



Eppleton's Reading Progression Document

Updated September 2024

** Reading speeds are approximate guides to average words correct per minute; pace of reading is only one indicator of fluency.*

| | Development Matters 3 & 4-year-olds will be learning to: | Development Matters Children in Reception will be learning to: | Statutory Framework Early Learning Goals | Key Stage 1 National Curriculum Objectives |
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| Word Reading | <ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: • Spot and suggest rhymes • Count or clap syllables in words • Recognise words with the same initial sound, such as money and mother <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • Print has meaning • The names of different parts of a book • Print can have different purposes • Page sequencing • We read English text from left to right and from top to bottom | <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. <ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Read a few common exception words matched to the school's phonic programme. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes. <ul style="list-style-type: none"> • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words. • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s). • Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading. |
| | | <p>Pre Key Stage Standards</p> <p>Standard 2</p> <ul style="list-style-type: none"> • Say a single sound for 10+ graphemes • Read words by blending sounds with known graphemes, with help from their teacher. <p>Standard 3</p> <ul style="list-style-type: none"> • Say a single sound for 20+ graphemes • Read accurately by blending the sounds in words with two and three known graphemes. <p>Standard 4</p> <ul style="list-style-type: none"> • Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes* • Read accurately by blending the sounds in words with up to five known graphemes • Read some common exception words • Read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence. | | |

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| Comprehension | <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Engage in extended conversations about stories, learning new vocabulary. | <ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary | <p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <ul style="list-style-type: none"> • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | <p>Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently. <ul style="list-style-type: none"> • being encouraged to link what they read or hear to their own experiences. • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. <ul style="list-style-type: none"> • recognising and joining in with predictable phrases. • learning to appreciate rhymes and poems, and to recite some by heart; • discussing word meanings, linking new meanings to those already known. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher. • checking that the text makes sense to them as they read and correcting inaccurate reading. • discussing the significance of the title and events. • making inferences on the basis of what is being said and done. • predicting what might happen on the basis of what has been read so far; • participating in discussions about what is read to them, taking turns and listening to what others say. • Clearly explaining their understanding of what is read to them. |

YEAR 1

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| <p>Fluency</p> <p>*70 WCPM (end of Y1)</p> <p>Texts 300-600 words</p> | <ul style="list-style-type: none"> • Recite some familiar complete rhymes, poems and songs by heart. • Use body percussion or instruments to hold the beat. • Read on sight the CE words for Y1, noting unusual correspondences between spelling and sound and where these occur in the word. • Say or sing the alphabet in sequence. • Read ORANGE/TURQUOISE banded books at 90% accuracy level without overt sounding out. • Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Sound and blend unfamiliar printed words, containing GPCs that have been taught, quickly and accurately using their phonemic knowledge and skills. • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. • Read other words with more than one syllable that contain taught GPCs. • Read words with contractions - e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s). • Use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically. • Read aloud, checking that it 'sounds right' and that the text makes sense to them, beginning to self-correct. • With support, notice sentence punctuation. • Re-read favourite books to themselves, to gain confidence with word reading and fluency. |
| <p>Through a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently:</p> <ul style="list-style-type: none"> • Become very familiar with key stories, fairy stories and traditional tales, role play and multi-modal texts, retelling them and considering their particular characteristics. • Learn to appreciate rhymes and poems, and to recite some by heart (<i>poems - e.g. Acrostic • Free Verse • List poems • Riddles • Performance poetry</i>). • Link what they read or hear read to their own experiences. • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them. | |
| <p>Themes and conventions</p> | <ul style="list-style-type: none"> • Identify features of familiar texts - e.g. "There's always a baddie; "They all have a happy ending". • Make connections between texts - e.g. "This is like a traditional tale because there's an evil witch/a bad wolf". • Identify factual texts - e.g. "This tells you about animals/houses". |
| <p>Inference</p> | <ul style="list-style-type: none"> • Link what they read or hear read to their own experiences. • Discuss the significance of the title and events. • Draw on what they already know or on background information and vocabulary provided by the teacher - e.g. "He must be going on holiday - he's packing his case," or "The mother stays by the nest to protect the eggs." |

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| | <ul style="list-style-type: none"> • Predict what might happen on the basis of what has been read so far - <i>e.g. "Jack will save them because that's what he always does"; "The next part will tell you about what lions eat."</i> • Use role play to identify with characters and make inferences on the basis of what is being said and done - <i>e.g. "The children were scared of the dragon because they ran away."</i> |
| Language for effect | <ul style="list-style-type: none"> • Recognise and join in with predictable phrases, exploring the effects of patterns of language and repeated words and phrases - <i>e.g. "Run, run as fast as you can, you can't catch me I'm the Gingerbread Man."</i> • Discuss word meanings, linking new meanings to those already known - <i>e.g. "Enormous means big."</i> • Begin to understand how written language can be structured in order - <i>e.g. to build surprise in narratives or to present facts in non-fiction.</i> • Try out the language they have listened to - <i>e.g. through role play, retelling stories.</i> • Comment on obvious features of language - <i>e.g. rhymes and refrains, significant words and phrases.</i> |
| Comprehension | <ul style="list-style-type: none"> • Express personal responses, including likes and dislikes; give some reasons linked to own experiences. • Simple points from familiar texts are identified and discussed. • Discuss new vocabulary and link meanings to what is already known. • Discuss the significance of simple text features - <i>e.g. title, events.</i> |

YEAR 2

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| <p>Fluency</p> <p>*90 WCPM (end of Y2)</p> <p>Texts 600- 1200 words</p> | <ul style="list-style-type: none">• Continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent (e.g. purple-gold book band).• Read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.• Use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.• Read accurately most words of two or more syllables.• Read most words containing common suffixes.• Read most Y2 CE words automatically by sight.• Read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending, to allow them to focus on their understanding rather than decoding individual words.• Check that the text makes sense to them as they read, and correct inaccurate reading.• Use expression appropriately to support the meaning of sentences, including those which use subordination.• Recite familiar poems by heart (<i>e.g. Acrostic · Free Verse · List poems · Riddles · Performance poetry</i>).• Read with increasing independence, sometimes choosing to read to self or others.• Take punctuation into account, such as question marks, exclamation marks and ellipses.• Show an understanding of how texts may be patterned and how they should be read. |
| <p>Through a wide range of contemporary and classic poetry, stories, plays, information books, whole books, fairy stories, traditional tales, role play and multi-modal texts at a level beyond that at which they can read independently:</p> <ul style="list-style-type: none">• Listen to, discuss and express views.• Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.• Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.• Answer and ask questions.• Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say.• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.• Perform individually or together; speaking clearly and audibly. | |
| <p>Themes and conventions</p> | <ul style="list-style-type: none">• Identify typical themes - e.g. trials and forfeits, good over evil, weak over strong, wise over foolish.• Be aware of different story structures, and the ways that stories are built up and concluded.• Recognise the main purpose of text - e.g. "It tells you how to ..." "It tells you where animals live", "The writer doesn't like violence."• Show some awareness that writers have viewpoints - e.g. "She thinks it's not fair." |

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| | <ul style="list-style-type: none"> Identify similarities and differences between fiction and non-fiction - e.g. <i>similarities in plot, topic, about same characters. "This book tells you about the young of all cats but this one tells you about each cat separately, this one has lots of little pictures but this one has more writing."</i> Understand that non-fiction texts are structured in different ways - e.g. <i>this part tells about different things you can do at the zoo.</i> Explain how the main features of non-fiction texts are used - e.g. <i>contents page.</i> Identify and discuss simple poetry patterns and structures. Explore free verse, compare and contrast to structured poems, noting the impact. |
| Inference | <ul style="list-style-type: none"> Use personal experience to connect with texts - e.g. <i>a response based on what they personally would be feeling rather than feelings of character in the text.</i> Predict what might happen on the basis of what has been read so far. Discuss cause and effect in narrative and non-fiction. Make connections by comparing books by the same, and different, authors: settings, characters, themes. Identify and discuss reasons for events in stories, linked to plot. Make plausible predictions based on reading of a text - e.g. <i>"He's going to run away,"</i> or <i>"I think it will tell us how the fire started."</i> Make plausible inferences based on a single point of reference in the text - e.g. <i>give reasons for why things happen or characters change, such as, "Henry started to behave because he knew his mum had sweets in her bag" or, "Children had to work all day in the mine - that's why they were scared and tired."</i> Make inferences on the basis of what is being said and done. |
| Language for effect | <ul style="list-style-type: none"> Comment on language choices - e.g. <i>"slinky" is a good word for a cat</i> - and explain the effect. Recognise simple recurring literary language in stories and poetry - e.g. <i>once upon a time, first, next, last.</i> Discuss and clarify the meanings of words, linking new meanings to known vocabulary/context (e.g. <i>squashed and squeezed and knowledge of prefixes, e.g. unhappy</i>), and discuss their favourite words and phrases. Identify alliteration and describe the effect. |
| Comprehension | <ul style="list-style-type: none"> Express personal responses, including likes and dislikes with reasons - e.g. <i>"She was just horrible like my Gran is sometimes."</i> Use evidence including quotations from or references to text e.g. <i>often retelling or paraphrasing sections of the text rather than using it to support comment.</i> Recall straightforward information - e.g. <i>names of characters, main ingredients.</i> Be able to answer and ask questions by locating information in texts - e.g. <i>about characters, topics.</i> Identify the simple, most obvious points - e.g. <i>about information from different places in the text.</i> Re-enact or re-tell, recounting the main points in correct sequence. Discuss the sequence of events in stories/books and how items of information are related. Draw on what they already know or on background information and vocabulary provided by the teacher. Make links between a current book and those already read. |

YEAR 3

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| <p>Fluency</p> <p>*110 WCPM (end of Y3)</p> <p>Texts 1500- 2000 words</p> | <ul style="list-style-type: none">• Read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.• Recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency (<i>poems - e.g. Limerick/Clerihew · Kennings and quatrains · Question and answer poetry · Free verse · Performance poetry</i>).• Read on sight all Y2 CE words and some further exception words for Y3-4, including those with unusual correspondences between spelling and sound.• Read new words outside their spoken vocabulary, making a good guess at pronunciation.• Apply knowledge of root words, prefixes and suffixes to both read aloud and to understand the meaning of new words.• When reading aloud, speak audibly and with growing fluency.• Gradually internalise the reading process to read silently.• Read aloud and to perform, showing understanding through intonation, tone, volume and action, so feeding into comprehension. |
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| YEAR 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Pace | 95 wpm Read without over sounding out and with undue hesitation. Confidently track the text as you read. | 95 wpm Read within the rhythm of the text taking note of the context of the story. | 100 wpm Build the pace of reading appropriate for the text. | 100 wpm Continue to build the pace of reading appropriate for the text. | 110 wpm Read at a pace that keeps the listener interested. | 110 wpm Read in a sustained way 1500-2000 words. |
| Automaticity | Read common exception words automatically, noting the unusual correspondences between spelling and sound and where these occur in the word. Decode new words outside their spoken vocabulary making good approximation of the word's pronunciation. | Read unfamiliar words containing common graphemes accurately and with undue hesitation. Support children to test different pronunciations and discuss which is correct. | Reading multi-syllabic words and pronouncing words accurately. | Use a range of strategies to tackle unfamiliar and unusual words including phonics, root words and similar words patterns. Read smoothly without hesitation | Start to internalise reading and develop silent reading skills. | Apply knowledge of root words -prefix and suffix when reading aloud. Internalise the reading process to read silently. |
| Phrasing and Punctuation | Read taking account of full stops, exclamation marks and question marks to understand how this effects how we read something. Confidently 'scoop' phrases together by reading two and three word phrases. | Take account of the conjunctions to pause appropriately at phrase boundaries and influence how it is read. Eg. although, because, but. Start to take account of commas to know when to pause. | Read confidently where there are multi-clause structures, pausing appropriately. | Use inverted commas to know when to read like a character and when to read like a narrator. | Experiment with different phrasing and discuss which the most effective and why. | Read confidently within sentence units. Proof-read own writing to identify punctuation errors. |
| Expression | Start to read like the character taking account of emotions and feelings. | Focus on stressing particular words and how it effects the meaning of the sentence. | Take account of stylistic feature such as bold, italics, capitalisation to know how something should be read. Experiment with voice to create specific effects. | Read taking account of the dialogue using the reporting clause to know how it would be read. | Introduce intonation with a focus on volume and pitch of voice when reading. | Performance read a text using all the clues from the writer as to how it should be read. |
| Comprehension | Know when something has been misread and self-correct. Read at an appropriate speed to focus on understanding rather than decoding. | Continue to develop ability to self-correct. Read at an appropriate speed to focus on understanding rather than decoding | How to read aloud in an impersonal formal style (read like a knowledgeable expert). Explain the differences between standard and non-standard English. | Develop the use of reader theatre so children understand how to read the speech from different characters. | Prepare texts to read aloud and perform showing understanding of intonation, tone, volume, and action. | Take all the clues from the writer to know how something should be read and explain about how something should be read. |

Through listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks:

- Understand that books that are structured in different ways and reading is for a range of purposes.
- Increase their familiarity with a wide range of books (including whole books), including fairy stories, myths and legends, folk tales and retell some of these orally.
- Recognise and discuss themes and conventions in a wide range of books.
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Discuss words and phrases that capture the reader's interest and imagination.

- Recognise some different forms of poetry - e.g. free verse, narrative poetry.
- Develop their knowledge and skills in reading non-fiction about a range of subjects.
- Retrieve and record information from non-fiction.
- Express personal responses to fiction, non-fiction and poetry & learn to justify their views about what they have read with support.
- Compare different stories; evaluate and justify preferences.
- Participate in effective discussion, with support, about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

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| Themes and conventions | Fiction <ul style="list-style-type: none"> • Identify author viewpoint with reference to a text - e.g. <i>"The writer wants us to be afraid of him by saying he has a scar across his face."</i> • Identify the narrator's voice. • Identify morals and messages in a story. • Identify different parts of a story structure. | Poetry <ul style="list-style-type: none"> • Distinguish between rhyming and non-rhyming poetry and comment on the impact of layout. • Explain the pattern and structure of different simple forms of poetry. | Non-fiction <ul style="list-style-type: none"> • Identify the main purpose of texts - e.g. <i>"This book will help us learn about ..."; "I can use this to find out about..."</i> • Compare the way information is presented. • Explain features of different forms of non-fiction texts and consider their purpose. |
| Inference: | <ul style="list-style-type: none"> • Infer characters' feelings, thoughts and motives from their actions - e.g. <i>"He wasn't happy there - that's why he ran away."</i> • Begin to understand what the writer is implying in a text - e.g. <i>"It doesn't say that she doesn't like her brother but there are clues."</i> • Predict what might happen from details stated and attempt to predict from details implied. • Identify main ideas from more than one paragraph - e.g. <i>use evidence from across a text to explain events and/or ideas.</i> • Identify words and phrases that support additional detail for the reader or provide precise information; discuss the effect of these on the reader. • Describe the effect a poem has and suggest possible interpretations. | | |
| Language for effect | <ul style="list-style-type: none"> • Understand how language in different texts appeals to readers. • Identify features that writers use to provoke readers' reactions - e.g. <i>descriptive and emotive language.</i> • Understand how writers use figurative and expressive language to create images and atmosphere. • Discuss how language is used to create emphasis, humour, atmosphere or suspense - e.g. <i>identify language and structural features that create specific effects on the reader, such as opening/build-up atmosphere and use of adjectives for description.</i> • Comment on language choices and discuss meanings of words and phrases that create humour, and sound effects in poetry. • Explain use of figurative language - e.g. simile and how this is used to create pictures. • Discuss how word play is used for extra impact. | | |

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| | <ul style="list-style-type: none"> • Identify the purpose of dialogue and how it is presented in stories - e.g. through statements, questions, exclamations; how paragraphing is used to organise dialogue. • Explain how dialogue is used to support characterisation. • Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme. |
| Comprehension | <ul style="list-style-type: none"> • Re-tell main points of a story in sequence. • Be able to explain the meaning of words in context - <i>e.g. using dictionaries or knowledge of spelling conventions.</i> • Be able to locate key information for a purpose. • Ask questions to improve understanding. • Discuss and identify how structure and presentation contribute to meaning. • Know and use efficient skimming and scanning techniques to purposefully retrieve the main purpose of a text/key information. • Checking that the text makes sense to them, discussing their understanding. • Locate information, using contents, index, headings, sub-headings, page nos., bibliographies etc. • Summarise a paragraph. |


YEAR 4

Fluency

*140 WCPM (end of Y4)

Texts 1500-1800 words

- Read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognise familiar words.
- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Use their understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word.
- Read longer texts with increased fluency, resilience and confidence.
- Sight-read a wide range of exception words (Y3-4 list and similar).
- Gradually internalise the reading process to read silently.
- With support, notice where commas create phrasing within sentences.
- Read with expression, using the punctuation to support meaning, including multi-clause sentences.
- Recite whole poems with growing awareness of the listener - (*e.g. Nonsense poetry · Tanka · Calligram · Haiku · Cinquain · Simile/metaphor · Free verse · Performance poetry*).
- As decoding becomes more secure, become independent, fluent and enthusiastic readers.
- Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *e.g. pupils choose own poems linked to theme/topic; use drama or drama techniques to convey meaning; pupils negotiate own roles prior to performance.*

| YEAR 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Pace | 110 wpm Read in a sustained way 1500-2000 words. |  | | | | 140wpm Read in a sustain way >1800 words |
| Automaticity | Apply knowledge of root words -prefix and suffix when reading aloud. Internalise the reading process to read silently. | Sight-read a wide range of exception words (Y3-4 list and similar). | Test out different pronunciation when reading longer words. Match what they decode to words they may have already heard but not seen in print. | Efficiently retrieve from a text using scanning skills. | Skim and text to get the gist and summarise the main point. | Fully internalise the reading process by reading for a sustained period silently and then discussing with others what has been read. |
| Punctuation and Phrasing | Use prepositional phrases to pause appropriately and phase boundaries. | Experiment with how to read fronted adverbials, emphasising the main or subordinated clause and discussion which is most effective. | Take account of where commas create phrasing within sentences. | Read sentences with more than one clause with confidence scooping phrases and pausing appropriately. | Read dialogue between characters using different voices to show change in character. | Change voice when reading as a narrator or reading in role using speech punctuation to anticipate how something should be read. |
| Expression | Understand how emphasis is created through text features e.g. font size, shape, and stylistic features. | Begin to read ahead (e.g. looking for reported clauses) to support reading with appropriate expression. | Read dialogue in role accounting for character's feelings, thoughts, and personality. | Fluctuate voice to show strength of pitch and volume to match the meaning of the text. | Read to show emotion and feeling. Mark up or annotate a text to show how something should be read. | Performance read a text using all the clues from the writer as to how it should be read. |
| Comprehension | Use drama to approaches to understand how to "perform" a text to support their understanding of the meaning. Use these activities to explore what expression is required. | Efficiently find words and phrases in a text to support interpretation of events or ideas in a text. | Use actions and gestures when reading aloud matched to understanding of what the text says. | Read reflecting the mood an atmosphere of the text. | Prepare texts, including poems to read aloud and perform, showing understanding through intonation, tone, volume, and action. | Read in a way that reflects and expands on the meaning of the text. |

Through listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks:

- Understand that books that are structured in different ways and reading is for a range of purposes.
- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
- Identify themes and conventions in a wide range of books.
- Recognise different forms of poetry, explaining features and purposes.
- Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text.
- Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say.
- Develop their knowledge and skills in reading non-fiction about a range of subjects.

- Express personal responses to fiction, non-fiction and poetry & learn to justify their views about what they have read.
- Refine performance of poetry by varying volume, pace and use appropriate expression when performing.

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| <p>Themes and conventions</p> | <p>Fiction</p> <ul style="list-style-type: none"> • Identify and explain the main purpose of texts in relation to the reader - e.g. <i>"This book is just to give facts but this one tells us what people think as well."</i>; <i>"It tells us not to be taken in by how things look."</i> • Identify themes in a wide range of texts - e.g. <i>triumph of good over evil.</i> • Identify morals and messages in a story. • Identify social, moral or cultural issues in stories - e.g. <i>the dilemmas faced by characters or the moral of the story and discuss how the characters deal with them.</i> • Compare the structure of different stories, to discover how they differ in pace, build-up, sequence, complication and resolution. • Explain about how writers use different techniques to engage the reader. • Notice where there are jumps in time, or where some events are skimmed over quickly, and others told in detail. | <p>Poetry</p> <ul style="list-style-type: none"> • Recognise different forms of poetry. • Understand the following terms and identify them in poems: verse, chorus, couplet, stanza, rhyme, rhythm, alliteration. • Recognise, compare and evaluate several different forms of poetry such as free verse, rhyming, shape, narrative, humorous. • Identify different patterns of rhyme and verse in poetry - e.g. choruses, rhyming couplets, alternate line rhymes and to read these out effectively. • Compare and contrast poems on similar themes, particularly their form and language, discussing personal responses and preferences. | <p>Non-fiction</p> <ul style="list-style-type: none"> • Explain about how writers use different techniques to engage the reader. • Express personal opinion of writer's viewpoint and effect on the reader - e.g. <i>"The writer thinks families care about each other but sometimes they don't."</i> • Comment on how writers use conventions to engage the reader - e.g. <i>letters, postcards, diaries, maps</i> and contribute to meaning e.g. <i>"The pictures tell a different story."</i>; <i>"The letters show us that he's keeping things back so as not to worry them."</i> • Explain the techniques the author has used to organise a non-fiction text. • Identify different types of non-fiction text and their main features - e.g. their content, structure, vocabulary, style, layout and purpose. |
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| | <ul style="list-style-type: none"> Understand how paragraphs or chapters are used to collect, order and build up ideas. | | |
| Inference | <ul style="list-style-type: none"> Infer characters' feelings, thoughts and motives from their actions and justifying inferences with evidence - e.g. <i>"There are clues that tell us he wasn't happy there - that's why he ran away."</i> Understand the difference between what is written and what is implied in a text - e.g. <i>What I know ... what I think I know.</i> Predict what might happen from both details stated and those implied. Identify the main characteristics of the key characters, drawing on the text to justify views, use the information to predict actions. Identify main ideas drawn from more than one paragraph and summarise these - e.g. <i>use evidence from across a text to explain events and/or ideas such as, "We know that girls weren't treated fairly," or "This chapter lets us know that William would rather be living in England with his dad."</i> Describe a poem's impact and explain own interpretation by referring to the poem. | | |
| Language for effect | <ul style="list-style-type: none"> Discuss the meaning of new or unusual words in context. Explain how the same word can have different meanings in different contexts, identifying a word and giving an alternative meaning for it. Explore the origins of words within texts read. Identify words or phrases that capture their interest and imagination - e.g. <i>"I like 'maze of hills'; it makes me think of a mysterious place."</i> Discuss how shades of meaning can affect understanding - e.g. <i>'Desperately fast' might mean they are running from something.</i> Demonstrate understanding of figurative language - e.g. <i>in discussion, children find examples and comment on impact.</i> Use dictionaries to check the meaning of words that they have read. Explore and discuss how sentence structure and rich, powerful language create different effects on the reader. Identify the techniques writers use to create mood and atmosphere, such as 'show not tell'. Understand how the use of expressive and descriptive language can create moods, arouse expectations, build tension, describe attitudes or emotions. Investigate language used for comparison and contrast. Identify and discuss the powerful words that are linked to the senses. Comment on the use of similes and expressive language to create images, sound effects and atmosphere. | | |
| Comprehension | <ul style="list-style-type: none"> Ask questions to improve their understanding of a text - e.g. <i>pupils ask questions linked to author purpose/themes/broader learning, "What happened to the girl after the story ended?"; "What was the largest dinosaur that ever lived?"</i> Express personal responses to fiction, non-fiction and poetry. | | |

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| | <ul style="list-style-type: none">• Be able to explain the meaning of words in context - <i>e.g. using dictionaries or knowledge of spelling conventions</i>• Be able to locate key information efficiently, for a purpose.• Identify how structure and presentation contribute to meaning <i>e.g. "The wind howled."; pupils comment upon the usefulness of diagrams, photos, subheadings.</i>• Identify how language, structure, and presentation contribute to meaning.• Use skimming to identify main ideas and topic sentences within paragraphs, highlighting key information & summarise these.• Use scanning to locate key information efficiently, for a purpose.• Identify main ideas drawn from more than one paragraph and summarise these.• Retrieve and record information from non-fiction texts. |
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YEAR 5

Fluency

*150 WCPM (end of Y5)

Texts 1800-2000 words

- Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace.
- Apply knowledge of morphology and etymology to read aloud, working out unfamiliar words, finding meaning and pronouncing accurately across a wide range of texts.
- Decode most new words outside spoken vocabulary, making a good attempt at the word's pronunciation.
- Use appropriate intonation to show their understanding.
- Notice more sophisticated punctuation - e.g. of parenthesis - and use expression accordingly.
- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - *e.g. why the author describes the character as being 'jaded'; pupils re-read to check new meaning in context.*
- Read silently and then discuss what they have read.
- Sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.
- Read with resilience and stamina across a range of genre.
- Prepare poems and plays to read aloud and to perform (e.g. **Narrative poetry** • **Figurative Poetry** • **Monologue** • **Free verse** • **Performance poetry**).
- Show understanding through intonation, tone and volume so that the meaning is clear to an audience.

| YEAR 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Pace and Automaticity | 140wpm Read in a sustained way >1800 words. Read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity. | Automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.  | | | | 150wpm Read in a sustained way >2000 words. Read effortlessly and work out how to pronounce unfamiliar written words with increasing speed and automaticity. |
| Punctuation and Phrasing | Use inflection to reflect the punctuation, e.g. voice tone raises at the end of a question. | Take account of parenthesis when reading aloud changing intonation appropriately. | Explore how pace of reading and pausing can add suspense or hint at the possibility something is going to happen | Read primarily in larger, meaningful phrase groups. | Pay close attention to punctuation which helps to guide the tone and pacing of the text. Evaluate own and other's reading fluency. | Use punctuation to know when to pause, emphasise certain words, or change tone of voice. |
| Expression | Use appropriate vocal tone to represent character's' mental states, such as excitement, sadness, fear, or confidence. | Explore emphasising different words e.g. loudly reading something to indicate excitement, passion or anger, whisper to give a sense of drama and intimacy. | Change intonation and tone based on formality of the piece. Read like a (e.g. expert, historian, geographer etc) | Experiment with tone to make reading entertaining. Consider body language and how that can add to dramatic effect. | Practice intonation skills by reading different types of texts such as speeches, dialogues, letters, scientific reports. Try different tones and pitches, experiment with voice and evaluates what works best. | Practice intonation skills by reading different types of texts such as speeches, dialogues, letters, scientific reports. Try different tones and pitches, experiment with voice and evaluates what works best. |
| Comprehension | Take account of the mood and atmosphere of the text and reflect that in the reading e.g quicken pace of reading for chase or battle to add dramatic effect. | Secure the skills of skimming, scanning and efficient reading so that research is fast and effective. Mark extracts by annotating and by selecting key headings, words or | Prepare readings of poetry, with appropriate intonation to show their understanding. | Read to reflect formality of the audience and content. Gain, maintain and monitor the interest of the listener. | Prepare poems to read aloud and to perform, showing understanding through intonation, tone, and volume so that the meaning is clear to an audience. | Read with expressive interpretation of the text by connecting to the text consider the emotions and ideas it conveys and how best to communicate them to the audience. |

Through continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks:

- Understand that books can be structured in different ways and reading is for a range of purposes.
- Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Recommend books that they have read to their peers, giving reasons for their choices.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books, making links between themes, events and characters.
- Learn a wider range of poetry by heart.

- Prepare poems and plays to read aloud and to perform.
- Ask questions in order to interrogate the text.
- Provide reasons for views about literature read.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- 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.

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| <p>Themes and conventions</p> | <ul style="list-style-type: none"> • Articulate personal responses to literature, identifying why and how a text affects the reader and providing explanations for views. • Identify features that demonstrate author style with reference to vocabulary, sentence structure, themes and conventions. • Identify writer techniques for creating and impact on the reader. • Scan a text, identifying themes and conventions. • Use skimming and scanning to identify language and grammar features the writer had used to create specific effects and discuss the impact on the reader. | <p>Fiction:</p> <ul style="list-style-type: none"> • Understand aspects of narrative structure - e.g. how chapters in a book or paragraphs are linked together; how authors handle time: e.g. flashbacks, stories within stories, dreams; how the passing of time is conveyed to the reader. • Identify the key features of different types of literary text - e.g. stock characters, plot structure, and how particular texts conform, develop or undermine the story. • Make comparisons within and between books, comparing characters, considering viewpoints of authors and of fictional characters. | <p>Non-fiction</p> <ul style="list-style-type: none"> • Discuss how effectively the features of a specific form have been applied and how effective the use of language and grammatical features are in non-fiction texts - such as reviews, reports, leaflets. • Note how arguments are presented - e.g. ordering points to link them together so that one follows from another; how statistics, graphs, etc. can be used to support arguments. • Identify techniques used to shift formality and evaluate the effectiveness and purpose. • Identify distinctive language, structural and presentational | <p>Poetry</p> <ul style="list-style-type: none"> • Read a number of poems by significant poets and identify what is distinctive about the style or content of their poems. • Discuss a poet's possible viewpoint, explain and justify own response and interpretation. • Discuss how poets draw upon observation, memory and imagination. • Analyse and compare poetic style, use of forms and the themes of significant poets; to respond to shades of meaning; to explain and justify personal tastes. • Recognise themes in the poems they read, such as love, loss or heroism. |
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| | <ul style="list-style-type: none"> • Make comparisons within and across texts identifying some themes and conventions e.g. <i>"I know Shakespeare wants to show how brave this character is in this play, and in this play he does the same by ..."</i> or <i>"These authors explore friendship but this text shows the unhappiness of one friend whereas in this text both characters are ..."</i> • Identify purpose and viewpoint of texts. | <ul style="list-style-type: none"> • Analyse the success of texts and writers in evoking particular responses in the reader - e.g. where suspense is well-built. | <p>features and demonstrate understanding of how these help the reader draw meaning from the text.</p> <ul style="list-style-type: none"> • Identify techniques, sentence structure and language techniques that supports precise and concise presentation of information. • Locate information confidently and efficiently through (i) using contents, indexes, sections, headings (ii) skimming to gain overall sense of text (iii) scanning to locate specific information (iv) close reading to aid understanding (v) text-marking (vi) and using IT sources. • Identify the purpose of the presentational and organisational devices in a text. • Identify viewpoint in discussion texts and gather techniques for | <ul style="list-style-type: none"> • Explore emotive poems noting techniques poets use to impact on the reader. • Discuss how linked poems relate to one another by themes, format and repetition - e.g. cycle of poems about the seasons. • Identifying how language, structure and presentation contribute to meaning of poems. |
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| | | | <p>demonstrating the viewpoint.</p> <ul style="list-style-type: none"> • Read and evaluate a range of non-fiction texts in terms of their purposes; organisation and layout; clarity and usefulness. • Read a range of texts, investigating and noting features of impersonal style - e.g. complex sentences; technical vocabulary; hypothetical language; use of words/phrases to make sequential, causal, logical connections, e.g. while, during, after. | |
| Inference | <ul style="list-style-type: none"> • Deduce characters' thoughts, feelings and motives for their actions, and can explain the deduction process. • Predict from details stated and implied and modify predictions in the light of new evidence. • Explain inferred meanings drawing on evidence across the text. • Investigate how characters are presented, referring to the text: through dialogue, action and description; how the reader responds to them (as victims, heroes, etc.); through examining their relationships with other characters. • Make inferences based on textual evidence - e.g. <i>read between the lines and find evidence for the interpretation.</i> • Explain inferred meanings drawing on evidence across the text/s - e.g. <i>"They both show dads in different ways; Sarah's dad told lies to cover up what he'd done and the dad in the other story was the opposite; he always told the truth even though he'd go to jail".</i> | | | |
| Language for effect | <ul style="list-style-type: none"> • Explain how words and phrases can have different meaning in multiple contexts and the impact of this. • Identify language the writer has chosen for impact and discuss and evaluate the impact on the reader. | <p>Fiction & Poetry</p> <ul style="list-style-type: none"> • Identify language, including figurative language the writer has chosen for impact - e.g. comment on the use of similes and expressive language to create | <p>Non-fiction</p> <ul style="list-style-type: none"> • Read and evaluate texts intended to inform, protest, complain, persuade, considering (i) how they are set out (ii) how language is | |

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| | <ul style="list-style-type: none"> • Discuss vocabulary specifically chosen for clarity. • Understand how writers use language for comic and dramatic effect. • Understand how word meanings change when used in different contexts. • Use dictionaries to check the meaning of words that they have read. | <p>images, sound effects and atmosphere.</p> <ul style="list-style-type: none"> • Explore and understand the differences between literal and figurative language - e.g. through discussing the effects of imagery. • Identify and discuss writer technique such as repetition, recap, alliteration, onomatopoeia to create specific effects (such as humour/suspense). • Explore and explain imagery, including metaphor and personification. • Explore how precise word choice evokes more than is described. • Discuss and evaluate how poets use language, including figurative language, considering the impact on the reader. • Explain the use of unusual or surprising language choices and effects, such as onomatopoeia; comment on how these influence meaning. • Recognise nuances in vocabulary choices. | <p>used - e.g. to gain attention, respect, manipulate.</p> <ul style="list-style-type: none"> • Recognise rhetorical devices - e.g. those used to argue, persuade, mislead and sway the reader. |
| <p>Comprehension</p> | <ul style="list-style-type: none"> • Scan a text to identify a word or phrase from reading and give alternative meaning for it. • Secure the skills of skimming, scanning and efficient reading so that research is fast and effective. • Distinguish between statements of fact and opinion. • Evaluate texts critically by comparing how different sources treat the same information. • Summarise the main ideas drawn from more than one paragraph, identifying some key details that support them. • Retrieve, record and present information from non-fiction following own lines of enquiry. • Comment critically on the overall impact of a poem, showing how language and themes have been developed. • Identify how language, structure and presentation contribute to meaning. | | |

YEAR 6

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| <p>Fluency</p> <p>*150-200 WCPM (end of Y6)</p> <p>Texts >2000 words</p> | <ul style="list-style-type: none">• Read age-appropriate texts fluently and with confidence, including whole novels.• Learn and recite a wider range of poetry, sometimes by heart.• Read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience, venue and occasion (e.g. Classics · Sonnets · Narrative poetry · Free verse · Performance poetry).• Use a range of strategies for working out unfamiliar words, including using the context and use of any root words, prefixes or suffixes to help to determine the definition.• Notice and respond to punctuation and phrasing when reading aloud.• Gain, maintain and monitor the interest of the listener.• Automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.• Read with resilience, stamina and speed across a range of genre.• Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. |
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| YEAR 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Pace and Automaticity | 150wpm Read in a sustained way >2000 words. | Automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.  | | | | 150- 200wpm Read in a sustained way >2000 words. |
| Punctuation and Phrasing | Read hyphenated words with automaticity. | Note ellipses when reading, pausing appropriately. Paise or speed up reading pace to match the action in the story. | Know how to read bullet points with suitable precision and significant pauses between points. | Notice and respond to punctuation and phrasing when reading aloud. Gain, maintain and monitor the interest of the listener. | Notice and respond to punctuation and phrasing when reading aloud. Gain, maintain and monitor the interest of the listener. | Notice and respond to punctuation and phrasing when reading aloud. Gain, maintain and monitor the interest of the listener. |
| Expression | Acknowledge the writer's intent when reading. | Use word meanings, language features and figurative language to guide expressive reading | Consider body language and facial expressions to coincide with emotions. Use different tones of voice to convey different emotions. | Read with an authoritative voice and tone when appropriate for the texts e.g. persuasive or discussion text. | Read with true prosody silently and aloud to others. Consider vocal tone, inflection, pacing, volume, and body language. | Read with true prosody silently and aloud to others. Consider vocal tone, inflection, pacing, volume, and body language. |
| Comprehension | Read aloud from challenging texts e.g. archaic texts or those with unfamiliar features. Note how difficult words should be pronounced and re-read to get sentence structure right. | Understand the difference between structures typical of informal speech and structures appropriate for formal speech. | Confident use of use of intonation, pausing, accuracy and pace. | Confident use of use of intonation, pausing, accuracy and pace. | Confident use of use of intonation, pausing, accuracy and pace. | Confident use of use of intonation, pausing, accuracy and pace. |

Through continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks:

- Understand that books can be structured in different ways and reading is for a range of purposes.
- Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Recommend books that they have read to their peers, giving reasons for their choices.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books, making links between themes, events and characters.
- Learn a wider range of poetry by heart.
- Prepare poems and plays to read aloud and to perform.
- Review a range of non-fiction text types and characteristics, discussing when a writer might choose to write in a given style and form.

- Ask questions in order to interrogate the text and improve understanding.
- Independently generate a variety of questions to focus the reading and adjust questions in light of evidence from the text.
- Provide reasons for views about literature read and preferences developed.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- 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.

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| <p>Themes and conventions</p> | <ul style="list-style-type: none"> • Make comparisons within and across texts discussing themes - <i>e.g. heroism such as Rosa Parks, Grace Darling or fictional characters</i> and conventions - <i>e.g. narrative conventions in a range of genre, ballads, news reports.</i> • Identify the main purpose and viewpoint within and across genres and overall effect on the reader - <i>e.g. social relationships, community, bias.</i> • Comment on the differences in author viewpoint of the same event - <i>e.g. fictional and factual accounts of the Spanish Armada.</i> • Some explanation of how context contributes to meaning - <i>e.g. how historical context influenced adverts or war reports from different times and places; how a novel relates to when and where it was written.</i> | <p>Fiction</p> <ul style="list-style-type: none"> • Identify techniques and explain how writers create specific atmospheres. • Identify strategies writers use to demonstrate shifts in time. • Take account of viewpoint in a novel through - <i>e.g. identifying the narrator; explaining how this influences the reader's view of events; explaining how events might look from a different point of view.</i> | <p>Non-fiction</p> <ul style="list-style-type: none"> • Comment on structural choices showing some general awareness of authors' craft - <i>e.g. "It tells you all the things burglars can do to a house and then the last section explains how the alarm protects you".</i> • Clearly identify various features relating to organisation at text level, including form, with some explanation - <i>e.g. "Each section starts with a question as if he's answering the crowd".</i> | <p>Poetry</p> <ul style="list-style-type: none"> • Identify how language, structure and presentation contribute to meaning of poems. • Analyse how messages, moods, feelings and attitudes are conveyed in poetry. • Comment on poems' structures and how these influence meaning. • Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes. • Understand terms which describe different kinds of poems - <i>e.g. ballad, sonnet, rap, narrative</i> and identify typical features. |
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| | <ul style="list-style-type: none"> • Identify and comment on features common to different texts or versions of the same text - e.g. <i>characters, settings, presentational features</i>; "In these texts the characters have no positive attributes"; "The writers use openings that imply the character is driving the narrative"; "The texts are all in favour of space exploration" • Be familiar with the work of some established authors, articulate what is special about their work, and explain their preferences in terms of authors, styles and themes. • Describe and evaluate the style of an individual writer. • Evaluate how effectively the writer has met the purpose of the writing. • Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader. | | <ul style="list-style-type: none"> • Identify intended audiences and purposes for writing and how a writer meets the intentions. • Describe layout and presentational devices. • Identify and explain the purpose of different features of different forms of writing and how they appeal to specific audiences. • Recognise how arguments are constructed to be effective, through: -the expression, sequence and linking of points; -the provision of persuasive examples, illustrations and evidence; -pre-empting or | |
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| | | | <p>answering potential objections; - appealing to the known views and feelings of the audience.</p> <ul style="list-style-type: none"> • Identify and explain persuasive techniques including stylistic and vocabulary choices. • Clearly identify various features relating to organisation at text level, including form, with some explanation e.g. "Each section starts with a question as if he's answering the crowd". | |
| <p>Inference</p> | <ul style="list-style-type: none"> • Make inferences based on textual evidence - e.g. read between the lines and find evidence for the interpretation. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. • Provide explanations of inferred meanings drawing on evidence across the text/s - e.g. "Eagles are predators because in every chapter it tells you how animals hide and how small animals get caught. • Drawing on a range of evidence from different parts of the text, confidently predict in detail using information stated and implied. | | | |

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| | <ul style="list-style-type: none"> • Make structured responses by stating the point, finding evidence and explaining ideas (PEE). • Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them/using quotations for illustration. • Justify views about texts, offering coherent evidence to support it. | | |
| Language for effect | <ul style="list-style-type: none"> • Give and explain the meaning of words in context. • Work out the meaning of words from context. • Use dictionaries to check the meaning of words that they have read. • Identify language, including archaic and figurative language the writer has chosen for impact, discuss and evaluate the impact on the reader. | Fiction & Poetry <ul style="list-style-type: none"> • Evaluate the impact of figurative language including its effect on the reader. • Understand and use appropriate terminology to discuss texts - <i>e.g. metaphor, simile, analogy, imagery, style and effect.</i> • Evaluate the effectiveness of dialogue and its purpose. • Explain the impact of figurative and expressive language, including metaphor. • Explore how poets use language imaginatively to create surreal, surprising, amusing and inventive poetry. • Recognise how poets manipulate words: -for their quality of sound, <i>e.g. rhythm, rhyme, assonance</i>; -for their connotations; -for multiple layers of meaning, <i>e.g. through figurative language ambiguity.</i> • Explain how meaning is enhanced through choice of words and phrases. | Non-fiction <ul style="list-style-type: none"> • Identify and discuss the tone (register) in what is read with reference to the text to justify opinions. • Explore how writers control impersonal writing, particularly the sustained use of the present tense and the passive voice. • Note how writers demonstrate an assured and conscious control over levels of formality. • Collect and investigate use of persuasive devices: <i>e.g. words and phrases: e.g. 'surely', 'it wouldn't be very difficult...', persuasive definitions, e.g. 'no-one but a complete idiot...'; rhetorical questions 'are we expected to...?'; pandering, condescension.</i> |
| Comprehension | <ul style="list-style-type: none"> • Clearly identify the most relevant points, including those selected from different places in the text. • Make comments generally supported by relevant textual reference or quotation. | | |

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| | <ul style="list-style-type: none">• Distinguish between fact and opinion.• Identify how language, structure and presentation contribute to meaning.• Accurately retrieve, record, recast and present information from non-fiction texts.• Use active reading strategies to summarise, annotate a text, identify key information and note-take.• Efficiently skim and scan a text, finding evidence/specific words and phrases quickly.• Clearly identify the most relevant points, including those selected from different places in the text; summarising ideas from more than one paragraph.• Identify distinctive language, structural and presentational features in persuasive and discursive texts, demonstrating an understanding of how these help the reader draw meaning from the text. |
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