

Year 3		Autumn	Spring	Summer
	Word Reading to support the development of vocabulary	Use prefixes to understand meanings, un-, dis-, mis- (meaning not) Unacceptable, unlock, disagree, misbehave	Use prefixes to understand meanings, re- (meaning back or again), pre- (meaning before) refresh, redecorate, prepay, prehistoric	Use prefixes to understand meanings e/g/ in-, im- (meaning not): incorrect, impolite
		Use root word to understand basic meaning of words.	Use suffixes to understand meanings of words e.g., -ly (meaning 'in this way'): sadly, gently	Use suffixes to understand meanings of words e.g.- ous (meaning 'full of'): mountainous, humorous, dangerous
		Children who still need support with decoding with take part in RWI intervention.		
Understanding the text	Vocabulary	Use the first two letters to locate words in a dictionary	Use the first two letters to locate words in a dictionary and check meaning.	Use the first two letters to locate words in a dictionary and check meaning
		Choose favourite words and phrases from a range of texts.	Identify the appropriate definition in relation to context of the text.	Identify the appropriate definition and explain its use in relation to the context.
		Find possible meaning of unfamiliar words by using substitution within a sentence	Work out meaning of unfamiliar words by using context cues.	Explain the meaning of unfamiliar words using context.
		Ask questions to help them understand e.g. what does this word mean?	Identify and discuss favourite words which capture the readers interest or imagination	Identify, discuss and independently collect favourite words and phrases which capture the reader's interest and imagination.
	Inference	Begin to infer characters feelings from details stated (studying their actions and what they have said e.g. Why did the Pied Piper take revenge? Why did the hare challenge the tortoise to a race?	Begin to infer characters feelings, thoughts and motives from details stated.	Begin to infer characters' feelings, thoughts and motives from details stated.
			Justify inferences by referencing a specific point in the text.	Justify inferences using evidence from the text.
	Prediction	Make predictions based on details stated. Example?	Make plausible predictions based on details stated.	Make plausible predictions based on details stated, giving reasons.
	Explain	Discuss how non-fiction texts are organised to help the reader understand		
		Respond to a statement using true or false and give simple reasons, drawing on the text, e.g. The snow Queen is an evil character, true or false?	Provide evidence to support a statement provided by the teacher, e.g. The Iron Man is a mysterious character. What evidence is there to support this point?	Explain responses to the text using PE (Point + Evidence – I think ____ because in the text it says_____)
		Discuss morals in fables, e.g. The Hare and the Tortoise, The Fox and the Crow, The Lion and The Mouse.	Discuss themes in fairy tales and folk tales e.g. good over evil, weak and strong, wise and foolish, rich and poor.	Identify and discuss themes in fairy tales and folk tales e.g. good over evil, mean and generous, rich and poor.

		Identify and discuss conventions of fables e.g. animals which behave like humans, a lesson learnt, one or two characters only.	Discuss conventions of fairy tales or folk tales introduced by the teacher e.g. magical sentence, a wish, a spell or a chat repeated several times.	Identify and discuss conventions of fairy tales and folk tales e.g. numbers three and seven in fairy tales, old fashioned English, characters who speak in riddles.
Retrieval		Activate prior knowledge and prepare for research by creating a mind map of what is already known about a subject.	Prepare for research by identifying what is already known and generate possible questions about the subject.	Prepare for research by identifying what is already known about the subject and generate possible questions to structure the task, e.g. create a KWL grid and complete the KWL grid with answers to questions generated.
		Use skimming and scanning to locate information in the text.		
		Locate features of information texts (e.g. contents, index, page numbers)	Locate features of information texts in print and on screen (e.g contents, index, headings, sub-headings, hyperlinks, drop down menus)	Navigate texts in print and on screen using key features (contents, index, headings, sub-headings, page numbers, icons, drop downs).
		Record information from non-fiction texts. Complete charts using key words or phrases.	Record information from non-fiction texts by making simple notes.	Record information from a range of non-fiction texts by identifying key words, phrases and sentences. Use simple formats to record key points, e.g. 'for' and 'against' columns.
		Use the title, cover and blurb to determine whether a book will provide relevant information for research.	Use the title and contents page to appraise whether a book will provide relevant information for research.	Quickly appraise a text to evaluate usefulness.
Summarise		Order the main events in the story (when given the main events, put them in the correct order).	Identify and record the main events of a story in order, e.g. story map, story board.	Identify and sequence the main events in a story in oral and note/picture form. Discuss the events and share opinions.
		Identify the main events from a story and sequence them (e.g first of all..., next..., after that..., finally,...)	Use the story map/board to retell.	
		Orally retell stories including all the main events in the sequence.	Orally retell stories including detail and vocabulary from the text to engage the listener.	Orally retell stories, engaging the listener through eye contact, gesture and expression.
		Discuss the purpose of paragraphs in non-fiction texts.	Discuss the purpose of paragraphs in non-fiction texts and identify the key idea of each paragraph.	Discuss the purpose of paragraphs in non-fiction texts and identify the key idea of each paragraph. Give each paragraph a label to summarise the purpose/main idea.

	Participating in discussions	<p>Discuss their own understanding of the text using tentative language e.g. Perhaps..., I am interesting by..., I am puzzled by..., I'd like to know if..., At first I thought, but now..., I was wondering whether...</p> <p>Raise own questions during the reading process to deepen understanding e.g. What did he do..., What did he think when...? Why did...? What happened when...? Why did the character...?,</p> <p>Participate in discussions about books read to them and books they have read independently.</p>		
	Developing fluency in reading	Prepare poems to read aloud by text marking, colour coding and annotating to support rehearsal and performance.	Prepare poems or play scripts to read aloud by text marking, colour coding and annotating to support rehearsal and performance.	Prepare poems, play scripts to read aloud, showing understanding through intonation, tone, volume and action.
		Use expression when reading aloud.	Use appropriate expression and intonation when reading aloud.	Use appropriate intonation, tone and volume when reading aloud
		Take note of punctuation when reading aloud, e/g/ pausing at full stops, changing voice in response to an exclamation mark.	Take note of punctuation when reading aloud, e.g. show a rising inflection in response to a question mark	Take note of punctuation when reading aloud, e.g. changing voice in response to inverted commas, pausing at commas in lists and commas used to demarcate clauses.

Year 4		Autumn	Spring	Summer
Word Reading to support the development of vocabulary		Use prefixes to understand meanings e.g. ir- (meaning 'not'): irregular, irreplaceable, irresponsible; il- (meaning 'not') illegal; illogical.	Use prefixes to understand meanings e.g. anti- (meaning 'against'): antiseptic, anticlockwise, antisocial; auto- (meaning 'self' or 'own'): autograph. inter- (meaning 'between'): interact, intercity, international	Use prefixes to understand meanings e.g. super- (meaning 'above/beyond'): superman, supermarket; sub- (meaning 'under'): submarine, submerge
		Use suffixes to understand meanings of nouns e.g. -tion (meaning 'act of' or 'state of'): invention, description; -ssion (meaning 'act of' or 'state of'): confession, admission.	Use suffixes to understand meanings e.g. -ation (indicating action or state): admiration, preparation, adoration, sensation, information.	Use suffixes to understand meanings e.g. o -cian (meaning 'having a skill or art'): musician, electrician. sion (meaning 'act of' or 'state of'): decision, invasion, confusion.
		Children who still need support with decoding with take part in RWI intervention.		
	Vocabulary	Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination in poetry and narrative texts.	Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination in poetry and narrative texts e.g. alliteration, noun phrases	Identify, discuss and independently collect effective words and phrase which capture the reader's interest and imagination in poetry and narrative texts e.g. similes and metaphors.

		Identify key vocabulary and discuss possible meanings.	Work out the meaning of unfamiliar vocabulary using the context.	Explain the meaning of key vocabulary within the context of the text.
		Use the first three letters to locate words in a dictionary.	Use dictionaries (first three letters) to check meanings of words they have read and identify the appropriate definition in relation to the context of the text.	Use dictionaries (first three letters) to check meanings of words they have read, identifying the appropriate definition and explaining its use in relation to the context of the text.
	Inference	Draw inferences around characters' actions and justify with evidence from the text.	Draw inferences around characters' thoughts and feelings, and justify with evidence from the text	Draw inferences around characters' motives, and justify with evidence from the text
	Prediction	Make predictions from different parts of the story, based on information stated.	Distinguish between information which is stated and that which is implied, e.g. complete a sorting activity using some statements which make direct references to the text and others which contain implied information.	Make predictions based on information stated and that which is implied.
Retrieval		Prepare for research by identifying what is already known, generate key questions to structure the task, e.g. create a KWL grid. Complete the KWL grid with answers to generated questions.	Before researching, orally recall existing knowledge on the subject, and reduce the options for enquiry by posing focused questions.	Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search.
		Evaluate how specific information is organised within a non-fiction text e.g. text boxes, glossaries, diagrams, bibliographies.	Evaluate how specific information is organised within a non-fiction text in print and on screen e.g. text boxes, subheadings, bullet points, glossary, diagrams. contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus	Analyse and evaluate how specific information is organised within a nonfiction text in print and on screen e.g. text boxes, sub-headings, bullet points, glossary, diagrams. contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus
		Locate features of information texts in print and on screen.	Scan texts in print or on screen to locate dates, numbers and names, headings, lists, bullet points, captions	Scan texts in print or on screen to locate dates, numbers and names, key words or phrases, headings, lists, bullet points, captions and key sentences.
		Scan texts in print or on screen to locate dates, numbers and names.		
		Use graphic organisers as a tool to support collection and organisation of information e.g. spidergram, flow chart, 'for' and 'against' columns.	Make a simple record of information from texts read, e.g. by listing words, drawing together notes from more than one source.	Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form.

	Summarise	Identify how paragraphs are used to organise and sequence information	Explain how paragraphs are used to order or build up ideas.	Explain how paragraphs are used to order or build up ideas, and how they are linked.
		Identify the main idea from one paragraph and summarise orally e.g. In narrative - The main character is alarmed because... or in a Newspaper – The event took place on... at...	Identify main ideas drawn from more than one paragraph and summarise orally e.g. In narrative – The main character decided to leave because...with 2 or more reasons, or in persuasive texts – Buy this today... because... with 1/2/3 reasons across a text.	Identify main ideas drawn from more than one paragraph and summarise these orally and in writing e.g. The character is evil because...1/2/3 reasons; Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text
		Orally retell myths, fairy tales and tales from other cultures, engaging the listener through eye contact, expression and gesture.	Orally retell myths, fairy tales and tales from other cultures, engaging the listener through eye contact, expression, gesture and props.	Orally retell myths, fairy tales and tales from other cultures, engaging the listener through dramatic use of voice and actions.
	Participating in discussions and developing positive attitudes to reading	Speak confidently about texts using prompts such as: I really liked the part when..., The scariest part was...;	Orally responds to texts, sharing opinions. Capture some responses in writing e.g. a book review.	Orally responds to texts, sharing opinions. Capture some responses in writing in a variety of ways e.g. a book review, comparing and ranking characters, contributing to padlet.
		Identify and discuss themes introduced by the teacher e.g. safe and dangerous, rich and poor.	Identify and discuss themes e.g. just and unjust.	Identify, discuss and compare themes across more than one text e.g. origins of the earth, its people and animals.
		Participate in discussion about what is read to them and books they have read independently e.g. expressing preferences, providing opinions, generating, asking/answering questions, and making relevant comments	Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say, e.g. building on the ideas and contributions of others and sharing personal reflections	Participate in discussion about what is read to them and books they have read independently, taking turns and listening to others e.g. expressing preferences and giving reasons, making recommendations or challenging others courteously
		Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.	Make extended contributions by making a point/elaborating, e.g. using an example, quoting directly from the text, making links with prior experiences of reading or real life situations	Make appropriately extended contributions and respond to others in a variety of group situations e.g. whole class, independent reading groups, book circles.
	Developing fluency in reading	Prepare a poem and/or play script to perform to the class. Use text marking colour coding and annotations to support planning and rehearsal. Perform with expression.	Prepare a poem and/or playscript to perform to another class or assembly, showing understanding through	Prepare a poem to perform and learn. Use text marking, colour coding and annotations to support planning and

			intonation, tone, volume and action. Use text marking, colour coding and annotations to support planning and rehearsal.	rehearsal. Perform the poem to an audience, showing understanding through intonation, tone, volume and action.
		Use punctuation to determine intonation and expression when reading aloud to a range of audiences, e.g. changing voice in response to inverted commas, pausing at commas in lists and commas used to demarcate clauses.	Use punctuation to determine intonation and expression when reading aloud to a range of audiences, e.g. pausing at the comma after a fronted adverbial.	Use punctuation and the meaning of key words to determine intonation and expression when reading aloud to a range of audiences, e.g. The tour guide announced 'Be back here at four o'clock!'

Year 5		Autumn	Spring	Summer
Word reading to support development of vocabulary		Use knowledge of root words and suffixes to understand meanings e.g. o -ible (meaning 'capable of') – accessible, visible, terrible, audible. o -able (meaning 'capable of') – reliable, dependable, reasonable . o -ibly (meaning 'capable of') – legibly, incredibly, forcibly. o -ably (meaning 'capable of') – considerably, admirably, amiably	Use knowledge of root words and suffixes to understand meanings e.g. o -ant (meaning 'a person who') – observant, hesitant, tolerant. o -ance (meaning 'quality, action, state or process') – observance, hesitance, tolerance, substance. o -ancy (meaning 'state' or 'quality') – pregnancy, buoyancy, absorbency.	Use knowledge of root words and suffixes to understand meanings e.g. o -ent (meaning 'quality, action, state or process') – innocent, decent, frequent, confident. o -ence (meaning 'quality, action, state or process') – innocence, confidence, obedience, independence. o -ency (meaning 'quality, action, state or process') – frequency, decency, contingency, inefficiency
Understanding the Text	Vocabulary	Identify unfamiliar vocabulary and discuss possible meanings	Work out the meaning of unfamiliar vocabulary using the context.	Explain the meaning of new vocabulary within the context of the text
		Analyse the conventions of different types of writing e.g. use of rhetorical questions or alliteration in persuasive advertisements.	Identify how language, structure and presentation contribute to meaning in poetry, e.g. limericks, haiku, poems on a theme.	Identify how language, structure and presentation contribute to meaning in fiction and non-fiction texts e.g. formal letter, persuasive speech, myths, legends
		Explore, recognise and use the term simile. Explain the effect on the reader of the authors' use of similes in fiction and poetry, e.g. It makes me imagine..., It's the author's way of saying...	Explore, recognise and use the terms metaphor and simile. Explain the effect on the reader of the authors' choice of language, e.g. It makes me imagine..., It's the author's way of saying...	Explore imagery in fiction and poetry, recognising and explaining the effect of noun phrases, metaphors and similes.
	Inference	Using a piece of evidence identified by the teacher, (e.g. a section of speech, or description of a	Draw inferences around characters' thoughts and feelings from their actions and justify inferences with evidence, e.g. What	Draw inferences about characters' motives and justify inferences with references to characters' thoughts and feelings e.g. Why

		character's behaviour), draw inferences around the character's thoughts and feelings.	might Alice's thoughts have been immediately before drinking the potion? What evidence do you have?	did Bess pull the trigger in the poem 'The Highwayman'?
	Prediction	Use clues from characters' actions and speech to make plausible predictions	Use clues from the author's descriptions of settings and characters (including actions and speech) to predict outcomes.	Predict consequences using a combination of information, including that which is stated and that which is implied.
	Explain	Use close reading, re-reading and reading ahead to locate evidence to support a statement provided by the teacher, e.g. When Lucy went through the wardrobe, she knew she had entered a new land. Discuss and capture in writing.	Formulate a simple hypothesis related to non-fiction (e.g. I think this author believes aliens could exist) and, through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture through text marking and annotation	Formulate hypotheses and, through close reading, re-reading and reading ahead, locate clues to support understanding.
		Compare characters within a text, e.g. two different characters, or the same character at key points on their journey through a story. Capture in writing.	Compare settings within and across texts.	Compare the viewpoints of different characters, e.g. of the same events
		Distinguish between statements of fact and opinion within a text e.g. persuasion.	Distinguish between statements of fact and opinion within a text e.g. magazines, information texts linked to cross curricular themes	Distinguish between statements of fact and opinion across texts, e.g. two contrasting accounts of the same historical event, or two opposing points of view about an issue being debated.
		Answer questions and justify responses to the text using the PE prompt (Point + Evidence), e.g. I think... I know this because the author says...	Create responses to the text using the PEE prompt (Point + Evidence +Explanation), e.g. children are given the point and evidence and they are required to provide the explanation.	Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation, e.g. I think ...(point) I know this because the author says...(evidence) This evidence shows that...(explanation)
	Retrieval	Scan texts in print or on screen to locate dates, numbers and names, key words or phrases, headings, lists, bullet points, captions and key sentences	Scan for key information in non-fiction texts and text mark e.g. identify words and phrases which tell you ..., or find three words or phrases which suggest that .	Scan for key information and text mark in fiction and non-fiction e.g. identify words and phrases which tell you the character has a hard life, or find three words or phrases which suggest that the author is opposed to deforestation.
	Summarise	Discuss a theme within a text, identified by the teacher e.g. rags to riches, difference, facing fear. Explore how the theme acts as a one word summary of the story, identifying evidence to support this.	Discuss a theme, identified by the teacher, within a poem, e.g. childhood, love, loyalty, betrayal. Explore how the theme acts as a one word summary of the poem, identifying evidence to support this.	Explore and discuss themes within and across texts e.g. select, from a range provided by the teacher, the theme which acts best as a one word summary of a story or poem.

		Identify the main idea of a paragraph in fiction and non-fiction and write a statement or paragraph heading to summarise.	Orally summarise the main ideas drawn from more than one paragraph in a fiction text and identify key details which support this by text marking and annotation	Summarise, orally and in writing, main ideas drawn from more than one paragraph and identify key details which support this.
Participating in discussions and maintaining positive attitudes to reading		Recommend books and poems to their peers with reasons for choices, e.g. contribute to a 'what are you reading?' display; give short, oral recommendations in small groups	Recommend fiction books or authors to their peers with detailed reasons for opinions, e.g. add comments to card inserts for books in the class library or contribute to a reading blog	Recommend non-fiction books or texts to their peers with reasons for choices, e.g. newspaper or magazine article, information books or websites.
		Demonstrate understanding by using a range of active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.	Demonstrate understanding by using a range of active reading strategies, including drama, and capture thoughts in writing e.g. freeze frames and thought tracking at different points in the story, writing in role.	Demonstrate understanding by using a range of active reading strategies through book talk e.g. stating and justifying opinions, considering the views of others and asking questions.
		Make active contributions to discussions about fiction and poetry, expressing opinions and preferences, and giving reasons.	Make active contributions to discussions about non-fiction, expressing opinions and preferences, and giving reasons.	Make active contributions to discussions about fiction, non-fiction and poetry expressing opinions and preferences, and giving reasons.
		Prepare and deliver a short oral presentation linked to fiction, e.g. a character, author or book recommendation, explaining their understanding of what they have read.	Prepare and deliver a short oral presentation linked to non-fiction, e.g. another curriculum area.	Prepare and deliver a short oral presentation linked to fiction and nonfiction, explaining their understanding of what they have read.
		Following a presentation linked to reading, ask and answer relevant questions to deepen understanding and generate further discussion.	Following a presentation linked to reading, prepare questions using Standard English and then submit these to the speaker for response.	Using Standard English, respond to a question from an audience or group member following a presentation linked to reading.
Developing fluency in reading		Prepare a play script to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Use text marking, colour coding and annotations to support planning and rehearsal.	Prepare a poem to perform and learn by heart, e.g. classic narrative, limerick or haiku. Use text marking, colour coding and annotations to support planning and rehearsal. Show understanding through intonation, tone, volume and action so the meaning is clear to an audience.	Prepare poems to perform and learn by heart, e.g. poems with figurative language, including ones they have written themselves. Use text marking, colour coding and annotations to support planning and rehearsal. Perform with intonation, tone, volume and action so the meaning is clear to an audience.
		Use punctuation to determine intonation and expression when reading aloud, taking note of how commas are used to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.'	Use commas to determine intonation and expression when reading aloud, e.g. commas used to:	Use devices to indicate parenthesis (commas, dashes and brackets) to determine intonation and expression when

		o demarcate clauses (including relative clauses); o follow a fronted adverbial; o avoid ambiguity.	reading aloud, e.g. The cake was lovely – delicious in fact – so I had another slice.
Children who still need support with decoding with take part in Fresh Start interventions.			

Year 6	Autumn	Spring	Summer
Vocabulary	Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation.	Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment	Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin.
	Use suffixes to understand meanings e.g. o -cious (meaning ‘having’ or ‘full of’) – malicious, suspicious. o -tious (meaning ‘having’ or ‘full of’) – nutritious, cautious	Use suffixes to understand meanings e.g. o -cial (meaning ‘relating to’) -official, special, artificial. o -tial, (meaning ‘relating to’) – partial, confidential, essential.	
	Identify unfamiliar vocabulary and discuss possible meanings.	Work out the meaning of unfamiliar vocabulary using the context	Explain the meaning of new vocabulary within the context of the text.
	Explore, recognise and use the term personification. Describe its effect within a text.	Explore, recognise and use the term analogy, e.g. Life is like a race. The one who keeps running wins the race and the one who stops to catch a breath loses or Just as a sword is the weapon of a warrior, a pen is the weapon of a writer.	Explore, recognise and use the terms style and effect.
	Explain the effect on the reader of the author’s choice of language and reasons why the author may have selected these words and phrases.	Explain the effect on the reader of the author’s choice of language and reasons why the author may have selected these words, phrases and techniques.	Explain the effect on the reader of the author’s choice of language and reasons why the author may have chosen to break conventions, e.g. one word sentence; beginning sentences with ‘and’ or ‘but’; repeated use of the same word.
Inference	Using evidence selected by the teacher (e.g. the author’s description, and from characters’ actions and dialogue), infer characters’ thoughts and feelings.	Draw inferences around characters’ thoughts and feelings, e.g. How might Tom be feeling? What evidence supports this?	Infer characters’ motives from their actions, e.g. Why did Fagin look after the boys? What evidence do you have to support this?
Prediction	Use clues from characters’ actions and speech to make plausible predictions.	Use clues from the author’s descriptions of settings and characters (including actions and speech) to predict outcomes.	Predict consequences using a combination of information, including that which is stated and that which is implied

Explain	Justify responses to the text using the PEE prompt (Point + Evidence + Explanation). Using a Point provided by the teacher, children find supporting Evidence (Point + Evidence) and explain using their own words.	Justify responses to the text using the PEE prompt (Point + Evidence + Explanation). Using some evidence provided by the teacher, children identify/summarise a plausible Point and provide further explanation using their own words	Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation
	Formulate a simple hypothesis related to fiction (e.g. I would not have enjoyed Dorothy's life on the farm in Kansas) and, through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture in writing	Formulate a simple hypothesis related to non-fiction (e.g. I think this is a hybrid text with elements of instruction, explanation and persuasion) and, through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture through text marking and annotation.	Formulate hypotheses and, through close reading, re-reading and reading ahead, locate clues to support understanding.
	Compare characters within and across texts.	Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom.	Compare texts written in different periods
	Distinguish between statements of fact and opinion within a text e.g. biography, review of a play or performance.	Distinguish between statements of fact and opinion within a text e.g. web pages, newspapers. children are given the point and evidence and they are required to provide the explanation.	Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook
Retrieval	Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find three words or phrases which suggest that a theme park is exciting.	Skim to gain an overall sense of the text.	Use a combination of skimming, scanning and close reading across a text to locate specific detail.
Summarise	Discuss a theme within a text, identified by the teacher e.g. loss, friendship, survival. Explore how the theme acts as a one word summary of the story, identifying evidence to support this	Using a selection of themes provided by the teacher (e.g. ambition, fortune, power) identify the most suitable one to act as a one word summary of the story. Justify opinions using evidence from the text	Recognise and discuss themes within and across a range of texts e.g. hope, family, love, homes
Participating in discussions and maintaining positive attitudes to reading	Recommend books to their peers with detailed reasons for their opinions, e.g. contributing to reading blogs, being a reading champion working with reluctant readers	Recommend books to their peers with detailed reasons for their opinions, e.g. writing recommendation card inserts for books in the library, presentations within a reading assembly	Recommend books to their peers, orally and in writing, with detailed reasons for their opinions, e.g. recommending books with particular attention to the interests and preferences of peers, recommending books within a book circle.
	Demonstrate active reading strategies through book talk e.g. stating and justifying opinions, considering the views of others and asking questions.	Demonstrate active reading strategies through book talk e.g. raising questions, justifying opinions and responding to different viewpoints within a group.	Demonstrate active reading strategies through book talk e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.

	Make active contributions to discussions about what is read to them and books they have read independently, taking turns and listening to what others say, e.g. expressing opinions and preferences, and giving reasons.	Build on the views of others courteously, e.g. I agree but also...; That's a thought...maybe...; Yes, and maybe...	Challenge the views of others courteously, e.g. I like that idea but have you thought about...; Ok, but what about looking at it this way...; I can see your point but...
	Prepare and deliver simple presentations, explaining and discussing their understanding of what they have read.	Prepare and deliver a short formal presentation, explaining and discussing their understanding of what they have read.	Prepare and deliver formal presentations, including for debates, explaining and discussing their understanding of what they have read
	Prepare and deliver a short oral presentation linked to reading, e.g. about a character, famous person. Deliver to a small group, e.g. guided reading group	Prepare and use visual aids to support an oral presentation linked to reading, e.g. pictures, props, ICT.	Prepare and use notes to support an oral presentation, e.g. cue cards
	Respond to a question submitted by an audience/group member following a presentation linked to reading. Spend time structuring a response to the question before presenting it orally using Standard English.	Using Standard English, respond to questions generated by a presentation, re stating the original standpoint and supporting with further information and ideas.	Use formal language (e.g. the subjunctive; the passive voice, nominalisation) to respond to questions generated by a presentation linked to reading and/or research, e.g. If I were to...; My conscience requires that...; It could be argued that...; The proposed suggestion...
Developing fluency in reading	Prepare a poem to perform and learn by heart e.g. songs or poetry they have written themselves. Use intonation, tone and volume so that meaning is clear to an audience. Use text marking, colour coding and annotations to support planning and rehearsal.	Prepare a poem to perform and learn by heart e.g. poems with imagery. Show understanding through intonation, tone and volume so that meaning is clear to an audience. Use text marking, colour coding and annotations to support planning and rehearsal.	Prepare poems (e.g. classic narrative poetry) and plays and perform with dramatic effects. Use text marking, colour coding and annotations to support planning and rehearsal.
	Children who still need support with decoding with take part in Fresh Start interventions.		