features and structure of information texts to help convey their ideas or information.</p> <p>Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.</p>	