Shillington Lower school and Stondon Lower school (Shillington and Stondon Federation)

Curriculum map/skills progression grid

Date	Reading Skills Progression Review date	Subject Leader
April 2021	September 2022	C. Riberaud

This document aims to give guidance on the progression of skills and knowledge across the year groups for Reading. It is used to support planning the year groups long term overviews that break up content into termly blocks. As children make progress through the school, it is expected that they can demonstrate a wider range of independent skills and knowledge in the 2 strands of Reading across the curriculum. In Reading, like in other subjects, we recognise the importance that a range of different teaching methods could be used in supporting pupils to know more, understand more and remember more. In Reading we aim for the pupils to gain the skills below and these will be evident in pupil discussion, observations and work in books in order that learning opportunities in phonics are as effective as possible and that pupils make progress throughout the year and across different years.

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	•Letters and	Letters and	Letters and	Use knowledge of	Use knowledge	■To read most	Use knowledge
	sounds Phases 1	Sounds Phases 4	Sounds Phase 6.	root words to	of root words to	words fluently	of root words,
	to 4.	to 5.	Apply phonic	understand	understand	and attempt to	prefixes and
	■To use phonic	Respond	knowledge and	meanings of	meanings of	decode any	suffixes to
	knowledge to	speedily with	skills to read	words.	words.	unfamiliar words	investigate how
	decode regular	the correct	words until	Use prefixes to	Use prefixes to	with increasing speed and skill,	the meanings of
	words and read	sound to	automatic	understand	understand	recognising their	words change
	them aloud	grapheme for	decoding has	meanings e.g. un-,	meanings e.g.	meaning through	e.g.
	accurately. •To read some	the 44	become	dis-,-mis-, re	sub- ,inter-, anti-	contextual cues.	un+happy+ness,
	common irregular	phonemes.	embedded and	Use suffixes to	,-auto	■To apply their	dis+repute+able,
	words.	Recognise and	reading is	understand	Use suffixes to	growing	dis+respect+ful,
	•To read and	use the different	fluent.	meanings e.g. –	understand	knowledge of root	re+engage+ment.
	understand	ways of	■ Read	ation, -ous.	meanings e.g. –	words, prefixes	Use suffixes to
	simple sentences.	pronouncing the	accurately by	Read and	ation, -ous, -	and suffixes/	understand
		same grapheme;	blending the	understand	tion, -sion, -	word endings,	meanings e.g. –
		e.g. ow in snow	sounds in	meaning of words	ssion, -cian.	including -sion, -tion, -cial, -	cious, - tious, -
		and cow.	words,	on Y3/4 word list	Read and	tial,	tial, -cial.
		■ Read	especially	– see bottom.	understand	-ant/-ance/-ancy, -	Read and
		accurately by	recognising	Use intonation,	meaning of	ent/- ence/-ency, -	understand
		blending sounds	alternative	tone and volume	words on Y3/4	able/-ably and -	meaning of
							words on Y5/6

	in unfamiliar	sounds for	when reading	word list – see	ible/ibly, to read	word list – see
	words.	graphemes.	aloud.	bottom.	aloud fluently.*	bottom.
	Read words	graphemes. ■ Read	aloud. ■ Take note of	• Use	aroda macmay.	Use etymology
	containing –s, -	accurately	punctuation when	punctuation to		to help the
	es, -ing, -ed, -er,	words of two or	reading aloud.	determine		pronunciation of
	- est endings.	more syllables		intonation and		new words e.g.
	Split two and	that contain		expression		chef, chalet,
	three syllable	alternative				machine,
	words into the	sounds for				brochure –
	separate	grapheme e.g.				French in origin.
	syllables to	shoulder,				Employ
	support	roundabout,				dramatic effect
	blending for	grouping.				to engage
	reading.	Read words				listeners whilst
	■ Read words	containing				reading aloud.
	with	common				■ Read
	contractions e.g.	suffixes e.g. –				extensively for
	I'm, I'll, we'll	ness, -ment, -				pleasure.
	and understand	ful, -ly.				Skim texts to
	that the	■ Read further				ascertain the
	apostrophe	common				gist.
	represents the	exception				■ Use a
	omitted letter.	words, noting				combination of
	Automatically	tricky parts (see				scanning and
	recognise	bottom).				close reading to
	approximately	■ Read				locate
	150 high	frequently				information.
	frequency	encountered				• As above and:
	words (see	words quickly				 Evaluate texts
	bottom).	and accurately				quickly in order
	• Apply phonic	without overt				to determine
	knowledge for	sounding and				their usefulness
	•	_				
	reading.	blending.				or appeal.

Comprehension	• To understand	■ Read aloud accurately books that are consistent with their developing phonic knowledge. ■ Develop fluency, accuracy and confidence by re-reading books. ■ Read more challenging texts using phonics and high frequency word recognition.	■ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ■ Re-read these books to build up their fluency and confidence in word reading. ■ Uses tone and intonation when reading aloud. ■ Read longer and less familiar texts independently. Develop	Develop pleasure	As above and	■To read a wide	■ Understand underlying themes, causes and consequences within whole texts. ■ Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives). ■ Recognise authors' techniques to influence and manipulate the reader. Maintain positive
	humour, e.g. nonsense rhymes, jokes. • To listen to stories, accurately anticipating key	pleasure in reading, motivation to read, vocabulary and	pleasure in reading, motivation to read, vocabulary and	in reading, motivation to read, vocabulary and understanding by: Listening to and	• Develop pleasure in reading, motivation to read, vocabulary and	range of genres, identifying the characteristics of text types (such as the use of the first	attitudes to reading and understanding what they read by:

questions about their experiences and in response to stories or events. • To express themselves effectively, showing awareness of listeners' needs. • Recognising and join in with language patterns and repetition. • Use patterns and repetition. • Read a range of non-fiction to support oral • Sequencing and discussing the main events in stories. • Analysing and evaluate texts looking at language, structure and presentation e.g. newspaper redition. • Read a range of non-fiction to support oral • Sequencing and discussing the main events in stories. • Analysing and evaluate texts looking at language, structure and presentation e.g. newspaper redition. • Recognising and discussing the main events in stories. • Identifying and evaluate texts looking at language, structure and presentation e.g. newspaper redition. • Recognising and discussing the main events in stories. • Learning and reciting a range of poems using appropriate intonation. • Recalling a papropriate intonation. • Recognising and discustes. • Learning and reciting a range of poems using appropriate intonation. • Recognising and evaluate texts looking at language, structure and reports, recipes, etc. • Recognising and evaluate texts looking at language, structure and reports, recipes, etc. • Recognising and evaluate texts looking at language, structure and reports, recipes, etc. • Recognising and evaluate texts looking at language, structure and reports, recipes, etc. • Recognising and evaluate texts looking at language, structure and reports, recipes, etc. • Recognising and evaluate texts looking at language, structure and reports, recipes, etc. • Recognising and evaluate texts looking at language, structure and reports, recipes, etc. • Recognising and evaluate texts looking at language, structure and profered forms of poetry e.g. haiku, limericks, kennings.	$\neg \tau$	avanta an -l			alia a constitui di di di			Links with 1 to
Listening to a range of texts at comments, questions or actions. *To demonstrate understanding when talking with others about what they have read. *To answer 'now' and 'why' questions about their experiences and in response to stories or events. *To exports the main eyents in stories. *To exports the main eyents in stories. *To exports the main eyents in stories. *Recalling awareness of listeners' needs. *Recognising and join in with language patterns and repetition. *Use patterns and repetition. *Listening to a range of fetts at a level beyond that at which they can read independently including stories, non-fiction shout their experiences and in response to stories or events. *Recognising and join in with language patterns and repetition. *Listening to a range of fetts at a level beyond that at which they can read independently including stories, non-fiction at a level beyond that at which they can read independently including stories, non-fiction, and comments, questions, actions. *To answer 'now' and 'why' questions about their experiences and in response to stories or events. *To express the main events in stories. *Recognising and join in with language patterns and repetition. *Learning and inferences between text types. *Reading a range of fiction, poetry, plays and onn-fiction in discussions aboud that at which they can read independently including stories, non-fiction, and discuss the main events in stories. *Learning and information, expents, in structions, and discussing the main events in stories. *Regularly listening to range of fiction, poetry, plays and onn-fiction in discussions aboud those they are read to them and those they can read indon-fiction in different speeches, leaflets, magazines, electronic texts. *Regularly listening to a autobiographies) and differences between text types. *Regularly listening to range of fiction, poetry, plays and non-fiction in discussions aboud the forms of poetry. *Regularly listening to range of forton, poetry, plays and non-fiction in dis			· ·	•		· ·	•	•
relevant comments, questions or actions. *To demonstrate understanding when talking with others about what they have read. *To answer 'how' and 'why' questions about their experiences and in response to stories or events. *To express themselves effectively, showing awareness of listeners' needs. *To express themselves effectively, showing awareness of listeners' needs. *To express themselves effectively. *Read in a perpetition. *Regularly listening to whole novels read aloud that at which their experiences and in response to stories or events. *To express themselves effectively, showing awareness of listeners' needs. *Read a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and classic contemporary explanations, instructions, recounts, reports, persuasion. *Sequencing awareness of listeners' needs. *Read a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and classic instructions, recounts, reports, persuasion. *Sequencing and elevel beyond that at which that at which that at which they can read independently including stories, non-fiction, and classic instructions, and classic instructions, recounts, reports, persuasion. *Sequencing and elevel beyond that at which that at which that at which that which they can read independently including stories, non-fiction, and classic instructions, recounts, reports, persuasion. *Sequencing and discussing a discussing a discussing a level beyond that at which that at which they can read independently including of non-fiction, and classic instructions, recounts, reports, leaflets, building on their own and others' ideas and increasingly wide incuding showers read to them and that at which they can read independently including on formation, specches, leaflets, building on their own and others' ideas frame to the cacher. *Re		•	•	•		•		•
range of texts at a level beyond actions. *To demonstrate understanding when talking with others about what they have read. *To answer 'how' and 'why' questions or events. *To express of events. *To express effectively, showing awareness of listeners' needs. *To express of listening to whole indifferenct sind non-fiction in different discussing and non-fiction in different discussing and non-fiction of different discussing and non-fiction of more task including information, explanations, explanations		•		•	•	•		•
questions or actions. *To demonstrate understanding when talking with others about what they have read. *To answer 'how' questions about their experiences and in response to stories or events. *To express themselves effectively, showing awareness of listeners' needs. *To express themselves effectively, showing awareness of listeners' needs. *Reacgining awareness of listeners' needs. *Reacgining and join in with language patterns and repetition. *Reading a range of fiction, by the teacher. *Reading a range of non-fiction in they can read independently including of non-fiction and fiction, and contemporary and 'chy' questions about their experiences and in response to stories or events. *To express the main operty, plays and non-fiction in different forms e.g. leaflets, persuasion. *Analysing and reciting a range of girtion, poetry, plays and non-fiction in different forms e.g. leaflets, persuasion. *Analysing and reciting a range of sit to hooks that are read to them and advertisements, formal speeches, themselves, leaflets, persuasion. *Analysing and reciting a range of servents. *Regularly listening to whole novels read aloud by the teacher. *Regularly listening to whost the teacher. *Regularly listening to whose the segularly situation, advertisements, formal speeches, building on their own and others' least and reciting a range of gent such those they can read to them and advertisements, formal speeches, building on their own and others' least and reciting a range of gent speeches, electronic texts. *Regularly listening to whole novels read aloud by the teacher. *Regularly listening to short pown and others' least and reciting a range of gent speeches, structure and preparabl				•	0 ,	•		O ,
actions. *To demonstrate they can read independently including when talking with others about what they have read. *To answer 'how' and 'why' questions about their experiences and in response to stories or events. *To express themselves effectively, showing awareness of listeners' needs. *Recalling a range of including stories, non-fiction and fiction, and discuss the main characters information in texts. *Recalling a range of non-fiction to fonn-fiction to fonn-fiction they can read independently including stories, non-fiction, and classic information, and discuss the main events in stories. *To express effectively, showing awareness of listeners' needs. *Recalling a range of including including stories, non-fiction, poetry, plays and non-fiction in different forms e.g. and on-fiction and information, explanations, instructions, recounts, reports, persuasion. *Analysing and regetition to support oral of they can read independently including stories, non-fiction to fonn-fiction they and non-fiction in different forms e.g. and on-fiction in different forms e.g. and on-fiction in different forms e.g. and on-fiction in different forms e.g. and advertisements, formal sevels. *Regularly listening to solvents, reports, persuasion. *Analysing and reciting a range of suctions, explanations, instructions, recounts, reports, persuasion. *Analysing and reciting a range of surfucture and preportise in and non-fiction in different forms e.g. and dortise they can read to them and advertisements, formal submit persuasion. *Analysing and reciting a range of surfucture and preports, persentation e.g. and discuss the main events in stories. *Recalling a range of fiction, and information, explanations, instructions, recounts, reports, persuasion. *Analysing and read loud by the teacher. *Analysing and electronic texts. *Analysing and read aloud by the teacher. *Analysing and recition e.g. and iscuss fread aloud by the teacher. *Analysing and read lound by resentation. *Analysing and read lound by resentation e.		′	•	a level beyond	listening to whole	discussing a		range of fiction,
they can read independently including when talking with others about what they have read. *To answer 'how and 'why' questions about their experiences and in response to stories or events. *To arbition and join in with language patterns and repetition. *Read a range of purposes independently including stories, non-fiction and poems. *Reading a range of purposes independently including stories, non-fiction and fiction, and offiction, and offiction, and discussing the main events in stories. *To participate in discussions about texts including information, explanations, explanations, instructions, persuasion. *Analysing and evaluate texts looking at language, patterns and repetition. *Use patterns and regetition to support oral *Reading a range of non-fiction texts. *Reading a range of non-fiction texts including information, explanations, instructions, persuasion. *Analysing and evaluate texts looking at language, patterns and repetition. *Regularly listening to dowetrisements, formal expectation, in different forms e.g. advertisements, formal expectation, explanations, instructions, persuasion. *Analysing and evaluate texts looking at language, patterns and repetition. *Regularly listening to novels read to those they can read for texts including instructions, personation, explanation, advertisements, formal expected, explanations, persuasion. *Analysing and evaluate texts looking at language, patterns and repetition. *Recognising and opoems. *Reading a range of non-fiction texts. *Requestions about texts including information, explanations, personation, explanations, instructions, personation, explanation, explanation, explanation, explanation, explanation, explanation, instructions, personation, explanation, explanation, explanation, instructions, persuasion. *Analysing and evaluate texts looking at language, sidentifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and different forms of poetry e.g. and time texts including in		•	that at which	that at which	novels read aloud	range of fiction,		poetry, plays and
understanding when talking with others about what they have read. • To answer 'how' and 'why' questions about their experiences and in response to stories or events. • To express themselves effectively, showing awareness of listeners' needs. • Recognising awareness of listeners' needs. • To express the main events in stories. • Recognising awareness of listeners' needs. • To express the main events in stories. • Recognising awareness of listeners' needs. • To express the main events in stories. • Recognising awareness of listeners' needs. • Recognising and join in with language patterns and repetition. • Use patterns and repetition and repetition to support oral			they can read	they can read	by the teacher.	poetry, plays		non-fiction.
when talking with others about what they have read. • To answer 'how' and 'why' questions about their experiences and in response to stories or events. • To express themselves effectively, showing awareness of listeners' needs. • Recagnising awareness of listeners' needs. • Recognising and join in with language patterns and repetition. • Use patterns and repetition to support oral			independently	independently	Reading a range	and non-fiction	·	Regularly
others about what they have read. • To answer 'how' and 'why' questions about their experiences and in response to stories or events. • To express themselves effectively, showing awareness of listeners' needs. • Recognising awareness of listeners' needs. • Recognising and join in with language patterns and repetition. • Use patterns and repetition to support oral • Stories, non-fiction, and contemporary and fiction, and poems. • Identifying and discuss the main events in stories. • Identifying and discussing and contemporary and discuss the main events in stories. • Requencing and discussing the main events in stories. • Learning and repetition. • Recognising and join in with language patterns and repetition to support oral		when talking with	including	including	of non-fiction	in different		listening to
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read. • To answer 'how' and 'why' questions about their experiences and in response to stories or events. • To express themselves effectively, showing awareness of listeners' needs. • Recognising and join in with language patterns and repetition. • Use patterns and repetition. • To answer 'how' and 'why' questions about their experiences and in response to stories or events. • Identifying and discuss the main events in stories. • Identifying and discussing the main events in stories. • Identifying and discussing the main events in stories. • Identifying and discussing the main events in stories. • Learning and recittion and discussing and presentation e.g. newspaper reports, recipes, etc. • Recognising and discussing the main events in stories. • Recognising and discussing the main events in stories. • Recognising and discussing the main events in stories. • Learning and recittion, persuasion. • Neal instructions, recounts, reports, persuasion. • Nallysing and evaluate texts looking at language, structure and presentation e.g. newspaper reports, recipes, etc. • Recognising and presentation. • Retelling a wider range of stories, fairy tales and traditional tales. • Recognising and presentation e.g. newspaper some different forms of poetry e.g. haiku, limericks, kennings. • Read a range of purposes shoulding on their own and others' ideas and challenging views courteously. • To identify main ideas drawn from more than one paragraph and to evaluate texts looking at language, structure and presentation. • Naking comparisons withen main events in stories. • Recognising appropriate information in texts. • Recognising and evaluate texts looking at language, structure and presentation. • Naking comparisons within and across texts the use of the first person in writing diaries and autobiographies) and difference between text they such as the use of the first person in writing didiries and autobiograph		•	fiction and	fiction, and	information,	advertisements,		aloud by the
and 'why' questions about their experiences and in response to stories or events. • To express themselves effectively, showing awareness of listeners' needs. • Recognising awareness of listeners' needs. • Recognising and join in with language patterns and Use patterns and repetition. • Use patterns and receptition to support oral • Read a range of some poetry. • Reading books and discuss the main events in stories. • Reading books and discuss the main events in stories. • Learning and trecting a range of poems using ampropriate intonation. • Retelling a wider range of stories, fairy tales and repetition. • Read a range of non-fiction to support oral • Reading books and texts for a range of poetry e.g. haiku, limericks, kennings. • Reading books and others' ideas and challenging views. courteously. • Recognising whole novels read aloud by the teacher. • Analysing and evaluate texts looking at language, structure and recition. • Recognising whole novels read aloud by reach a language, showing and discuss the main characters in stories. • Recognising and tevaluate texts looking at language, structure and reports, recipes, eg. hone, peace, fortune, survival. • Analysing and evaluate texts looking at language, structure and presentation. • Recognising and evaluate texts looking at language, structure and promation in text types (such as the use of the first person in writing diaries and autobiographies) and different some autobiographies) and different some autobiographies) and different some autobiographies and autobiograp			poems.	contemporary	explanations,	formal	-	teacher from an
questions about their experiences and in response to stories or events. • To express themselves effectively, showing awareness of listeners' needs. • Recognising and join in with language patterns and repetition. • Use patterns and repetition to support oral • Sequencing and discussing stories. • Sequencing and discussing the main events in stories. • Sequencing and discussing the main events in stories. • Analysing and eveltate texts looking at language, structure and presentation e.g. newspaper showing and join in with language patterns and repetition to support oral • Sequencing and discussing and discussing the main events in stories. • Learning and reciting a range of poems using and evaluate texts looking at language, structure and presentation e.g. appropriate intonation. • Recalling a range of poems using awareness of listeners' needs. • Recognising and electronic texts. • Analysing and electronic texts. • Regularly listening to whole novels tructure and presentation e.g. appropriate intonation. • Recognising and evaluate texts looking at language, structure and presentation e.g. appropriate intonation. • Recognising and evaluate texts looking at language, structure and presentation e.g. appropriate intonation. • Recognising and evaluate texts looking at language, structure and presentation e.g. appropriate intonation. • Recognising and evaluate texts looking at language, structure and presentation e.g. appropriate intonation. • Recognising and evaluate texts looking at language, structure and presentation e.g. appropriate intonation. • Recognising and evaluate texts looking at language, structure and presentation e.g. appropriate intonation. • Recognising and evaluate texts looking at language, structure and presentation e.g. appropriate intonation. • Recognising and evaluate texts looking at language appropriate intonation. • Recognising the valuate texts looking at language appropriate intonation. • Recognising the valuate texts looking at language appropriate intonation. • Re			Identifying and	and classic	instructions,	speeches,	themselves,	increasing range
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and in response to stories or events. I dentifying and discuss the main events in stories. To express themselves effectively, showing awareness of listeners' needs. Recagling a range of listeners' needs. I dentifying and the main events in stories. Recalling of poems using awareness of listeners' needs. Recognising and evaluate texts looking at intonation. Recalling a papropriate intonation. Recognising and evaluate texts looking at intonation. Recognising and evaluate texts looking at intonation. Recognising and the main events in stories. Recognising themselves. Recognising and evaluate texts looking at intonation. Retelling a wide range of evaluate texts looking at intonation. Recognising and challenging views courteously. To identify main ideas drawn from more than one paragraph and to across texts e.g. hope, peace, fortune, survival. Redularly listening to whole novels in deas drawn from more than one paragraph and to across texts e.g. similar events in different of presentation. Recognising themselves. Recognising and electronic texts. Recognising themselves. Recognising themselves. Recognising the eacher. Recognising and electronic texts. Recognising and evaluate texts looking at indout to accord a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. Recognising themselves. Recognising the main evaluate texts in clouding in and across texts e.g. hope, peace, fortune, survival. Solve the teacher. Recognising the eacher. Recognising the main ovaluate texts in clouding indeas drawn from more than one paragraph and to across texts e.g. hope, peace, fortune, surv		•	events in	Sequencing	persuasion.	magazines,		they may not
* Identifying and discuss the main events in stories. * To express themselves effectively, showing awareness of listeners' needs. * Recognising and join in with language patterns and repetition. * Use patterns and repetition to support oral * Identifying and discuss the main events in stories. * Learning and reciting a range of evaluate texts in stories. * Learning and reciting a range of evaluate texts in stories. * Learning and reciting a range of evaluate texts in stories. * Learning and reciting a range of poems using amore tecting a range of poems using specific intonation. * Recognising and events in stories. * Learning and reciting a range of poems using appropriate intonation. * Recognising and evaluate texts in clooking at evaluate texts in stories. * Recognising and evaluate texts in stories. * Recognising and evaluate texts in stories. * Recognising the main events in stories. * Learning and reciting a range of poems using appropriate intonation. * Recognising the teacher. * Analysing and evaluate texts in clooking at evaluate texts e.g. similar events in different on the teacher. * Recognising the teacher. * Analysing and evaluate text in clooking at evaluate text e.g. similar events in different forms of poetry e.g		•	stories.	and discussing	Analysing and	electronic texts.		choose
events. • To express themselves effectively, showing awareness of listeners' needs. • Recognising and join in with language patterns and repetition. • Use patterns and repetition to support oral • To express • To express • Learning and reciting a range of themselves effectively, showing awareness of listeners' needs. • Recognising and credition to in stories. • Learning and reciting a range of poems using appropriate information. • Learning and reciting a range of poems using appropriate information. • Recognising appropriate information. • Retelling a wider range of stories, fairy tales and repetition. • Read a range of non-fiction to support oral • Read in stories. • Learning and reciting a range of poems using appropriate intonation. • Recognising and reciting a range of poems using appropriate information e.g. newspaper reports, recipes, etc. • Recognising and evaluate texts looking at language, should by the teacher. • Analysing and evaluate texts looking at language, should by the teacher. • Analysing and evaluate texts looking at language, should by the teacher. • Analysing and evaluate texts looking at language, should by the teacher. • Recognising and evaluate texts looking at language, should by the teacher. • Recognising and evaluate texts looking at language, should by the teacher. • Recognising and evaluate texts looking at language, should by the teacher. • Analysing and evaluate texts looking at language, should by the teacher. • Analysing and evaluate texts looking at language, should by the teacher. • Analysing and evaluate texts language, structure and presentation. • Recognising and evaluate texts language, structure and presentation. • Recognising and evaluate texts language, structure and presentation. • Read a range of poetry e.g. haiku, limericks, kennings. • Recognising and evaluate texts language, structure and presentation. • Read a range of poetry e.g. haiku, limericks, kennings.		·	Identifying	the main events	evaluate texts	Regularly		themselves.
*To express themselves effectively, showing awareness of listeners' needs. *Recognising and join in with language patterns and repetition. *Use patterns and repetition to support oral *Learning and reciting a range of poems using appropriate intonation. *In graph and reciting a range of poems using appropriate intonation. *Recalling a papropriate intonation. *Recognising awareness of listeners' needs. *Recognising awareness of listeners' needs. *Recognising appropriate intonation. *Retelling a whole novels read aloud by the teacher. *Analysing and evaluate texts looking at language, structure and presentation e.g. newspaper reports, recipes, etc. *Recognising and join in with language patterns and repetition to support oral *Recognising appropriate intonation. *Recognising and evaluate texts looking at language, structure and presentation e.g. newspaper reports, recipes, etc. *Recognising appropriate intonation. *Recognising and evaluate texts looking at language, structure and presentation e.g. newspaper reports, recipes, etc. *Recognising and evaluate texts looking at language, structure and presentation e.g. newspaper reports, recipes, etc. *Recognising and evaluate texts looking at language, showing and evaluate texts looking at language, showing and evaluate texts looking at language, showing and evaluate texts looking at language, structure and presentation. *Analysing and evaluate texts looking at language, structure and presentation. *Analysing and evaluate texts looking at language, structure and presentation. *Analysing and evaluate texts looking at language, structure and presentation. *Analysing and evaluate texts looking at language, structure and presentation. *Analysing and evaluate texts looking at language, structure and presentation. *Analysing and evaluate text specific and alouation and across texts e.g. similar differe			and discuss the	in stories.	looking at	listening to	•	Recognising
themselves effectively, showing awareness of listeners' needs. Recalling awareness of listeners and repetition. Use patterns and repetition. The stories in stories. Recalling appropriate information in texts. Recognising and join in with language patterns and repetition. Use patterns and repetition to support oral Teciting a range of poems using appropriate intonation. Recipting a papropriate intonation. Retelling a papropriate intonation. Retelling a wider range of stories, fairy tales and readily appropriate intonation. Recognising and evaluate texts looking at language, structure and presentation. Recognising and evaluate texts looking at language, structure and presentation. Recognising and evaluate texts looking at language, structure and presentation. Recognising and evaluate texts looking at language, structure and presentation. Recognising and evaluate texts looking at language, structure and presentation. Recognising and evaluate texts looking at language, structure and presentation. Recognising and evaluate texts looking at language, structure and presentation. Recognising and evaluate texts looking at language, structure and presentation. Recognising and evaluate texts looking at language, structure and presentation. Recognising and evaluate texts looking at language, structure and presentation. Recognising and evaluate texts looking at language, structure and presentation. Read a range of poetry e.g. haiku, limericks, kennings. Reading books and texts for a range of poetry e.g. haiku, limericks, kennings.		• To express	main characters	Learning and	language,	whole novels	•	themes within
effectively, showing awareness of listeners' needs. • Recalling specific information in texts. • Recognising and join in with language patterns and repetition. • Use patterns and repetition to support oral • Recalling specific information in texts. • Retelling a wider range of stories, fairy tales and texts including information, to support oral • Recalling specific information in texts. • Retelling a wider range of intonation. • Recognising and evaluate texts looking at language, some different forms of poetry e.g. haiku, limericks, kennings. • Recalling specific information in texts including information, specific intonation. • Retelling a wider range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. • Recalling specific information in texts including information. • Retelling a wider range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.		themselves	in stories.	reciting a range	structure and	read aloud by		and across texts
showing awareness of listeners' needs. Specific information in texts. Retelling a wider range of and join in with language patterns and repetition. Use patterns and repetition to support oral To read a wide range of intonation. Read a range of listeners' needs. Analysing and evaluate texts looking at language, structure and presentation. Analysing different forms of poetry e.g. haiku, limericks, kennings. Analysing and evaluate texts looking at language, structure and presentation. Analysing different forms of poetry e.g. haiku, limericks, kennings. Analysing and evaluate texts looking at language, structure and presentation. Analysing different forms of poetry e.g. haiku, limericks, kennings. Analysing and evaluate texts looking at language, structure and presentation. Analysing different forms of poetry e.g. haiku, limericks, kennings. Analysing and evaluate texts looking at language, structure and presentation. Analysing different forms of poetry e.g. haiku, limericks, kennings. Analysing and evaluate texts looking at language, structure and presentation. Analysing different forms of poetry e.g. haiku, limericks, kennings. Analysing and evaluate texts looking at language, structure and presentation. Analysing and evaluate texts looking at language, structure and presentation. Analysing and evaluate texts looking at language, structure and presentation. Analysing and evaluate texts looking at language, structure and presentation. Analysing and evaluate texts looking at language, structure and presentation. Analysing and evaluate texts looking at language, structure and presentation. Analysing and evaluate texts looking at language, structure and presentation. Analysing and evaluate texts looking at language, structure and presentation. Analysing and evaluate texts looking at language, structure and presentation. Analysing and evaluate texts looking at language, structure and presentation. Analysing analysing analysing analysing language, structure and p		effectively,	Recalling	of poems using	presentation e.g.	the teacher.		e.g. hope, peace,
information in texts. Retelling a wider range of and join in with language patterns and repetition. Use patterns and repetition and repetition to support oral Information in texts. Retelling a wider range of stories, fairy tales and texts including information, intonation. Recognising and join in with language and join in with language patterns and repetition. Read a range of purposes informs, recipes, etc. Recognising and join in with language, structure and presentation. Read a range of purposes informs, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. Radking comparisons within and across texts e.g. similar events in different forms of poetry e.g. haiku, limericks, kennings.		•	specific	appropriate	newspaper	Analysing and		fortune, survival.
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language patterns and repetition. • Use patterns and repetition and repetition to support oral tales and tales and traditional tales. • Read a range of non-fiction to support oral tales and traditional tales. • Read a range of non-fiction to support oral tales and traditional tales. • Read a range of non-fiction texts including information, forms of poetry e.g. narrative, free verse. • Reading books and texts for a range of purposes and texts for a range of purposes the use of the first person in writing diaries and autobiographies) and differences between text types. carrie's War and Goodnight Mr			Recognising	wider range of	Recognising	language,	characteristics of	within and across
patterns and repetition. Use patterns and repetition and repetition to support oral traditional tales. Read a range of non-fiction to support oral traditional tales. Read a range of purposes Reading books and texts for a range of purposes range of purposes Tombo Ppetry Analysing diaries and autobiographies) and differences between text types. Carrie's War and Goodnight Mr			and join in with	stories, fairy	some different	structure and	text types (such as	texts e.g. similar
repetition. Use patterns and repetition and repetition to support oral *Read a range of non-fiction to support oral *Read a range of purposes to support oral *Read a range of purposes to support oral *Read a range of purposes to such as being an evacuee in carrie's War and Goodnight Mr			language	tales and	forms of poetry	presentation.		events in
 Use patterns and repetition to support oral Interest forms of non-fiction texts including information, Read a range of non-fiction texts including information, Reading books and texts for a range of purposes Reading books and texts for a range of purposes Reading books and texts for a range of purposes Reading books and texts for a range of purposes Reading books and texts for a range of purposes Reading books and differences between text types. 			patterns and	traditional tales.	e.g. narrative,	Analysing		different books,
and repetition to support oral information, to support oral information, and texts for a range of purposes to support oral information, and texts for a range of purposes to support oral information, and texts for a range of purposes to support oral information, and texts for a range of purposes to support oral information, and texts for a range of purposes to support oral information, and texts for a range of purposes to support oral information, and texts for a range of purposes to support oral information, and texts for a range of purposes to support oral information, and texts for a range of purposes to support oral information, and texts for a range of purposes to support oral information, and texts for a range of purposes to support oral information, and texts for a range of purposes to support oral information.			repetition.	Read a range	free verse.	different forms		such as being an
and repetition texts including and texts for a haiku, limericks, between text to support oral information, range of purposes kennings. types. Carrie's War and Goodnight Mr			Use patterns	of non-fiction	Reading books	of poetry e.g.		evacuee in
to support oral information, range of purposes kennings. Goodnight Mr			and repetition	texts including	and texts for a	haiku, limericks,		Carrie's War and
retelling explanations e.g. enjoyment			to support oral	information,	range of purposes	kennings.		Goodnight Mr
recenting. Copianations, C.g. enjoyment,			retelling.	explanations,	e.g. enjoyment,		-, p	Tom.

■ Reciting	instructions,	research, skills	Reading books	■To participate in	Comparing
rhymes and	recounts,	development,	and texts for a	discussions about	texts written in
poems by heart.	reports.	reference.	range of	books that are	different periods.
Relating texts	Discussing how	Using	purposes and	read to them and	Analysing the
to own	specific	dictionaries to	responding in a	those they can	conventions of
experiences.	information is	check meanings	variety of ways.	read for themselves,	different types of
■ Re telling	organised within	of words they	Analysing and	building on their	writing e.g. use
familiar stories	a non-fiction	have read.	comparing a	own and others'	of dialogue to
in a range of	text e.g. text	Sequencing and	range of plot	ideas and	indicate
contexts e.g.	boxes, sub-	discussing the	structures.	challenging views	geographical
small world, role	headings,	main events in	Retelling a	courteously.	and/or historical
play,	contents, bullet	stories.	range of stories,	■To identify main	settings for a
storytelling.	points, glossary,	Retelling a	including less	ideas drawn from	story.
 Make personal 	diagrams.	range of stories,	familiar fairy	more than one	Independently
reading choices	Identifying,	including less	stories, myths	paragraph and to	read longer texts
and explain	discussing and	familiar fairy	and legends.	■To discuss	with sustained
reasons for	collecting	stories, fables and	Identifying,	vocabulary used by the author to	stamina and
choices.	favourite words	folk tales e.g.	analysing and	create effect	interest.
	and phrases.	Grimm's Fairy	discussing	including	Recommending
Understand	Recognising	Tales, Rudyard	themes e.g. safe	figurative	books to their
both the books	use of repetitive	Kipling Just So	and dangerous,	language.	peers with
they can already	language within	Stories.	just and unjust,	■To evaluate the	detailed reasons
read accurately	a text or poem	Identifying and	origins of the	use of authors'	for their
and fluently and	e.g. run, run as	discussing themes	earth, its people	language and	opinions.
those that they	fast as you can	e.g. good over	and animals.	explain how it has	Expressing
listen to by:	and across texts	evil, weak and	Identifying,	created an impact	preferences
Introducing	e.g. long, long	strong, wise and	discussing and	on the reader.	about a wider
and discussing	ago in a land far	foolish, mean and	collecting	•To discuss	range of books
key vocabulary.	away	generous, rich	effective words	vocabulary used	including modern
Activating	 Make personal 	and poor.	and phrases	by the author to	fiction,
prior knowledge	reading choices	Identifying and	which capture	create effect	traditional
e.g. what do you	and explain	discussing	the reader's	including	stories, fiction
know about		conventions e.g.	interest and		from our literary

texts make sense while reading and self-correct. • Making predictions based on what has been read so far. • Make basic inferences about what is being said and done. • Discussing the title and how it realates to the events in the whole story e.g. Peace at Last by Jill Murphy. • Listening to what others say. • Taking turns. • Giving opinions and supporting with reasons e.g. Hansel was correct. • Making predictions based on what has been read so far. • Make basic inferences about what is being said and done. • Discussing the whole story e.g. Peace at Last by Jill Murphy. • Listening to what others say. • Taking turns. • Giving opinions and supporting with reasons e.g. Hansel was clever when he levents in the sense will be the say of the work? What do we call the books sense while read accurately and fluently and predictions by fear and rehearsing for preparing adount and playscripts to read aloud, showing understanding through action. • Discussing the whole story e.g. Peace at Last by Jill Murphy. • Listening to what of the text o		mini beasts? •	reasons for	numbers three	imagination e.g.	figurative	heritage and
sense while reading and self-correct. • Making predictions based on what las been read so. on what inferences about what is being said and done. • Discussing the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. • Listening to what others say. • Taking turns. • Giving opinions and supporting with reasons e.g. • Mase was and predictions those that they both the books they can already repeated several times. • Leserning a range of poems by he art and rrepeated several times. • Lesterning a range of poems by he radaed syplan how it has created an impact on performance. • Preparing poems and playscripts to read aloud, showing action. • Preparing poems and playscripts to read aloud, showing understanding through the reader. • Preparing poems and playscripts to read aloud, showing action. • Preparing poems and suddence when reader's interest and imagination. • Preparing poems and suddence when read aloud, showing action. • Preparing poems and suddence when read aloud, showing action. • Preparing poems and suddence when read aloud, showing action. • Preparing poems and sounderstanding through understanding through their understanding of the text of the text on personal read aloud, showing action. • Discussing the events in the whole story e.g. Peace at Last by Jill Murphy. • Listening to what others say. • Taking turns. • Giving opems hy he reader. • Preparing poems and suddence when read aloud, showing action. • Preparing poems and suddence when read aloud, showing action. • Preparing poems and suddence when read aloud, showing action. • Discussing the title and how it relates to the whole story e.g. • Preparing poems and suddence when reading of through understanding of the text • Explaining the maning of key vocabulary within the context of the text understanding of the text • Explaining the maning of key vocabulary within the context of the text understanding of thext. • Explaining the maning of key vocabulary within the context of the text. •		Checking that	choices.	and seven in fairy	metaphors,	language.	books from other
reading and self- correct. Making predictions based on what has been read so far. Make basic inferences about what is being said and done. Discussing the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. Listening to what others say. Taking turns. Giving opinions and supporting with Listening to what do we know? What do read accurately and fluently and those that they discussing and idscussing and playscripts to read aloud, and indiscussing the discussing and playscripts to read aloud, showing understanding through what others say. Taking turns. Giving opinions and supporting with Read accurately and fluently and those that they discussing and crehearsing for performance. Preparing poems and playscripts to read aloud, showing and indentifying, discussing and price when reading out out what is nearling of poems by heart and rehearsing for performance. Preparing poems and playscripts to read aloud, showing understanding through which capture the reader's interest and inguage and rehearsing for performance. Preparing poems and playscripts to read aloud, showing understanding through wich capture the reader's interest showing understanding through understanding of the text Explaining the whole story e.g. Poiscussing the work out the showing understanding through understanding of the text Explaining the whole story e.g. Poiscussing the whole story ocabulary wisn intonation, tone, volume and action. Discussing through what they read intonation, tone, volume and action. Discussing the text Explaining the meaning of what they read aloud, spreform unic nead aloud, spro the text Understanding of the text Explaining the context of the text Unde		texts make	Understand	tales, magical	similes.		cultures and
read accurately times. • Making predictions based on what has been read so far. • Make basic inferences about what is being said and done. • Discussing the title and how it relates to the whole story e.g. Peace at Last by Jill Murphy. • Listening to what others say. • Taking turns. • Giving opinions and susporting with farses nead accurately and fluently and predictions based on what others say. • Make was clever when he in the whole story e.g. • Listening to we want to sapporting with reasons e.g. • Making predictions by idea and fluently and those that they discussing and predictions by idea and fluently and those that they discussing and predictions and fluently and those that they discussing and collecting poems and playscripts to read aloud, show an adulence when and playscripts to read aloud, show an adulence when the reader. • Preparing poems and playscripts to read aloud, show an adulence when the read accurately to read aloud, show an adulence when the reader. • Preparing poems and playscripts to read aloud, show an adulence when the read accurately and playscripts to read aloud, show an adulence when the read accurately and playscripts to read aloud, show an adulence when the read accurately and playscripts to read aloud, show an adulence when and action. • Preparing poems and playscripts to read aloud, show an adulence when the read accurately and playscripts to read aloud, show an adulence when the read accurately and playscripts to read aloud, show an adulence when the reader. • Discussing the reader's interest to read aloud, showing understanding through intonation, tone, volume and action. • Discussing the text • Use morphology to words e.g. terror, volume and action. • Discussing the text • Understanding of their understanding of		sense while	both the books	sentence	Learning a		traditions.
Making predictions based on what has been read so far. Make basic inferences about what is being said and done. Discussing the title and how it relates to the whole story e.g. Peace at Last by Jill Murphy. Listening to what others say. Giging opinions and supporting with reasons e.g. Hansel was clever when he was conserved as a difference was and discussing and those that they listen to by: Introducing favourite words and siccussing and collecting performance. Identifying, discussing and collecting poems and playscripts to poems by he performance. Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action. Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action. Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action. Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action. Discussing the title and how it relates to the work out the whole story e.g. Peace at Last by Jill Murphy. Listening to what others say. Giving opinions and supporting with reasons e.g. Hansel was clever when he have we unfamiliar words less that they is discussing and idiscussing and playscripts to read aloud, showing understanding through intonation, tone, volume and action. Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action. Discussing the text infereat and imagination. Understanding of the text intonation, tone, volume and action. Discussing the text inferedar. Preparing playscripts to read aloud, showing understanding through intonation, tone, volume and action. Discussing the text inferedar. Preparing playscripts to read aloud, showing understanding through intonation, tone, volume and action. Discussing the text inferedar. Preparing playscripts to read aloud, showing understanding through intonation, tone, volume and action. Discus		reading and self-	they can already	repeated several	range of poems		Learning a
- Making predictions based on what has been read so far. - Make basic inferences about what is being said and done. - Discussing the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. - Listening to what others say. - Gligning opinions and supporting with reasons e.g. - Making based on what has been read so far. - Make basic key vocabulary within the context of a and imagination Lose within the events in the whole story e.g. Peace at Last by Jill Murphy Listening to what others say Gligning opinions and supporting with reasons e.g. Hansel was clever when he who less to show an awareness of and playscripts to read aloud, show an awareness of and playscripts to which capture the reader's interest which capture the reader's interest or which capture the reader's interest or which capture the reader's interest or which capture the read aloud, showing understanding through intonation, tone, volume and action Preparing poems and playscripts to showing understanding through intonation, tone, volume and action Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action Discussing the volume and action Preparing poems and playscripts to showing understanding through intonation, tone, volume and action Discussing the volume and action Demonsbyne the reader To continually show an awareness of audience when read aloud, stowing understanding through intonation, tone, volume and action Demonsbyne treader's interest or read aloud, showing understanding through action Preparing poems and playscripts to read aloud, showing understanding through action Proparing poems and playscripts to read aloud, showing understanding of texts and organisation devices to reading or teading or through action Using a reading of texts and organisation devices to reading or teading or through action Duscussing the volume and action Discussing the reader's interest or the whole story e.g. Poeace at Las		correct.	read accurately	times.	by heart and	· ·	wider range of
based on what has been read so far. • Make basic inferences about what is being said and done. • Discussing the title and how it relates to the whole story e.g. Peace at Last by Jill Murphy. • Listening to what others say. • Giving opinions and suspoorting with assed en ease. • Bread aloud, showing and imagination. to read aloud, showing action. • Discussing the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. • Listening to what others say. • Giving opinions and supporting with reasons e.g. Hansel was clever when he story went to reason se.g. Hansel was clever when he story exidence when the lasted to the base on the say of the text on the were unfamiliar words and playscripts to read aloud, showing and playscripts to read aloud, showing understanding through intonation, tone, volume and action. • Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action. • Preparing poems and playscripts to read aloud, showing and imagination. through using intonation, tone, volume and action. • Discussing the text. • Preparing poems and playscripts to read aloud, showing and imagination. through using intonation, tone, volume and action. • Discussing the intonation tone, volume and action. • Discussing the intonation tone, volume and action. • Explaining the inderence and imagination of the text. • Preparing in through		Making	and fluently and	Identifying,	rehearsing for	•	poems by heart.
based on what has been read so far. • Make basic inferences within the about what is being said and done. • Discussing the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. • Listening to what others say. • Taking turns. • Giving opinions and so far. • Introducing favourite words and discussing and phrases within the context of a and phrases which capture the read aloud, showing understanding through their intonation, tone, volume and action. • Preparing poems and playscripts to read aloud, showing understanding through their intonation, tone, volume and action. • Discussing the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. • Listening to what others say. • Taking turns. • Giving opinions and supporting with reasons e.g. Hansel was clever when he context of a and discussing and phrases which capture the reader's interest and imagination. • Preparing popems and playscripts to read aloud, showing understanding through their understanding through intonation, tone, volume and action. • Preparing popems and physoripts to read aloud, showing understanding through their understanding through intonation, tone, volume and action. • Discussing the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. • Listening to what others say. • Taking turns. • Preparing playscripts to awareness of audience when reading out loud using intonation, tone, volume and action. • Discussing the title and how it relates to the text. • Discussing the title and how it relates to the events in the words e.g. • Discussing the text of the text on the volume and action. • Discussing the text of the text on the volume and action. • Discussing the through of the text of the text on the volume and action. • Discussing the text of the text on the volume and action. • Discussing the text of the text on the volume and action. • Discussing the text on the volume and action. • Discussing the text on t		predictions	those that they	discussing and	performance.	-	Preparing
has been read so far. • Make basic inferences within the about what is being said and done. • Discussing the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. • Listening to what others say. • Taking turns. • Giving opinions and song favourite words and discussing with reasons e.g. • Discussing events in the what dowe supporting with reasons e.g. • Rasel was clever when he • Lastenius of the text opinions and supporting with reasons e.g. • Discussing the title and how it relates to the events in the whole story e.g. • Discussing the title and how it relates to the events in the whole story e.g. • Discussing the text of the text of the what do we supporting with reasons e.g. • Discussing the text of the text opinions and supporting with reasons e.g. • Discussing the text of the text opinions and supporting with reasons e.g. • Lastenius dove the solution and solution tone, volume and action. • Preparing through through action. • Proparing through action. • Preparing through through action. • Discussing their understanding their understanding of text. • Understand organisation devices to retrieve, record and discuss information from fliction and non-fliction and non-fliction and solution. • Explaining the vocabulary within the context of the text. • Discussing their understanding of text. • Discussing their context of the text. • Discussing their understanding of text. •		based on what	listen to by:	collecting	Preparing		poems and
so far. Make basic inferences within the inferences about what is being said and done. Discussing the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. Listening to what others say. Taking turns. Giving opinions and supporting with the wand of the supporting with reasons e.g. Make basic key vocabulary within the inferences within table was proprofiting with reasons e.g. Make basic key vocabulary within the reader's interest and ingination. Within the reader's interest and imagination. *Oreganization tone, volume and action. *To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and nonfiction tone, volume and action. *Discussing the understanding of the text of the text opinions and supporting with reasons e.g. What do we supporting with reasons e.g. Wand to we want to Hamsel was clever when he have we within tabe vicinity and raising of the text opinions and clever when he have we within the reader's interest and inadiginant interest and imagination. *To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and nonfiction tone, volume and action. *Discussing their understanding of their volume and action. *To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and nonfiction texts. *Explaining the context of the text *Making predictions a read aloud, showing understanding of their understanding of the text *Explaining the context of the text *Making predictions a read aloud, showing understanding of their under		has been read	Introducing	favourite words	poems and	•	playscripts to
inferences about what is being said and done. Discussing the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. Listening to what others say. Giving opinions and supporting with reasons e.g. Giving opinions and supporting with reasons e.g. Hansel was clever when he inferences about what is being said and done. within the context of a and imagination. Preparing poems/playscripts to read aloud, showing understanding through intonation, tone, volume and action. Discussing the work out the meaning of understanding of through intonation, tone, volume and action. Discussing their understanding of the text of the text of the text on the meaning of the text of the text on the what others say. Feach of a morphology to work out the meaning of understanding of through intonation, tone, volume and action. Discussing their understanding of the text on their understanding of the text on the text. Understanding through intonation, tone, volume and action. Discussing their understanding of the text on their understanding of the text on the text. Discussing the work out the meaning of words e.g. Understanding through intonation, tone, volume and action. Discussing their understanding of the text on the text. Discussing their understanding of the text on the text on the text. Discussing the or on-going or eflections on to the text on t		so far.	and discussing	and phrases	playscripts to		read aloud and
about what is being said and done. • Use • Discussing the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. • Listening to what others say. • Giving opinions and supporting with reasons e.g. • Many More Standing through intonation, tone, volume and action. • Preparing poems/playscripts to read aloud, showing action. • Discussing the work out the meaning of understanding through intonation, tone, volume and action. • Discussing the work out the meaning of understanding through intonation, tone, volume and action. • Discussing the work out the meaning of understanding through intonation, tone, volume and action. • Discussing their understanding their understanding of their understanding of ingroups and deepening comprehensive through discussion. • Discussing their understanding through intonation, tone, volume and action. • Discussing their understanding through intonation, tone, volume and action. • Discussing their understanding of their understanding of intexts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. • Discussing their understanding of their understanding of their understanding of their understanding of the text • Discussing their understanding of the text • Discussing their understanding of texts and organisation devices to retrieve, record and discuss inf		Make basic	key vocabulary	which capture the	read aloud,	audience when	perform using
being said and done. Discussing the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. Listening to what others say. Giving opinions and supporting with reasons e.g. What do we supporting with reasons e.g. Hansel was clever when he was clever when he context of the title and how it relates to the to read aloud, showing action. To use knowledge texts and organisation devices to retrieve, record and discuss information from fiction texts. Discussing the title and how it read aloud, showing action. To use knowledge texts and organisation devices to retrieve, record and discuss information from fiction texts. Deprovable text action. Discussing their understanding of their understanding of the text and organisation devices to retrieve, record and discuss information from fiction texts. Discussing their understanding of their understanding of the text and organisation devices to retrieve, record and discuss information from fiction texts. Discussing their understanding of the text and organisation devices to retrieve, record and discuss information from fiction texts. Discussing their understanding of their understanding of the text and organisation		inferences	within the	reader's interest	showing	reading out loud	dramatic effects.
done. Discussing the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. Listening to what others say. Giving opinions and supporting with reasons e.g. Giving opinions and supporting with reasons e.g. What do we story e.g. What do we clever when he context of the text of the title and how it relates to the title and how it relates to the work out the work out the title and how it relates to the title and how it trelates to the work out the work out the work out the title and how it relates to the title and how it trelates to the title and how it trelates to the title and how it trelates to the work out the work out the work out the work out the title and how it trelates to the text and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. Discussing the intonation, tone, volume and action. Discussing the trein understanding of the text of the text on their understanding of the text on the text. Discussing the intonation, tone, volume and action. Discussing the intonation, tone, volume and action. Discussing their understanding of texts and organisation devices to retrieve, record and discuss information from fiction texts. Discussing the text on the text on their understanding of text. Discussing the text on the		about what is	context of a	and imagination.	understanding	_	Understand
Discussing the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. Listening to what others say. Giving opinions and supporting with reasons e.g. Hansel was clever when he context of the title and how it relates to the meaning of title and how it relates to the work out the meaning of understanding through through through through action. Discussing the through through through through organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. Discussing their context of the text through discussion. Se morphology to work out the work out the showing action. Discussing their context of the text through discussion. Discussing their context of the text through discussion. Discussing through through through through discussion. Discussing through through through discussion. Demonstration from to reconnect to the text through discussion. Discussing through through through through discussion. Demonstration to the text through discussion. Demonstration from texts through through discussion. Discussing through through through discussion. Demonstration reaction. Discussing through through through through discussion. Demonstration form through through through discussion. Demonstration from through through discussion. Demonstration from through through discussion. Discussing through through through discussion. Discussing through through discussion. Discussing through through transuction and organisation devices to retrieve, record and discu		being said and	text.	Preparing	through		what they read
title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. Listening to what others say. Taking turns. Giving opinions and supporting with reasons e.g. What do we last of the text opinions and supporting with reasons e.g. Hansel was clever when he last own organisation devices to meaning of understanding through their understanding through organisation devices to retrieve, record and discuss information from fiction and non-fiction and non-fiction texts. **Explaining the meaning of key wocabulary within the context of the text. **Discussing their understanding or text. **Exploring to vocabulary within the context of the text. **Making predictions through discussion. **Exploring to text of the text within the context of the text. **Exploring to text on devices to retrieve, record and discuss information from fiction and non-fiction texts. **Exploring to text of the text within the context of the text. **Making predictions based on information wocabulary in context. **Exploring to text of the text within the context of the text. **Exploring the text within the context of the text. **Exploring to text on discussion. **Exploring to text of the text. **Making predictions wocabulary in context. **Exploring to text on the text. **Exploring to text on the text on the text. **Exploring to text on the text on the text. **Exploring to text on the text on the text on the text. **Exploring to text on the text on the text on the text on th		done.	■ Use	poems/playscripts	intonation, tone,		by:
relates to the events in the work out the whole story e.g. Peace at Last by Jill Murphy. **Listening to what others say.** **Giving opinions and supporting with reasons e.g. What do we supporting with relations and clever when he context of the events in the whole story e.g. words e.g. intonation, tone, volume and action. **Discussing their understanding of their understanding of the text and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. **Explaining the meaning of key vocabulary what they read independently by: within the context of the text. **Discussing their understanding of text. **Explaining the meaning of text. **Intended the predictions and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. **Explaining the meaning of text. **Explaining the text oretrieve, record and discuss information from fiction texts. **Exploring to text oretrieve, record and discuss information to retrieve, record and discuss		Discussing the	morphology to	to read aloud,	volume and		Using a reading
relates to the events in the whole story e.g. Peace at Last by Jill Murphy. • Listening to what others say. • Taking turns. • Giving opinions and supporting with reasons e.g. Hansel was clever when he law we will a clever when he whole story e.g. Peace at Last by Jill Marphy. • Listening of understanding through intonation, tone, volume and action. • Listening to words e.g. terror, volume and action. • Listening to what they read independently by: • Discussing their understanding of the text and discuss information from fiction and non-fiction texts. • Discussing their understanding of the text and discuss information from fiction and non-fiction texts. • Discussing their understanding of the text and discuss information devices to retrieve, record and discuss information from fiction and non-fiction texts. • Exploring the what they read independently by: • Discussing their understanding of the text and discuss information from fiction texts. • Exploring the meaning of the text and discuss information to the text and discuss information devices to retrieve, record and discuss information from fiction texts. • Exploring the meaning of text. • Discussing their understanding of the text and discuss information to retrieve, record and discuss information from fiction texts. • Exploring the introvers in groups and deepening comprehension to retrieve, record and discuss information from fiction texts. • Exploring the introvers in groups and devices to retrieve, record and discuss information from fiction texts. • Exploring the introvers in groups and devices to retrieve, record and discuss information from fiction texts. • Exploring the introvers in groups and devices to retrieve, record and discuss information from fiction texts. • Exploring the introvers in groups and devices to retrieve, record and discuss information from fiction texts. • Exploring the introvers in groups and devices to retrieve, record and discuss information from the ingressive provide the text in groups and devices to retrieve, record and dis		title and how it	work out the	showing	action.	•	journal to record
events in the whole story e.g. Peace at Last by Jill Murphy. Listening to what others say. Giving opinions and supporting with reasons e.g. Hansel was clever when he whole story e.g. whole story e.g. beace at Last by Jill Murphy. Everor, terror, volume and action. Jill Murphy. Activating volume and action. Understand of the text and discuss information from fiction and non-fiction and non-fiction and non-fiction and discuss information from fiction and non-fiction texts. Explaining the meaning of key vocabulary within the context of the text. Discussing their understanding of text. Discussing their understanding of text. Discussing their understanding of text. Making predictions are responses to retrieve, record and discuss information from fiction and non-fiction texts. Exploring terious are responses to personal reaction. Exploring terious and objects to retrieve, record and discuss information from fiction and non-fiction texts. Exploring terious are responses to personal reaction. Exploring terious are devices to retrieve, record and discuss information from fiction texts. Exploring terious are devices to retrieve, record and discuss information from fiction texts. Exploring terious are devices to retrieve, record and discuss information form fiction texts. Exploring terious are devices to retrieve, record and discuss information from fiction texts. Exploring terious are devices to retrieve, record and discuss information from fiction texts. Exploring terious are devices to retrieve, record and discuss information from fiction texts. Exploring terious are devices to retrieve, record and discuss information from fiction texts. Exploring terious are devices to retrieve, record and discuss information from fiction texts. Exploring terious are devices to retrieve, record and discuss information from fiction texts. Exploring terious are deviced and discuss information from fiction texts.		relates to the	meaning of	understanding	Discussing		on-going
whole story e.g. Peace at Last by Jill Murphy. Listening to what others say. Giving opinions and supporting with reasons e.g. Hansel was clever when he words e.g. terror, terror, terror, terror, terror, volume and action. Listening to what tone, volume and action. Listening to what they read what they read intonation, tone, volume and action. Listening to what they read what they read independently by: Discussing their understanding of the text Explaining the meaning of key wocabulary within the context of the text. Making predictions based on clever when he in groups and deepening comprehensi through discussion. Exploring to we want to know? What based on clever when he in groups and the text Making predictions based on clever when he in groups and the text Making predictions based on context. Demonstration		events in the	unfamiliar	through	their	•	reflections and
Peace at Last by Jill Murphy. Listening to what others say. Giving opinions and supporting with reasons e.g. Hansel was clever when he Peace at Last by Jill Murphy. Activating terror, terrorised. Activating prior knowledge action. Activating prior knowledge and raising of the text action. Activating prior knowledge and raising of the text what they read in groups and deepening in groups and deepening in groups and deepening in groups and deepening comprehensive context of the text. And discuss information from fiction and non-fiction texts. In personal read was information in groups and deepening comprehensive text. In personal read in groups and deepening comprehensive text. In personal read in groups and deepening comprehensive text. In personal read in groups and deepening comprehensive text. In personal read in groups and deepening comprehensive text. In personal read in groups and deepening comprehensive text. In personal read in groups and deepening comprehensive text. In personal read in groups and deepening comprehensive text. In personal read in groups and deepening comprehensive text. In personal read in groups and deepening comprehensive text. In personal read in groups and deepening comprehensive text. In personal read in groups and deepening comprehensive text. In personal read in groups and deepening comprehensive text. In personal read in groups and deepening comprehensive text. In personal read in groups and deepening comprehensive text. In personal read in groups and deepening comprehensive text. In personal read in groups and deepening comprehensive text. In personal read in groups and deepening text. In personal read in groups and deepen		whole story e.g.	words e.g.	intonation, tone,	understanding		responses to
 Listening to what others say. Taking turns. Giving opinions and supporting with reasons e.g. Hansel was clever when he Activating prior knowledge and raising opinior knowledge and r		Peace at Last by	terror,	volume and	of the text		personal reading.
what others say. Taking turns. Giving questions e.g. Supporting with reasons e.g. Hansel was clever when he Taking turns. The Discussing their understanding of the text. Taking turns. Taking turns. Taking turns. Taking turns. The Discussing their understanding of the text. Taking turns. Taking t		Jill Murphy.	terrorised.	action.	Explaining the	information from	Exploring texts
Taking turns. Giving questions e.g. Opinions and supporting with reasons e.g. Hansel was clever when he context of the have we independently by: Taking turns. Independently by: Discussing their context of the text. The discussion with independently by: The		Listening to	Activating	Understand	meaning of key	fiction and non-	in groups and
 Giving opinions and supporting with reasons e.g. Hansel was clever when he Giving opinions e.g. What do we supporting with through discussion. Discussing their understanding of the text. Exploring the meaning of the meaning of through discussion. Exploring the predictions through discussion. Exploring through discussion. 		what others say.	prior knowledge	what they read	vocabulary	fiction texts.	deepening
opinions and supporting with reasons e.g. Hansel was clever when he labeled a clever when labeled a clever w		Taking turns.	and raising	independently by:	within the		comprehension
supporting with reasons e.g. we want to Hansel was clever when he have we want to have we want to the text predictions was predictions to the text predictions was unfamiliar words was unfamiliar words with the text predictions was unfamiliar words		Giving	questions e.g.	Discussing their	context of the		through
reasons e.g. we want to Hansel was clever when he have we Explaining the unfamiliar words information reasons e.g. we want to know? What meaning of based on context.		opinions and	What do we	understanding of	text.		discussion.
Hansel was know? What meaning of based on context. clever when he have we unfamiliar words information • Demonstration		supporting with	know? What do	the text	Making		Exploring new
clever when he have we unfamiliar words information • Demonstra		reasons e.g.	we want to	Explaining the	predictions		vocabulary in
		Hansel was	know? What	meaning of	based on		context.
		clever when he	have we	unfamiliar words	information		Demonstrating
			learned?				active reading

put stones in his	■ Checking that	by using the	stated and	strategies e.g.
pocket.	texts make	context	implied.	challenging peers
Explaining	sense while	Making	■ Demonstrating	with questions,
clearly their	reading and self-	predictions based	active reading	justifying
understanding	correct.	on details stated	strategies e.g.	opinions,
of what is read	Making	Raising	generating	responding to
to them.	predictions	questions during	questions,	different
Demonstrating	using evidence	the reading	finding answers,	viewpoints
understanding	from the text.	process to	refining	within a group.
of texts by	Making	deepen	thinking,	Inferring
answering	inferences	understanding	modifying	characters
questions	about	e.g. I wonder why	questions,	feelings,
related to who,	characters and	the character.	constructing	thoughts and
what, where,	events using	Drawing	images.	motives from
when, why,	evidence from	inferences around	■ Drawing	their actions,
how.	the text e.g.	characters	inferences	justifying
	what is a	thoughts, feelings	around	inferences with
	character	and actions, and	characters'	evidence e.g.
	thinking, saying	justify with	thoughts,	Point; Evidence;
	and feeling?	evidence from the	feelings, actions	Explanation. •
	■ Participating in	text	and motives,	Predicting what
	discussion about	Using point and	and justify with	might happen
	what is read to	evidence to	evidence from	from information
	them, taking	structure and	the text using	stated and
	turns and	justify responses.	point and	implied.
	listening to what	Discussing the	evidence.	■ Re-read and
	others say:	purpose of	■ Identifying	reads ahead to
	■ Making	paragraphs.	main ideas	locate clues to
	contributions in	Identifying a	drawn from	support
	whole class and	key idea in a	more than one	understanding
	group	paragraph.	paragraph and	and justifying
	discussion.	■ Retrieve and	summarising	with evidence
		record	these e.g.	from the text.

 Listening and responding to contributions from others. Giving 	information from non-fiction • Evaluating how specific	character is evil because1/2/3 reasons,	 Scanning for key information e.g. looking for
contributions from others.	Evaluating how	reasons,	•
from others.	_	-	e.g. looking for
	specific		C.D. 100111115 101
Giving		Clitheroe Castle	descriptive words
	information is	is a worthwhile	associated with a
opinions and	organised within	place to visit	setting.
supporting with	a non-fiction text	because 1/2/3	Skimming for
reasons e.g.	e.g. text boxes,	reasons across a	gist.
Was Goldilocks	sub-headings,	text.	Using a
a good or bad	contents, bullet	■ Retrieve and	combination of
character?	points, glossary,	record	skimming,
Considering	diagrams.	information	scanning and
other points of	Quickly	from non-	close reading
view.	appraising a text	fiction.	across a text to
Explaining	to evaluate	Analysing and	locate specific
clearly their	usefulness.	evaluating how	detail.
understanding	 Navigating texts 	specific	Identifying how
of what they	in print and on	information is	language,
read themselves	screen.	organised within	structure and
and what is read	Participating in	a non-fiction	presentation
to them:	discussion about	text e.g. text	contribute to
Demonstrating	what is read to	boxes, sub-	meaning e.g.
understanding	them and books	headings,	persuasive
of texts by	they have read	contents, bullet	leaflet, balanced
asking and	independently,	points, glossary,	argument.
-	•		Discuss /
_	•		evaluate how
•	•	· ·	authors use
what, where,	•	and names.	language
, ,		Explaining how	including
• • • • • • • • • • • • • • • • • • • •	for effective		figurative
		used to order or	language,
			considering the
	reasons e.g. Was Goldilocks a good or bad character? • Considering other points of view. • Explaining clearly their understanding of what they read themselves and what is read to them: • Demonstrating understanding of texts by asking and answering questions related to who,	reasons e.g. Was Goldilocks a good or bad character? • Considering other points of view. • Explaining clearly their understanding of what they read themselves and what is read to them: • Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. • Quickly appraising a text to evaluate usefulness. • Navigating texts in print and on screen. • Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say • Developing and agreeing on rules	reasons e.g. Was Goldilocks a good or bad character? Considering other points of view. Explaining clearly their understanding of what they read themselves and what is read to them: Demonstrating understanding of texts by anderstanding of texts by answering of texts by asking and answering of texts by asking and questions of texts by asking and questions what, where, when, why, how. e.g. text boxes, sub-headings, contents, bullet P. Retrieve and record information From non-fiction. Analysing and evaluating how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. Scanning for dates, numbers and names. Explaining how paragraphs are

1		- Making - :l	and have the sec	inama at an at-
		■ Making and	and how they	impact on the
		responding to	are linked.	reader by:
		contributions in a	Navigating	■ Exploring,
		variety of group	texts to locate	recognising and
		situations e.g.	and retrieve	using the terms
		whole class, pairs,	information in	personification,
		guided groups,	print and on	analogy, style
		book circles	screen.	and effect.
			Participate in	Explaining the
			discussion about	effect on the
			what is read to	reader of the
			them and books	authors' choice
			they have read	of language and
			independently,	reasons why the
			taking turns and	author may have
			listening to what	selected these.
			others say. ■	Distinguish
			Develop, agree	between
			on and evaluate	statements of
			rules for	fact or opinion
			effective	across a range of
			discussion.	texts e.g. first-
			Making and	hand account of
			responding to	an event
			contributions in	compared with a
			a variety of	reported
			group situations	example such as
			e.g. whole class,	Samuel Pepys'
			independent	diary and a
			reading groups,	history textbook.
			book circles	• Participate in
				discussions about
				books building on
		I .		

	T	T	T T	
				their own and
				others' ideas and
				challenging views
				courteously.
				Explain and
				discuss their
				understanding of
				what they have
				read, including
				through formal
				presentations
				and debates,
				maintaining a
				focus on the
				topic and using
				notes where
				necessary by:
				■ Preparing
				formal
				presentations
				individually or in
				groups.
				Using notes to
				support
				presentation of
				information.
				■ Responding to
				questions
				generated by a
				presentation.
				■ Participating in
				debates on issues
				related to

			reading
			(fiction/non-
			fiction).
			■ Provide
			reasoned
			justifications for
			their views •
			Justifying
			opinions and
			elaborating by
			referring to the
			text e.g. Point;
			Evidence;
			Explanation