

## Teaching of Reading in EYFS and Year 1

### Teaching of Reading

<b>Phonics</b> (daily)	Daily session planned and taught by class teacher using Little Wandle Letters and Sounds Revised.
<b>Reading Practice Sessions</b> (3 x per week)	Children have three weekly reading practice sessions which take place in small groups. The aim is for every child to practice reading decodable books at the appropriate level based on the phonics knowledge that they have secured. These sessions have a clear focus on one of the following: decoding, prosody or comprehension. For those children who need further support, they will read 1:1 daily with the CT or TA. These are likely to be the children who are not practising at home.
<b>Comprehension</b> (daily)	Teacher plans and leads whole class comprehension session daily using high-quality picture book. Session focuses on reviewing general strategies for decoding and introducing the 8 comprehension skills. One of these sessions across the week should be an opportunity for book talk.

### Independent Practise

<b>Home Reading</b> (3 times a week)	Children will take home two books, one book at the appropriate phonics level to practise reading themselves and one book that the child has chosen from the class library or school library to share with an adult at home. Comments and guidance for parents are written in the Reading Record.
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### Reading for Pleasure

<b>Story Time</b> (daily)	Opportunity to share a range of stories with the children. These should be a range of new and familiar stories. Suggestions for texts can be found on The Grove List of Texts
<b>Library</b> (1 x per week)	Opportunity for children to visit the school library and select books to take home or for the class library. Trips to Arbury Court Library are also arranged.

## Teaching of Reading in Year 2 and Year 3

### Teaching of Reading

<b>Teaching of Reading</b> (daily)	<p>In Year 2 and 3, the teaching of reading uses the 'carousel approach' to enable the teacher to tailor provision more carefully to the needs of readers at different levels. The teacher will plan for each focus group to have a specially targeted input which will feed into independent activities that allow them to apply previously taught reading skills.</p> <p>The carousel activities include:</p> <ul style="list-style-type: none"><li>• Pre-read: Focusing on skills of visualising, clarifying or predicting</li><li>• Targeted Input: Focusing on decoding, alongside prediction, retrieval and inference</li><li>• Post-read: Focusing on retrieval, inference, summarising and evaluating</li></ul>
<b>Book Talk</b> (weekly)	<p>Teacher plans for the children to read and discuss a piece of text. Approach to this session can vary but encourages children to develop their own opinions, express their ideas and make links to other things that they have read.</p>

### Independent Practise

<b>Home Reading</b> (3 times a week)	<p>Children will take home two books, one book at the appropriate reading/phonics level to practise reading themselves and one book that the child has chosen from the class library or school library to share with an adult at home. Comments and guidance for parents are written in the Reading Record. For those children who are independent readers, they can take home a book of their choice from the class or school library.</p>
<b>1:1 Reading</b> (3 times a week)	<p>Some children will be identified as needing further practice and so will be assigned to read on a regular basis with an adult. For this session to be productive, the adult (either CT or TA) focuses on the key skills (decoding/prosody/comprehension) which the child needs to develop.</p>
<b>Independent Reading</b>	<p>Children provided with opportunity to independently practise their reading in class. This can involve paired reading with someone in their class or another class.</p>

### Reading for Pleasure

<b>Story Time</b> (daily)	<p>Opportunity to read and discuss novel as a class at the level above which the majority of the class are reading. Teachers encouraged to draw out new vocabulary, discuss ideas, and apply skills which have been introduced in teaching.</p>
<b>Library</b> (1 x per week)	<p>Opportunity for children to visit the school library and select books to read.</p>

## Teaching of Reading in Year 4, 5 and 6

### Teaching of Reading

#### Teaching of Reading

(daily)

In Year 4, 5 and 6, reading is taught as a whole class with each session building on the outcomes of the previous session, thus ensuring progression across a unit of work. There is a focus on securing a firm understanding of the text they are reading and the skills required to understand it. This is done using a 'quick-fire' starter at the beginning of each session. Following the starter, a targeted input led by the teacher is mapped out, including key questions and skills to investigate. Following this, the children have the opportunity to complete independent or paired work in their reading journal. At the end of the week, the children demonstrate their understanding of the week's learning by completing an independent assessment 'snapshot.' This comprises 3-4 questions which allow the child to apply their learning of a particular skill independently.

#### Book Talk

(weekly)

Teacher plans for the children to read and discuss a piece of text. Approach to this session can vary but encourages children to develop their own opinions, express their ideas and make links to other things that they have read.

### Independent Practise

#### Home Reading

(daily)

Children take home a book either from the class library or the school library to read. They are encouraged to comment on what they have read in their reading record books. Teachers will review these regularly (once a week) to motivate and encourage the children.

#### 1:1 Reading

(3 times a week)

Some children will be identified as needing further practice and so will be assigned to read on a regular basis with an adult. For this session to be productive, the adult (either CT or TA) focuses on the key skills which the child needs to develop.

#### Independent Reading

Children provided with opportunity to independently practise their reading in class.

### Reading for Pleasure

#### Story Time

(daily)

Opportunity to read and discuss novel as a class at the level above which the majority of the class are reading. Teachers encouraged to draw out new vocabulary, discuss ideas, and apply skills which have been introduced in teaching.

#### Library

(1 x per week)

Opportunity for children to visit the school library and select books to read.



Year 1 Reading Texts					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Space:</b>  <i>Papa, Please get the Moon for Me</i> by Eric Carle  <i>Man on the Moon</i> by Simon Bartram  <i>Sidney, Stella and the Moon</i> by Emma Yarlett  <i>Do you speak English, Moon?</i> by Francesca Simon and Ben Court  <b>PSED:</b>  <i>Ravi's Roar</i> by Tom Percival  <i>Croc and Bird</i> by Alexis Deacon  <i>Augustus and his Smile</i> by Catherine Rayner	<b>'Twisted' fairy tales:</b>  <i>Little Red Reading Hood</i> by Louise Rowland  <i>Little Red and the Very Hungry Lion</i> by Alex T. Smith  <i>The Last Wolf</i> by Mini Grey  <i>Little Red</i> by Lynn Roberts  Animals:  <i>A House in the Woods</i> by Inga Moore  <i>Six Dinner Sid</i> by Inga Moore  <i>The Tiger who came to Tea</i> by Judith Kerr	<b>Classic fairy tales:</b>  <i>Hansel and Gretel</i>  <i>The Princess and the Pea</i> by Rachel Isadora  <i>Rapunzel</i>  <i>Snow White</i>  <b>Twisted' fairy tales:</b>  <i>The Pea and the Princess</i> by Mini Grey  <i>Good Little Wolf</i> by Nadia Shireen  <i>Little Wolf and the Giant</i> by Sue Porter  <i>Me and You</i> by Anthony Browne	<b>Strong characters:</b>  <i>Rosie Revere, Engineer</i> by Andrea Beaty  <i>Ada Twist, Scientist</i> by Andrea Beaty  <i>The Darkest Dark</i> by Chris Hadfield  <i>Mighty Min</i> by Melissa Castrillon  <b>PSED:</b>  <i>Sweep</i> by Lousie Greig  <i>The Night Box</i> by Louise Greig  <i>Giraffes Can't Dance</i> by Giles Andrae  <i>Tidy</i> by Emily Gravett	<b>Other times/places</b>  <i>Cave Baby</i> by Emily Gravett and Julia Donaldson  <i>Zeraffa Giraffa</i> by Diane Hofmeyer  <i>Where the Wild Things Are</i> by Maurice Sendak  <i>The Secret of Black Rock</i> by Joe Todd Stanton  <b>Animals:</b>  <i>The Steves</i> by Morag Hood  <i>The Owl who was Afraid of the Dark</i> by Jill Tomlinson  <i>Penguin</i> by Polly Dunbar	<b>Friendship</b>  <i>The Lion Inside</i> by Rachel Bright  <i>The Squirrels who Squabbled</i> by Rachel Bright  <i>How to be a Lion</i> by Ed Vere  <i>Mr Big</i> by Ed Vere  <b>Stories from around the world:</b>  <i>Bringing the Rain to Kapiti Plain</i> by Verna Aardema  <i>Hue Boy</i> by Caroline Binch  <i>Amazing Grace</i> by Mary Hoffman

<p><i>Soon</i> by Timothy Knapman</p> <p><b>Rhyming/Repeated Refrain:</b></p> <p><i>The Snail and the Whale</i> by Julia Donaldson</p> <p><i>The Highway Rat</i> by Julia Donaldson</p> <p><i>Farmer Duck</i> by Martin Waddel</p> <p><i>A Dark, Dark Tale</i> by Ruth Brown</p>	<p><i>Dogs don't do Ballet</i> by Anna Kemp and Sara Ogilvie</p> <p><b>Bears:</b></p> <p><i>Peace at Last</i> by Jill Murphy</p> <p><i>Whatever Next</i> by Jill Murphy</p> <p><i>It's the Bear</i> by Jez Alborough</p> <p><i>I Want my Hat Back</i> by John Klassen</p>	<p><b>Stories from around the world:</b></p> <p><i>The Goggle-Eyed Goats</i> by Christopher Corr and Stephen Davies</p> <p><i>The Colour of Home</i> by Mary Hoffman</p> <p><i>We're Going on a Lion Hunt</i> by David Axtell</p> <p><i>Anna Hibiscus' Song</i> by Antinuke and Lauren Tobia</p>	<p><b>Celebrating me: individuality and identity</b></p> <p><i>Halibut Jackson</i> by David Lucas</p> <p><i>Perfectly Norman</i> by Tom Percival</p> <p><i>Julian is a Mermaid</i> by Jessica Love</p> <p><i>The Invisible</i> by Tom Percival</p>	<p><i>Blue Penguin</i> by Petr Horacek</p> <p><b>Identity/Belonging</b></p> <p><i>Welcome</i> by Barroux</p> <p><i>There's a Bear on my Chair</i> by Ross Collins</p> <p><i>Green Lizards vs Red Rectangles</i> by Steve Anthony</p> <p><i>Beegu</i> by Alexis Deacon</p>	<p><i>Fly, Eagle, Fly!</i> by Christopher Gregorowski</p> <p><b>Environment:</b></p> <p><i>One World</i> by Michael Foreman</p> <p><i>The Trouble with Dragons</i> by Debbie Gliori</p> <p><i>The Secret Sky Garden</i> by Linda Sarah and Fiona Lumbers</p> <p><i>The Promise</i> by Nicola Davies and Laura Carlin</p>
<p>Skills Focus:</p> <p>Retrieving</p> <p>Summarising</p> <p>Clarifying</p> <p>Evaluating</p>	<p>Skills Focus:</p> <p>Predicting</p> <p>Retrieving</p> <p>Inferring</p> <p>Summarising</p> <p>Making Links</p>	<p>Skills Focus:</p> <p>Retrieving</p> <p>Inferring</p> <p>Summarising</p> <p>Making Links</p> <p>Visualising</p>	<p>Skills Focus:</p> <p>Predicting</p> <p>Retrieving</p> <p>Inferring</p> <p>Evaluating</p> <p>Making Links</p>	<p>Skills Focus:</p> <p>Visualising</p> <p>Clarifying</p> <p>Retrieving</p> <p>Inferring</p> <p>Making Links</p>	<p>Skills Focus:</p> <p>Predicting</p> <p>Retrieving</p> <p>Inferring</p> <p>Evaluating</p> <p>Making Links</p>

## Year 2 Reading Texts

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Spider and the Fly Cinderella: An Art Deco Fairy Tale Dixie O'Day: In the Fast Lane	There's a Rang-Tan in my Bedroom Lost Species The Magic and Mystery of Trees	Rabbit and Bear A Book of Bears Hotel Flamingo	Too Small Tola Fanatical about Frogs The Magic Finger	Eric Cakes in Space Ride-by-Nights	Ada Twist and the Perilous Pantaloons The Street Beneath my Feet Grimwood
Skills: Clarifying Retrieving Summarising Inferring Predicting Making Links	Skills: Clarifying Retrieving Summarising Inferring Predicting Making Links	Skills: Clarifying Retrieving Summarising Inferring Predicting Making Links	Skills: Clarifying Retrieving Summarising Inferring Predicting Making Links	Skills: Clarifying Retrieving Summarising Inferring Predicting Making Links	Skills: Clarifying Retrieving Summarising Inferring Predicting Making Links

## Year 3 Reading Texts

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Lost Spells	The BFG	The Pied Piper of Hamelin	Old Possum’s Book of Practical Cats	Mr Penguin and the Lost Treasure	A Necklace of Raindrops
Arthur and the Golden Rope	New and Collected Poems for Children	Earth Shattering Events	Africa, Amazing Africa	I am the Seed that Grew the Tree	Fortunately, the Milk
Skills:	Skills:	Skills:	Skills:	Skills:	Skills:
Clarifying	Clarifying	Clarifying	Clarifying	Clarifying	Clarifying
Retrieving	Retrieving	Retrieving	Retrieving	Retrieving	Retrieving
Summarising	Summarising	Summarising	Summarising	Summarising	Summarising
Inferring	Inferring	Inferring	Inferring	Inferring	Inferring
Predicting	Predicting	Predicting	Predicting	Predicting	Predicting
Evaluating	Evaluating	Evaluating	Evaluating	Evaluating	Evaluating
Making Links	Making Links	Making Links	Making Links	Making Links	Making Links



## Year 4 Reading Texts

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Undeclared Zombierella	The Story of Flight  The Wild Robot	The Firework Maker’s Daughter  Tamarind and the Star of Ishta	How does a lighthouse work?  Viking Voyagers  Letters from the Lighthouse	The Humans: Ancient Civilisations  The Polar Bear Explorer’s Club	The Lion, the Witch and the Wardrobe  Two Weeks with the Queen
Skills:	Skills:	Skills:	Skills:	Skills:	Skills:
Clarifying	Clarifying	Clarifying	Clarifying	Clarifying	Clarifying
Retrieving	Retrieving	Retrieving	Retrieving	Retrieving	Retrieving
Summarising	Summarising	Summarising	Summarising	Summarising	Summarising
Inferring	Inferring	Inferring	Inferring	Inferring	Inferring
Predicting	Predicting	Predicting	Predicting	Predicting	Predicting
Evaluating	Evaluating	Evaluating	Evaluating	Evaluating	Evaluating
Making Links	Making Links	Making Links	Making Links	Making Links	Making Links

## Year 5 Reading Texts

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Good Thieves Cosmic Frank The Race for Space	Cogheart Who Let the Gods Out Mythologica	The Wonderling Me, My Dad and the End of the Rainbow Black and British: A short, essential history	When the Stars Come Out Sir Gawain and the Green Knight The Listeners	The Story of Titanic for Children Poems from the Second World War When Hitler Stole Pink Rabbit	Overheard in a Tower Block Real-life Mysteries: Can you explain the unexplained?
Skills:	Skills:	Skills:	Skills:	Skills:	Skills:
Clarifying	Clarifying	Clarifying	Clarifying	Clarifying	Clarifying
Retrieving	Retrieving	Retrieving	Retrieving	Retrieving	Retrieving
Summarising	Summarising	Summarising	Summarising	Summarising	Summarising
Inferring	Inferring	Inferring	Inferring	Inferring	Inferring
Predicting	Predicting	Predicting	Predicting	Predicting	Predicting
Evaluating	Evaluating	Evaluating	Evaluating	Evaluating	Evaluating
Making Links	Making Links	Making Links	Making Links	Making Links	Making Links

## Year 6 Reading Texts

[illegible]

## Comprehension Skills Progression Map

A detailed progression map for these each comprehension skills has been detailed below. The links to the content domains from the 'Literacy Leaves' (see <https://literarycurriculum.co.uk/> are in brackets.

### Skills Progression – EYFS and KS 1

	Decoding	Fluency	Self-Correction	Clarifying (1a)	Retrieving (1b)	Summarising (1c)	Inferring (1d)	Predicting (1e)
Nursery	<p>To enjoy rhyming and rhythmic activities</p> <p>To show an awareness of rhyme and alliteration</p> <p>To recognise rhythm in spoken words</p>				To recognise their own name and familiar logos			

Reception

<p>To say a sound for each letter of the alphabet and at least 10 diagraphs</p> <p>To read words consistent with their phonic knowledge by sound-blending</p>	<p>To read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words</p>		<p>To use and understand recently introduced vocabulary during discussions about stories, non-fiction rhymes and poems, and during role play</p>	<p>To demonstrate understanding of what has been read to them by retelling stories</p>	<p>To retell stories and narratives using their own words and recently introduced vocabulary</p>		<p>To anticipate - where appropriate – key events in stories</p>
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Decoding	Fluency	Self-Correction	Clarifying (1a)	Retrieving (1b)	Summarising (1c)	Inferring (1d)	Predicting (1e)
<p>To apply phonics knowledge and skills as the route to decode words</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes</p> <p>To read words containing taught GPCs</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, and that do not require them to use other strategies to work out words</p> <p>To reread texts to build up fluency and confidence in word reading</p> <p>To recite simple poems by heart</p>	<p>To check that a text makes sense to them as they read and to self-correct</p>	<p>To discuss word meaning and link new meanings to those already known</p>	<p>To listen to and discuss a wide range of texts beyond which they can read independently</p> <p>To link what they have read or have had read to them to their own experiences</p> <p>To join in with discussions about a text, taking turns and listening to what others say</p>	<p>To retell stories in increasing detail</p>	<p>To begin to make simple inferences</p>	<p>To predict what might happen on the basis of what has been read so far</p>

<p>To read words containing -s, -es, -ing, -ed, and -est endings</p> <p>To read words with contractions e.g. I'm, I'll, We'll</p> <p>To read Year 1 CEW noting unusual correspondences between spelling and sound, noting where these occur in words</p>				<p>To discuss the significance of titles and events</p>			
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Decoding	Fluency	Self-Correction	Clarifying (1a)	Retrieving (1b)	Summarising (1c)	Inferring (1d)	Predicting (1e)
<p>To continue to apply phonic knowledge and skills as route to decode until automatic decoding has become embedded and reading is fluent</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p>	<p>To read aloud books (closely matched to their improving phonic knowledge) sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To re-read these books to build up fluency and confidence in word-reading</p> <p>To read words accurately and without over sound and blending e.g. at over 90 words per minute in</p>	<p>To check that the texts makes sense to them as they read and to correct inaccurate reading</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>To discuss their favourite words and phrases</p> <p>To recognise simple recurring literary language in stories and poetries</p>	<p>To participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>To become increasing familiar with and to retell a wide range of stories, fairy stories and traditional tales</p> <p>To discuss the sequence of events in books and how items of information are related</p> <p>To recognise that non-fiction books are often structure in different ways</p>	<p>To make inferences on the basis of what is being said and done</p>	<p>To predict what might happen on the basis of what has been read so far in a text</p>



<p>To accurately read most words of two or more syllables</p> <p>To read most words containing common suffixes</p> <p>To read most Year 1 and Year 2 CEW, noting unusual correspondences between spelling and sound, noting where these occur in the word</p>	<p>age-appropriate texts</p> <p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting with appropriate intonation to make meaning clear</p>			<p>To ask and answer questions about a text</p> <p>To make links between the text they are reading and other texts that they have read</p>			
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Skills Progression – KS 2								
	Decoding	Clarifying (2a)	Retrieving (2b)	Summarising (2c)	Inferring (2d)	Predicting (2e)	Evaluating (2f/2g)	Making Links (2h)
Year 3	<p>To use their phonic knowledge to decode quickly and accurately</p> <p>To apply their growing knowledge of root words and prefixes to begin to read aloud</p> <p>To apply their growing knowledge of root words and suffixes/word endings to begin to read aloud</p> <p>To begin to read Year 3/4 CEW, discussing</p>	<p>To check that a text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>	<p>To ask and answer questions appropriately</p> <p>To retrieve and record information from non-fiction texts</p>		<p>To ask and answer questions, including some inference questions based on characters' feelings, thoughts and motives</p>	<p>To justify predictions using evidence from the text</p>	<p>To discuss authors' choice of words and phrases for effect</p>	<p>To recognise, listen to and discuss a wide range of fiction, plays non-fiction and reference books</p>

	unusual correspondences between spelling and sound, noting where these occur in the word.							
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	<b>Decoding</b>	<b>Clarifying (2a)</b>	<b>Retrieving (2b)</b>	<b>Summarising (2c)</b>	<b>Inferring (2d)</b>	<b>Predicting (2e)</b>	<b>Evaluating (2f/2g)</b>	<b>Making Links (2h)</b>
Year 4	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read fluently</p> <p>To read all Year 3/4 CEW, discussing the unusual correspondence between spelling and sound,</p>	<p>To ask relevant questions to improve their understanding of the text</p> <p>To use dictionaries to check the meaning of words that they have read</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve and, record and discuss information</p>	<p>To identify main ideas drawn from more than one paragraph and summarise these</p>	<p>To draw inferences from characters' feelings, thoughts and motives</p>	<p>To make predictions based on details stated and implied</p>	<p>To refer to authorial style, over all themes and features</p> <p>To identify how language, structure and presentation contribute to meaning</p> <p>To discuss vocabulary used to capture readers' interest and imagination</p>	<p>To discuss and compare texts from a wide variety of genres and writers</p> <p>To identify themes and conventions in a wide range of books</p> <p>To recognise and discuss some different forms of poetry</p>

	noting where these occur in the word.							
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	<b>Decoding</b>	<b>Clarifying (2a)</b>	<b>Retrieving (2b)</b>	<b>Summarising (2c)</b>	<b>Inferring (2d)</b>	<b>Predicting (2e)</b>	<b>Evaluating (2f/2g)</b>	<b>Making Links (2h)</b>
Year 5	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues</p> <p>To apply their growing knowledge of root words, prefixes, suffixes/word endings to read fluently</p> <p>To begin to read Year 5/6 CEW discussing the unusual correspondences</p>	I can re-read and read ahead to check for meaning	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts</p> <p>To 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</p>	To identify main ideas drawn from more than one paragraph and to summarise these	To draw inferences from characters' feelings, thoughts and motives	To make predictions based on details stated and implied, justifying them with evidence from the text	<p>To discuss vocabulary used by the author to create effect including figurative language</p> <p>To evaluate the authors' use of language and explain how it has created an impact on the reader</p>	To read a wide range of genres, identifying the characteristics of text types and differences between text types

	between spelling and sound, noting where these occur in the word.							
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Decoding	Clarifying (2a)	Retrieving (2b)	Summarising (2c)	Inferring (2d)	Predicting (2e)	Evaluating (2f/2g)	Making Links (2h)
To read fluently with full knowledge of all Year 5/6 CEW, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues	<p>To check that what I have read makes sense but discussing my understanding and explore the meaning of words in context</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justification for their views</p>	<p>To retrieve, record and present information from non-fiction texts</p> <p>To use non-fiction materials for purposeful information retrieval and in contexts where children are genuinely motivated to find out information</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates,</p>	<p>To draw out key information and to summarise the main events in a text</p> <p>To consider different accounts of the same event and to discuss view points</p>	To discuss how characters change and develop through texts by drawing inferences based on indirect clues	To make predictions based on details stated and implied, justifying them with evidence from the text	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect</p> <p>To recognise more complex themes in what they read</p> <p>To compare characters, settings and themes within a text and across</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions</p> <p>To compare characters, settings and themes within</p>



		<p>maintaining a focus on the topic and using notes where necessary</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussion and to make improvements</p>				<p>more than one text</p>	<p>a text and across more than one text</p>
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