

English: Reading

Edmund Waller
Curriculum

Intent

Implementation

Impact



Know, Explore, Communicate

Intent

At Edmund Waller, we understand that reading enables pupils to access the rest of the curriculum and therefore believe that fluency in reading is fundamental to children's educational success. Our curriculum is ambitious in its high expectations for all learners and thus a critical priority is given to ensuring that all pupils achieve both accuracy and sufficient speed in word reading in order for them to be able to comprehend what they read and, importantly, to take pleasure in reading. This in turn enables children to read and appreciate the depth and power of the English literary heritage.

Intent - Mission

Children at Edmund Waller will:

- have developed their powers of imagination, inventiveness and critical awareness through speaking and listening, and the joy of reading and writing
- have a love of reading, enjoying a range of genres where, as critical readers, they develop an increasing understanding of how writers create effects and meanings, and can make links between the text and their own ideas, experiences and values
- express themselves confidently, appropriately and effectively when speaking and writing for different purposes and to a wide range of audiences

We provide a high-quality education within the English curriculum that develops independent and reflective readers and writers, who use a range of strategies to self-monitor and correct, which enables them to develop and consolidate their thinking and understanding of the world.

Intent - Vision

By encouraging curiosity and enabling them to hone the necessary skills, children at Edmund Waller are independent learners who explore the world and develop their ideas through:

- constructive discussion with a range of people from different backgrounds,
- reading a broad range of books for information and pleasure,
- independent research using a range of media including books and other printed media and online resources,
- expressing their ideas in writing, then reflecting and refining them.

The curriculum, which is underpinned by dedicated, highly skilled teachers with expert subject knowledge, is built on an integrated programme of oracy, reading and writing, where children have opportunities to consolidate, reinforce and extend their literacy skills.

Implementation - Oracy

As language provides the foundation of thinking and learning, the English curriculum at Edmund Waller is underpinned by learning *to* talk and learning *through* talk. Teaching is dialogic; opportunities for meaningful discourse are carefully planned and modelled by teachers.

Working collaboratively, children enjoy high-quality dialogue with peers from a variety of different backgrounds. Inquisitiveness is promoted, asking questions is encouraged and listening skills are taught.

A *No Hands Up* policy ensures that each child has an opportunity to contribute to their learning. Throughout the day, children's confidence and oracy are developed as they share their thoughts and hone their ideas in response to well-crafted questions from teachers. Teaching staff use a range of supportive strategies, such as: pick-sticks, talk partners (e.g., Pair-Share and Rally-Robin), kind calling out and cold-calling) to elicit constructive responses (see Questioning and Feedback Policy).

Oracy is further enhanced through specific aspects of the English curriculum including drama, performance and debate.

Implementation

Planning for reading ensures that the following knowledge is taught:

- ***Declarative*** – *Children will gain knowledge of*
 - *vocabulary*
 - *syntax*
 - *narrative structure*
 - *context*
- ***Procedural*** – *Children will develop the ability to*
 - *decode accurately and with automaticity*
 - *read fluently (with the intended phrasing, rhythm, expressiveness and stress of sentences)*
 - *comprehend increasingly complex texts*
- ***Experiential*** – *Children will experience*
 - *the warmth and pleasure of expertly read stories*
 - *high challenge and low threat immersion in quality texts*
 - *a developing love of reading*

Implementation - Subject Overview

The Early Years and Key Stage 1

Children are taught to read using our chosen quality-first phonics programme, Sounds-Write. Lessons are delivered to the whole class and key children are identified to receive additional support through targeted phonics interventions. Phonetically controlled 'decodable' texts containing the sound-symbol correspondences children have been taught are used in lessons to embed this learning. All children in the Early Years and Year 1 are read with daily using texts that are matched to their fluency level and they take at least two books home with them:

- One '**I read**' book to provide further practice in decoding the sound-symbol correspondences children have been taught
- One '**we read**' book matched to the child's fluency level and providing adequate challenge, which may contain some sound-symbol correspondences that they need support with.
- Children can also select one or more '**you read**' books for a parent or carer to read aloud to them.

From Year 1 upwards, children who are identified as the 'Lowest 20%' of readers receive additional 1:1 reading support up to 4 times per week.

Year 2

In Year 2, reading is taught in guided groups using a range of carefully selected texts. In the Summer Term, or as appropriate based on the cohort, children are taught as a whole class. Guided group reading involves the following features:

- Children are taught in small groups which are arranged according to children's reading skills
- Texts are selected so that children can decode the majority of the words whilst still being provided with suitable challenge in order to develop their reading skills
- Skills such as blending are taught during these sessions and children are also taught to monitor their comprehension for example by re-reading, generating questions, summarising what they have read and making predictions
- The teacher models these skills and strategies explicitly
- Children read aloud, quietly, at the same time, whilst the teacher listens in to each individual child
- Fluent reading is also modelled and children are given opportunities to practice re-reading aloud
- Children return to the text in order to ask and answer questions and the teacher scaffolds children's discussion and responses
- Ongoing assessment for learning is used to identify individual strengths and areas for development.

In Year 2, children take home one book matched to their fluency level and may choose one or more additional books to read with a parent or carer, or for an adult at home to read aloud to them.

Implementation - Subject Overview

Years 3 to 6

In Key Stage 2, the coherently sequenced curriculum teaches children to read a range of carefully-chosen texts of increasing length and complexity. Reading is taught in three whole class reading lessons each week, incorporating the following:

- **vocabulary instruction**, in which child-friendly definitions are generated and children use the words in context;
- **fluency practice**, which focuses on developing children's fluency through repeated oral reading;
- **extended reading**, involving prolonged engagement with a longer text or extract and focusing on the development of fluency, word knowledge, background knowledge and text knowledge through exposure to text;
- **close reading**, which involves the repeated reading of a text or part of a text and the discussion of vocabulary choices, literary devices, plot points, themes and anything else worthy of discussion.

In addition, children are given independent reading time each week to apply their reading skills whilst reading a book of their choice. In Key Stage 2, there is an emphasis on children developing their own interests and preferences as readers including through peer-to-peer book related talk and recommendations. Nonetheless, children are supported to select books at the appropriate level to enable them to continue to develop as readers. Children who are identified as the 'Lowest 20%' of readers receive additional 1:1 reading support up to 4 times per week.

In all year groups, children are read aloud to from carefully selected, high-quality texts on a daily basis. While a diverse and inclusive range of authors and characters are central to our list of core texts, these are selected primarily because they are the very material to support our children's developing skills. 'Story time' provides the opportunity to develop children's comprehension and extend their vocabulary without the need for children to decode, thus enabling children to access texts slightly above their own reading level.

Subject Overview – KS1 Core Texts

	Autumn	Spring	Summer
Year 1	<p>The Colour Monster, <i>Anna Llenas</i> Mixed, <i>Arree Chung</i> Remixed, <i>Arree Chung</i> Ravi's Roar, <i>Tom Percival</i> The Invisible, <i>Tom Percival</i> Meesha Makes Friends, <i>Tom Percival</i> Perfectly Norman, <i>Tom Percival</i> Handa's Hen, <i>Eileen Browne</i> We're Going on a Lion Hunt, <i>David Axtell</i></p>	<p>Paperbag Princess, <i>Robert Munsch</i> The Knight Who Said No, <i>Lucy Rowland</i> The Worst Princes, <i>Anna Kemp</i> Princess Smartypants, <i>Babette Cole</i> The Queen's Handbag, <i>Steve Antony</i> Queen Elizabeth 2 (Little Leaders), <i>Maria Isabel Sanchez</i> Dilwyn the Welsh Dragon, <i>Langley-Swain</i> Margaret's Unicorn, <i>Briony May Smith</i> The Vanishing Lake, <i>Paddy Donnelly</i></p>	<p>Mr Gumpy's Motor Car, <i>John Burningham</i> Rosie Revere Engineer, <i>Andrea Beaty</i> Amazing Airplanes, <i>Tony Mitton</i> Naughty Bus, <i>Jan Oke</i> Diary of a Wombat, <i>Jackie French</i> Possum Magic, <i>Mem Fox</i> The Koala Who Could, <i>Rachel Bright</i> Short chapter books including <i>Fantastic Mr Wolf, Roald Dahl</i></p>
Year 2	<p>Small group reading using a range of texts to match the children's fluency. Read aloud: The Giraffe, The Pelly and Me, <i>Roald Dahl</i> The Hodgeheg, <i>Dick King Smith</i> Ellie and the Cat, <i>Malorie Blackman</i></p>	<p>Small group reading using a range of texts to match the children's fluency. Read aloud: Willow Wildthing and the Swamp Monster, <i>Gill Lewis</i> Diary of a Killer Cat, <i>Anne Fine</i></p>	<p>I am the Seed That Grew the Tree: A Nature Poem for Every Day of the Year, <i>Fiona Walters</i> The Dark, <i>Daniel Handler</i> Nikhil and Jay: The Birthday Star, <i>Chitra Soundar</i> Julian Stories, <i>Ann Cameron</i> The Proudest Blue – <i>Ibtihaj Muhammad</i> Cherry Moon, <i>Zaro Weil</i> Read aloud: Mr Penguin and the Lost Treasure, <i>Alex T Smith</i></p>

Subject Overview – KS2 Core Texts

	Autumn	Spring	Summer
Year 3	<p>Storm, <i>Kevin Crossley-Holland</i> A Year Full of Stories, <i>Angela McAllister</i> Werewolf Club Rules, <i>Joseph Coelho</i> Read Aloud: Boy at the Back of the Class, <i>Onjali Q. Rauf</i></p>	<p>The Lost Happy Endings, <i>Carol Ann Duffy</i> How the Whale Became, <i>Ted Hughes</i> ‘Please Mrs Butler, <i>Allan Ahlberg</i> Toshka’s Tales: Stories from Russia, <i>James Mayhew</i> The History of Prehistory, <i>Mick Manning</i> Read Aloud: Pinnocchio , <i>Michael Morpurgo</i></p>	<p>The Ice Palace, <i>Robert Swindells</i> Orchard Books of Fairy Tales, <i>Rose Impey</i> The Selfish Giant, <i>Oscar Wilde</i> Dream Variations, <i>Langston Hughes</i> How Plants Work, <i>Christiane Dorion</i> Read Aloud: Diver’s Daughter, <i>Patrice Lawrence</i> Midsummer Night’s Dream – <i>Andrew Matthews</i></p>
Year 4	<p>Jelly Boots, Smelly Boots, <i>Michael Rosen</i> Mouse, Bird Snake, Wolf, <i>David Almond</i> A Dollop of Ghee and a Pot of Wisdom, <i>Chitra Soundar</i> India, Incredible India, <i>Jasbinder Bilan</i> Read aloud: Noah Barleywater Runs Away, <i>John Boyne</i></p>	<p>Cloud Busting, Malorie Blackman Girls, Goddesses, Giants, Lari Don When Poems Fall From the Sky , Zaro Weil Little Leaders: Visionary Women From Around the World, <i>Vashti Harrison</i> Read Aloud: Charlotte’s Web, E.B. White</p>	<p>The Lion, the Witch and the Wardrobe, <i>C. S. Lewis</i> African Caribbean Folktales, Myths and Legends, <i>Wendy Shearer</i> Belonging Street, <i>Mandy Coe</i> Read Aloud: Boy in the Tower, <i>Polly Yen Ho</i> The Last Bear, <i>Hannah Gold</i></p>
Year 5	<p>Poems the Wind Blew In, <i>Karmelo C. Irabarren</i> A Poem for Every Night of the Year, <i>Allie Esiri</i> Beowulf, <i>Michael Morpurgo</i> Between Worlds: Folktales of Britain and Ireland, <i>Kevin Crossley-Holland</i> Read Aloud: The Secret Garden, <i>Frances Hodgson Burnett</i></p>	<p>The Fib, <i>George Layton</i> This Rock, That Rock, <i>Dom Conlon and Viviane Schwarz</i> The Adventures of Odysseus, <i>Hugh Lupton and Daniel Morden</i> Gods, Men and Monsters, <i>Michael Gibson</i> Read Aloud: The Graveyard Book, <i>Neil Gaiman</i></p>	<p>Once, <i>Morris Gleitzman</i> Faery Stories, <i>Carol Ann Duffy</i> Still I Rise, <i>Maya Angelou</i> Tales From the Inner City, <i>Shaun Tan</i> Poems From the Second World War, <i>Gaby Morgan</i> On the Move: Poems About Migration, <i>Michael Rosen</i> Read Aloud: On the Move, <i>David Almond</i></p>
Year 6	<p>The Charge of the Light Brigade, <i>Alfred, Lord Tennyson</i> A Christmas Carol, <i>Charles Dickens</i> New and Collected Poems for Children, <i>Carol Ann Duffy</i> Floodland, <i>Marcus Sedgwick</i> Norse Mythology, <i>Neil Gaiman</i> How to Change Everything, <i>Naomi Klein</i> How You Can Save the Planet, <i>Hendrikus Van Hensenbergen</i> Read Aloud: ‘Tempest’, <i>Leon Garfield</i> Kensuke’s Kingdom, <i>Michael Morpurgo</i></p>	<p>Make More Noise, <i>various authors</i> Binti, <i>Nnedi Okorafor</i> The Secret of the Purple Lake, <i>Yaba Badoe</i> On the Origin of Species, <i>Sabina Radeva</i> Read Aloud: Wonder, <i>R.J. Palacio</i></p>	<p>Uncle Montague’s Tales of Terror, <i>Chris Priestly</i> Under the Moon and Over the Sea: A Collection of Poetry From the Caribbean, <i>John Agard and Grace Nichols</i> Black and British: A Short, Essential History, <i>David Olusoga</i> The History of African Caribbean Communities in Britain, <i>Hakim Adi Wayland</i> Who Are Refugees and Migrants? <i>Anne-Marie Young and Michael Rosen</i> Read Aloud: A Monster Calls, <i>Patrik Ness</i></p>

Medium Term Plan – Reception

Extracted from **Progression of Skills Map: Reception**

Progression of Literacy						
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	<p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at book, holding them the correct way and turning pages</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>
Word Reading <i>See SoundsWrite for specific words and sounds to be taught</i>	<p>To recognise their name</p> <p>To begin to blend sounds together to read words, using the taught sounds</p>	<p>To blend sounds to read words using taught sounds</p> <p>To read words ending with 's' e.g. cats</p> <p>To begin reading captions and sentences using taught sounds</p> <p>To read books matching their phonics ability</p>	<p>To begin to read longer words</p> <p>To recognise taught digraphs in words and blend the sounds together</p> <p>To read sentences containing common words/exception words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>To read longer words including those with double letters</p> <p>To read word with es /z/ at the end</p> <p>To read sentences containing common words/exception words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>To read longer words</p> <p>To read compound words</p> <p>To read words ending in suffixes ing, ed, est</p> <p>To read books matching their phonics ability</p>	<p>To read words with adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read words ending in suffixes ing, ed, est</p> <p>To read books matching their phonics ability</p>

Impact

Outcome 1 – Emotional

Children gain an understanding of differing experiences and perspectives through the texts that they read, thereby developing their emotional literacy; they are able to empathise and to understand and express their own emotions.

Outcome 2 – Social

Children's shared reading experiences enable them to become part of a community of readers; they are equipped with the skills to discuss and debate their interests and ideas, both book-related and beyond. As increasingly proficient readers, children also develop as critical thinkers and are empowered to comprehend and to interrogate communication of all forms.

Outcome 3 – Intellectual

All children make good progress in reading and attainment is at least in line with national benchmarks. In addition, children will develop a broader vocabulary and understanding of the world and be enabled to access wider knowledge.

Outcomes – EYFS

Nursery

Outcomes for Nursery are set out in the EYFS Early Learning Goals. The expected standard for children at the end of Nursery is that children

- can listen to stories one-to-one and in small groups
- can understand the following vocabulary relating to stories: character, setting, good, evil, beginning, middle, end, cover, title, author, illustrator
- have preferred stories
- can answer simple questions relating to stories

Reception

Outcomes for Reception are set out in the EYFS Early Learning Goals. The expected standard for children at the end of Reception is that children can

- demonstrate their understanding of what has been read to them by retelling stories and narratives using their own words and vocabulary;
- anticipate key events in stories;
- use and understand recently introduced vocabulary about stories, non-fiction, rhymes and poems during role play
- say a sound for each letter in the alphabet and at least 10 digraphs
- read words consistent with their phonic knowledge by blending sounds
- read aloud simple sentences and books that are consistent with their phonic knowledge, including some 'common exception words'.

Outcomes – Year 1

Retrieval

	National Curriculum statements	Retelling	Sequencing	Answering 'find it' questions	Summarising and note making	Recasting
Outcomes	<p>Children should be becoming very familiar with key stories and retelling them.</p> <p>They should be able to explain clearly their understanding of what is read to them.</p>	<p>Retell a story read or heard and parts of a story using props e.g. puppets / small world / series of pictures.</p>	<p>Sequence pictures from the beginning, middle and end of a story that has been read.</p>	<p>Answer simple questions about characters, setting and key events in a story.</p>	<p>Identify and discuss the setting and names of the characters in a story.</p>	<p>Produce an annotated story / visual map to represent a text that has been read.</p>

Inference

	National Curriculum statements	Predicting	Identifying evidence to support and justify opinion	Drama / Writing in Role
Outcomes	<p>Children should be able to clearly explain their understanding of what is read to them.</p> <p>They should be able to predict what might happen on the basis of what has been read so far.</p> <p>They should be able to discuss the significance of the title and events and make inferences on the basis of what is being said and done in a story.</p>	<p>Predict whether a book will be story or non-fiction based on the cover and title.</p> <p>Predict what might happen based on what has been read so far.</p>	<p>Make links to personal experiences</p> <p>Make inferences about character types based on their actions e.g. infer stock character types (good/bad/evil/hero etc) based on their actions</p>	<p>Explore characters through roleplay and drama</p>

Outcomes – Year 1

Text Structure			
	National Curriculum statements	Use and Function of Structural Organisers	Features of Different Text Types
Outcomes	<p>Children should be becoming familiar with key stories, fairy stories and traditional tales and considering their particular characteristics.</p>	<p>Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line. Identify the title, blurb and author of a story or a non-fiction book.</p> <p>Discuss the significance of the title.</p>	<p>Recognise some typical characters and settings of fairy stories and traditional tales.</p> <p>Understand the difference between fiction and non-fiction.</p> <p>Begin to describe the overall structure of a story e.g. being able to answer, "What is the problem in the story?"</p>

Vocabulary				
	National Curriculum statements	Identifying Vocabulary	Explaining the Meaning of Words	Recognising how Language is Linked to Audience and Purpose
Outcomes	<p>Children should be able to recognise and join in with predictable phrases.</p> <p>They should discuss word meanings, linking new meanings to those already known.</p>	<p>Recognise vocabulary associated with different genres.</p>	<p>Discuss word meanings, linking new meanings to those already known.</p>	<p>Capture and apply new vocabulary in writing.</p>

Outcomes – Year 1

Comparing and Contrasting

	National Curriculum statements	Identifying, Discussing and Recording Similarities and Differences	Identifying, Comparing and Contrasting Vocabulary	Making Links
Outcomes	Children should be encouraged to link what they read or hear to their own experiences	Understand the difference between fiction and non-fiction.	Begin to identify similar and repeated language which occurs in more than one story e.g. "Once upon a time..."	Link reading to personal experiences.

Reviewing and Performing

	National Curriculum statements	NC Statements – Spoken Language (Linked to Reading)	Discussing and Debating	Evaluating and Reviewing	Presenting and Performing
Outcomes	<p>Children should be able to participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>They should learn to appreciate rhymes and poems and to recite some by heart.</p> <p>They should have experience listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Participate in discussions, presentations, performances, role play / improvisations and debates.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>Participate in discussion about what is read to them (stories, poems and non-fiction at a level beyond which they can read independently</p> <p>Take turns and listen to what others say</p>	<p>State whether they like a story or poem.</p>	<p>Recognise and join in with predictable phrases</p> <p>Recite some poems and rhymes by heart</p>

Outcomes – Year 2

Retrieval								
	National Curriculum statements	Retelling	Sequencing	Answering 'find it' questions	Summarising and note making	Recasting	Skimming and Scanning	Asking 'find it' questions
Outcomes	<p>Children should be increasingly familiar with and able to retell a wider range stories, answering and asking questions.</p> <p>They should be able to discuss the sequence of events in books and how items of information are related.</p>	<p>Orally retell a wider range of stories using actions and visual cues from the story.</p>	<p>Sequence events from a story, explaining reasons for choices.</p>	<p>Answer questions about characters, settings and key events. Answer "find it" questions about key information in a non-fiction text.</p>	<p>Explain and discuss the key information from what is seen or read (link to sequencing).</p>	<p>Produce an annotated story / visual map to represent a text that has been read.</p>	<p>Scan to find given words and phrases.</p>	<p>Ask relevant questions about a story or non-fiction text.</p>

Inference						
	National Curriculum statements	Predicting	Cause and Effect	Identifying evidence to support and justify opinion	Drama / Writing in Role	Asking and Answering Inference Questions
Outcomes	<p>Children should be able to make inferences on the basis of what is being said and done in a story.</p> <p>They should be able to answer and ask questions and predict what might happen on the basis of what has been read so far.</p>	<p>Make predictions prior to reading based on the title, cover and skim reading of illustrations.</p> <p>Make predictions based on events in the text so far.</p> <p>Make predictions using experience of reading books based on other familiar texts.</p>	<p>Begin to describe cause and effect e.g. the effect a character's actions have on other characters.</p>	<p>Draw upon person experiences when commenting on a text Draw upon knowledge of the topic outside of the book including other similar books Make simple inferences about character feelings</p>	<p>Take on the role of a character e.g. through speech bubbles, notes from one character to another or through other drama techniques</p>	<p>Ask and answer simple relevant inference questions about a story or simple non-fiction text (no evidence needed)</p>

Outcomes – Year 2

Text Structure

	National Curriculum statements	Use and Function of Structural Organisers	Features of Different Text Types
Outcomes	<p>Children should be introduced to non-fiction books that are structured in different ways.</p>	<p>Read non-fiction texts that are structured in different ways. Begin to identify and name a range of common organisers in non-fiction texts e.g. contents, headings, index, glossary.</p>	<p>Recognise and describe some typical features, similarities and differences between fiction and non-fiction texts. Describe the overall structure of a story, e.g. including how the beginning introduces the story and the ending concludes the action.</p>

Vocabulary

	National Curriculum statements	Identifying Vocabulary	Explaining the Meaning of Words	Explaining the Intended Impact of Words and Phrases on the Reader	Recognising how Language is Linked to Audience and Purpose
Outcomes	<p>Children should be able to discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>They should discuss their favourite words and phrases.</p> <p>They should recognise simple recurring literary language in stories and poetry.</p>	<p>Recognise simple recurring literary language in stories and poems e.g. repetition.</p>	<p>Discuss and clarify the meaning of new words, linking new meanings to known vocabulary. Begin to use a range of skills (e.g. morphology and word classes) to identify the meaning of unknown words to help place them in context.</p>	<p>Discuss their favourite words and phrases from the text.</p>	<p>Collect and apply new vocabulary in writing.</p>

Outcomes – Year 2

Comparing and Contrasting				
	National Curriculum statements	Identifying, Discussing and Recording Similarities and Differences	Identifying, Comparing and Contrasting Vocabulary	Making Links
Outcomes	<p>Children should be able to discuss the sequence of events in books and how items of information are related.</p> <p>They should be introduced to non-fiction that are structured in different ways.</p>	<p>Read non-fiction books which are structured in different ways.</p> <p>Identify and describe some differences between fiction and non-fiction books.</p> <p>Compare and contrast two or more versions of the same story.</p>	<p>Compare and contrast language within a type of story read e.g. traditional tales – “Early one morning,...” / “Once upon a time...”</p>	<p>Discuss the sequence of events in stories.</p> <p>Discuss how items of information are related in a book.</p> <p>Make links between current and prior reading.</p>

Reviewing and Performing					
	National Curriculum statements	NC Statements – Spoken Language (Linked to Reading)	Discussing and Debating	Evaluating and Reviewing	Presenting and Performing
Outcomes	<p>Children should listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>They should be able to answer and ask questions.</p> <p>They should continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>They should participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>They should explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Participate in discussions, presentations, performances, role play / improvisations and debates.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>Listen to, discuss and express views about a range of classic and contemporary poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Participate in discussion about books, poems and other works that they can read for themselves</p> <p>Take turns and listen to what others say</p> <p>Explain their understanding of books, poems and other texts that they have read and which have been read to them</p>	<p>State whether they like a story and characters within the story</p> <p>State which text they prefer and give a reason to support their opinion</p>	<p>Continue to build up a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make the meaning clear</p> <p>Retell a wider range of fairy stories and traditional tales verbally</p>

Outcomes – Year 3

Retrieval								
	National Curriculum statements	Retelling	Sequencing	Answering ‘find it’ questions	Summarising and note making	Recasting	Skimming and Scanning	Asking ‘find it’ questions
Outcomes	<p>Children should be increasingly familiar with a wide range of books including fairy stories, myths and legends and able to retell some of these orally.</p> <p>They should be able to ask questions to improve their understanding of a text, identify the main ideas drawn from more than one paragraph and summarise these.</p> <p>They should be able to retrieve and record information from non-fiction.</p>	<p>Retell a wide range of stories orally using actions and visual cues.</p>	<p>Sequence pictures or text from a story or non-fiction text read, justifying reasons for choices.</p>	<p>Find and select the word/s in a selection of text to answer “find it” questions.</p>	<p>Summarise orally and in writing the main points from a paragraph using a range of prompts.</p>	<p>Produce an annotated story / visual map to represent a text that has been read.</p>	<p>Skim and scan to identify and use headings and sections in books (glossaries, indexes, contents) to retrieve information.</p>	<p>Generate “find it” questions for a section of fiction and non-fiction texts (which are relevant).</p>

Inference						
	National Curriculum statements	Predicting	Cause and Effect	Identifying evidence to support and justify opinion	Drama / Writing in Role	Asking and Answering Inference Questions
Outcomes	<p>Children should be able to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>They should be able to ask relevant questions to improve their understanding of a text.</p> <p>They should be able to predict what might happen from details both stated and implied.</p> <p>They should be able to draw inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence.</p>	<p>Make predictions prior to reading based on the title, cover and skim reading of illustrations, contents page and headings.</p> <p>Make predictions based on events and actions of characters so far in a story.</p> <p>Make predictions drawing upon knowledge from other texts.</p> <p>Make predictions based upon background knowledge of the topic.</p>	<p>Identify the cause of an event.</p> <p>Infer an effect of a specific event or action.</p>	<p>Justify inferences with evidence</p> <p>Infer characters’ feelings, thoughts and motives</p>	<p>Explore characters’ actions and feelings through role play such as hot seating</p> <p>Create short improvisations in role</p>	<p>Ask and answer relevant inference questions about a story or non-fiction text which begins to develop understanding of characters’ feelings and actions.</p>

Outcomes – Year 3

Text Structure				
	National Curriculum statements	Use and Function of Structural Organisers	Features of Different Text Types	Audience and Purpose
Outcomes	<p>Children should be able to recognise some different forms of poetry.</p> <p>They should retrieve and record information from non-fiction.</p> <p>They should identify how structure and presentation contribute towards meaning.</p> <p>They should read books that are structured in different ways and read for a range of purposes.</p>	<p>Read fiction and non-fiction texts that are structured in different ways.</p> <p>Name and describe the function of a range of common organisers in non-fiction texts (as Y2 plus Y3: sub-headings, diagrams).</p> <p>Use a range of structural organisers (above) to retrieve information from non-fiction texts.</p>	<p>Recognise and name some different forms of poetry (e.g. haiku or narrative poetry).</p> <p>Recognise and describe some features of fiction genres.</p> <p>Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene and stanza.</p> <p>Learn the conventions of different types of writing e.g. the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions.</p>	<p>Begin to read for a range of purposes e.g. research, pleasure, to locate specific information.</p> <p>Recognise the intended audience and purpose of some non-fiction genres.</p>

Vocabulary					
	National Curriculum statements	Identifying Vocabulary	Explaining the Meaning of Words	Explaining the Intended Impact of Words and Phrases on the Reader	Recognising how Language is Linked to Audience and Purpose
Outcomes	<p>Children should be able to apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.</p> <p>They should use dictionaries to check the meaning of words they have read.</p> <p>They should explain the meaning of words in context.</p> <p>They should have opportunities to discuss words and phrases that capture the reader's interest and imagination.</p> <p>They should identify how language contributes to meaning.</p> <p>They should check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>	<p>Identify patterns in language e.g. repetition, rhyme and alliteration.</p> <p>Identify and generate words with similar meanings or linked to a specific focus.</p>	<p>Apply a growing knowledge of root words, prefixes and suffixes to understand the meaning of new words met.</p> <p>Explain the meaning of words in given contexts.</p> <p>Discuss language to extend their interest in the meaning and origin of words.</p> <p>Use dictionaries to check the meaning of words read.</p>	<p>Discuss words and phrases that capture the reader's interest and imagination.</p>	<p>Begin to recognise key vocabulary and language features from different genres and apply to writing.</p>

Outcomes – Year 3

Comparing and Contrasting

	National Curriculum statements	Identifying, Discussing and Recording Similarities and Differences	Identifying, Comparing and Contrasting Vocabulary	Making Links
Outcomes	<p>Children should be able to identify themes and conventions in a wide range of books.</p> <p>They should read books that are structured in different ways and read for a range of purposes.</p>	<p>Compare and contrast features of stories read e.g. characters, settings, openings and endings.</p> <p>Compare and contrast two or more versions of the same story e.g. comparing a play script of a story to the narrative.</p>	<p>Compare and contrast language within a type of story read e.g. fairy tales.</p>	<p>Identify and compare themes of fictional stories.</p>

Reviewing and Performing

	National Curriculum statements	NC Statements – Spoken Language (Linked to Reading)	Discussing and Debating	Evaluating and Reviewing	Presenting and Performing
Outcomes	<p>Children should listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>They should prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>They should participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what other say.</p> <p>They should ask questions to improve their understanding of a text.</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Participate in discussions, presentations, performances, role play / improvisations and debates.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>Discuss a range of fiction, poetry and other texts that they have read themselves and which have been read to them</p> <p>Take turns, listen to what others say</p> <p>Discuss specific events, characters or sections of a text</p> <p>Discuss key words and phrases within texts</p>	<p>Write reviews of a text, stating which were their favourite parts and why</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through volume and action</p>

Outcomes – Year 4

Retrieval								
	National Curriculum statements	Retelling	Sequencing	Answering ‘find it’ questions	Summarising and note making	Recasting	Skimming and Scanning	Asking ‘find it’ questions
Outcomes	<p>Children should be increasingly familiar with a wide range of books including fairy stories, myths and legends and able to retell some of these orally.</p> <p>They should be able to ask questions to improve their understanding of a text, identify the main ideas drawn from more than one paragraph and summarise these.</p> <p>They should be able to retrieve and record information from non-fiction.</p>	<p>Deliver a balanced and clear retelling of a story.</p>	<p>Show understanding by sequencing a selection of unknown text so that it makes sense as a whole, justifying reasons for choices.</p>	<p>Find and select words and phrases to answer “find it” questions from different sections of unknown texts.</p>	<p>Summarise orally and in writing the main points from several paragraphs or sections of a text.</p>	<p>Produce an annotated drawing / diagram to represent or summarise a section of a text (non-fiction). Complete diagrams, tables and charts to summarise information.</p>	<p>Skim different sections of unknown texts (fiction and non-fiction) to find missing information.</p>	<p>Generate “find it” questions from different sections of fiction and non-fiction texts.</p>

Inference						
	National Curriculum statements	Predicting	Cause and Effect	Identifying evidence to support and justify opinion	Drama / Writing in Role	Asking and Answering Inference Questions
Outcomes	<p>Children should be able to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>They should be able to ask relevant questions to improve their understanding of a text.</p> <p>They should be able to predict what might happen from details both stated and implied.</p> <p>They should be able to draw inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence.</p>	<p>Make predictions prior to reading about the likely type of character or events in a story based on the front cover, title, knowledge of the author and different genres of writing. Make plausible predictions based on events and actions of characters so far in a story, identifying evidence in the text. Make predictions drawing knowledge from other texts.</p>	<p>Identify the multiple causes of an event. Infer and comment on a range of possible effects of a specific event or action.</p>	<p>Justify inferences with evidence from within the text and experiences and/or reading beyond the text Infer characters’ feelings, thoughts and motives from their actions at different points in a story</p>	<p>Explore characters’ actions, feelings and motives through role play such as hot seating Demonstrate appropriate empathy through expression</p>	<p>Ask and answer relevant inference questions about a story or non-fiction text which begins to develop understanding of characters’ feelings, actions and motives.</p>

Outcomes – Year 4

Text Structure				
	National Curriculum statements	Use and Function of Structural Organisers	Features of Different Text Types	Audience and Purpose
Outcomes	<p>Children should be able to recognise some different forms of poetry.</p> <p>They should retrieve and record information from non-fiction.</p> <p>They should identify how structure and presentation contribute towards meaning.</p> <p>They should read books that are structured in different ways and read for a range of purposes.</p>	<p>Read fiction and non-fiction texts that are structured in different ways. Name, use and describe the function of a wider range of common organisers in non-fiction texts (as Y2 and 3 plus Y4: captions and labels, bibliography).</p> <p>Use a range of structural organisers to retrieve information from non-fiction texts.</p> <p>Identify how structure and presentation contribute to meaning more independently.</p>	<p>Recognise and describe the typical features of a wider range of forms of poetry (e.g. free verse and ballad)</p> <p>Compare and contrast features of stories read e.g. characters, settings, themes (e.g. the triumph of good over evil or the use of magical devices in fairy stories and folk tales.)</p> <p>Build on understanding of conventions and presentational devices e.g. italics, bold, bullet points, diagrams.</p>	<p>Begin to read for a range of purposes e.g. research, pleasure, to locate specific information.</p> <p>Recognise the intended audience and purpose of some non-fiction genres.</p>

Vocabulary					
	National Curriculum statements	Identifying Vocabulary	Explaining the Meaning of Words	Explaining the Intended Impact of Words and Phrases on the Reader	Recognising how Language is Linked to Audience and Purpose
Outcomes	<p>Children should be able to apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.</p> <p>They should use dictionaries to check the meaning of words they have read.</p> <p>They should explain the meaning of words in context.</p> <p>They should have opportunities to discuss words and phrases that capture the reader's interest and imagination.</p> <p>They should identify how language contributes to meaning.</p> <p>They should check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>	<p>Identify and generate words with similar and opposite meanings.</p>	<p>Apply a growing knowledge of root words, prefixes and suffixes to understand the meaning of new words met.</p> <p>Explain the meaning of words in given contexts.</p> <p>Discuss language to extend their interest in the meaning and origin of words.</p> <p>Use dictionaries to check the meaning of words read.</p>	<p>Discuss words and phrases that capture the reader's imagination, giving reasons for choices.</p> <p>Explain why the author has used a particular word or phrase.</p>	<p>Recognise key vocabulary and language features from different genres and apply to writing.</p>

Outcomes – Year 4

Comparing and Contrasting

	National Curriculum statements	Identifying, Discussing and Recording Similarities and Differences	Identifying, Comparing and Contrasting Vocabulary	Making Links
Outcomes	<p>Children should be able to identify themes and conventions in a wide range of books.</p> <p>They should read books that are structured in different ways and read for a range of purposes.</p>	<p>Compare and contrast character development in a play to characterisation in stories or narrative poetry.</p>	<p>Compare and contrast language across different types of stories read e.g. fairy tales, myths and legends and science fiction.</p>	<p>Identify and compare themes in a wider range of fiction and non-fiction.</p>

Reviewing and Performing

	National Curriculum statements	NC Statements – Spoken Language (Linked to Reading)	Discussing and Debating	Evaluating and Reviewing	Presenting and Performing
Outcomes	<p>Children should listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>They should prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>They should participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what other say.</p> <p>They should ask questions to improve their understanding of a text.</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Participate in discussions, presentations, performances, role play / improvisations and debates.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>Discuss a wide range of fiction, poetry and other texts that they have read themselves and which have been read to them</p> <p>Take turns, listen to what others say and ask follow-up questions to contributions made by others</p> <p>Identify and discuss the purpose of a text and the intended impact on the reader</p> <p>Identify and discuss the difference between fact and opinion presented in texts</p> <p>Discuss the impact of key words and phrases within texts</p>	<p>Write structured reviews of a text, evaluating the overall text and well as reviewing specific elements</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>

Outcomes – Year 5

Retrieval									
	National Curriculum statements	Retelling	Sequencing	Answering 'find it' questions	Summarising and note making	Recasting	Skimming and Scanning	Asking 'find it' questions	Note-Making
Outcomes	<p>Children should ask questions to improve their understanding.</p> <p>They should be able to summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>They should develop their ability to retrieve, record and present information from non-fiction.</p>	<p>See 'Summarising' and 'Sequencing' boxes below.</p>	<p>Sequence sections / outlines of unknown texts based upon knowledge of genre features.</p>	<p>Find and select words and phrases from across a whole text to answer "find it" questions.</p>	<p>Identify the main ideas from several paragraphs and provide key additional information from a section of the text to support this.</p>	<p>Summarise in different ways including key information e.g. a written summary, key words, pictures / diagrams, charts and making notes for presentations.</p>	<p>Scan different texts to find evidence to support answers to questions. Speed read or skim the text to gain the gist or main idea.</p>	<p>Generate "find it" questions from different sections of fiction and non-fiction texts.</p>	<p>Retrieve and record information, producing a set of notes to support a presentation.</p>

Inference						
	National Curriculum statements	Predicting	Cause and Effect	Identifying evidence to support and justify opinion	Drama / Writing in Role	Asking and Answering Inference Questions
Outcomes	<p>Children should be able to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>They should be able to ask relevant questions to improve their understanding of a text.</p> <p>They should be able to predict what might happen from details both stated and implied.</p> <p>They should be able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>They should be able to distinguish between statements of fact and opinion.</p> <p>They should be able to provide reasoned justification for their views.</p>	<p>Make predictions about characters based on reading so far, identifying a range of evidence within and beyond the text to support opinion. Categorise predictions as likely / unlikely based upon what has been read so far.</p>	<p>Infer and comment on the possible causes of events and actions Identify which causes are most/least likely based upon evidence in the text and beyond</p>	<p>Justify inferences backed by one type of textual evidence from across the text Infer and explain how a character's thoughts, feelings or motives have changed over the course of the text Identify statements of fact and opinion</p>	<p>Explore contrasting characters' feelings, thoughts, actions and motives through role play such as hot seating Create improvisations in role e.g. creating new or alternative scenes</p>	<p>Ask and answer relevant inference questions for a range of fiction and non-fiction texts. In discussion and role ask and answer relevant inference questions about characters' feelings, actions, thoughts and motives.</p>

Outcomes – Year 5

Text Structure				
	National Curriculum statements	Use and Function of Structural Organisers	Features of Different Text Types	Audience and Purpose
Outcomes	<p>Children should read books that are structured in different ways and read for a range of purposes.</p> <p>They should identify and discuss conventions and across a wide range of writing.</p> <p>They should identify how structure and presentation contribute towards meaning.</p>	<p>Read fiction and non-fiction texts that are structured in different ways. Identify structural organisers and make comparisons within and across books. Explain why the author has chosen to structure / present the text in a particular way or use a particular structural organiser.</p>	<p>Identify, compare and contrast the features of a range of poetry, non-fiction and fiction genres. Recognise themes such as loss or heroism. Develop understanding of conventions of different types of writing e.g. use of first person in autobiographies.</p>	<p>Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview. Recognise the intended audience and purpose of a range of non-fiction genres.</p>

Vocabulary					
	National Curriculum statements	Identifying Vocabulary	Explaining the Meaning of Words	Explaining the Intended Impact of Words and Phrases on the Reader	Recognising how Language is Linked to Audience and Purpose
Outcomes	<p>Children should be able to apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.</p> <p>They should use dictionaries to check the meaning of words they have read.</p> <p>They should explain the meaning of words in context.</p> <p>They should have opportunities to discuss words and phrases that capture the reader's interest and imagination.</p> <p>They should identify how language contributes to meaning.</p> <p>They should check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>	<p>Identify figurative language devices using the technical terms e.g. metaphor, simile, imagery.</p>	<p>Apply a growing knowledge of grammar, morphology and etymology to the meaning of new words that they meet in context. Ask questions about vocabulary to improve or clarify understanding. Distinguish between statements of fact and opinion.</p>	<p>Discuss how language contributes to overall meaning. Discuss how authors use figurative language and the impact on this on the reader. Compare the impact of different language devices within a text.</p>	<p>Recognise language and vocabulary used by an author for a specific genre and compare to another author, considering impact on the reader.</p>

Outcomes – Year 5

Comparing and Contrasting

	National Curriculum statements	Identifying, Discussing and Recording Similarities and Differences	Identifying, Comparing and Contrasting Vocabulary	Making Links
Outcomes	<p>Children be able to make comparisons within and across books.</p> <p>They should read books that are structured in different ways and for a range of purposes.</p> <p>They should identify and discuss themes and conventions in and across a wide range of text types.</p> <p>They should be shown how to compare characters, settings, themes and other aspects of what they read.</p>	<p>Identify, compare and contrast the features of a range of different forms of poetry, non-fiction and fiction.</p> <p>Compare and contrast purpose and viewpoint and evaluate the usefulness</p>	<p>Compare the language of poetry, prose and non-fiction for the same theme or topic.</p>	<p>Compare how a common theme is presented in a range of texts.</p>

Reviewing and Performing

	National Curriculum statements	NC Statements – Spoken Language (Linked to Reading)	Discussing and Debating	Evaluating and Reviewing	Presenting and Performing
Outcomes	<p>Children should learn a wider range of poetry by heart.</p> <p>They should prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</p> <p>They should ask questions to improve their understanding.</p> <p>They should recommend books that they have read to their peers, giving reasons for their choices.</p> <p>They should participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>They should explain and discuss their understanding of what they have read, including through formal presentations and debates.</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Participate in discussions, presentations, performances, role play / improvisations and debates.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>Participate in discussions about books, building on their own and others' ideas</p> <p>Ask questions to clarify others' opinions</p> <p>Explain and discuss their understanding of what they have read</p> <p>Provide reasoned justifications for their ideas</p> <p>Identify and discuss themes and points of view within and across texts</p>	<p>Recommend to their peers orally and in writing books that they have read</p> <p>Give reasons for recommendations</p> <p>Write independent reviews of a text</p>	<p>Learn a range of poetry by heart</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Explain their understanding by presenting some of their ideas to others</p>

Outcomes – Year 6

Retrieval									
	National Curriculum statements	Retelling	Sequencing	Answering 'find it' questions	Summarising and note making	Recasting	Skimming and Scanning	Asking 'find it' questions	Note-Making
Outcomes	<p>Children should ask questions to improve their understanding.</p> <p>They should be able to summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>They should develop their ability to retrieve, record and present information from non-fiction.</p>	<p>See 'Summarising' and 'Sequencing' boxes below.</p>	<p>Manipulate sections of stories to create and explore more complex narratives e.g. dual narration / flash back.</p>	<p>Find, select and combine relevant words and phrases from more than one text / source to support answers to "find it" questions.</p>	<p>Identify the main idea from across several paragraphs or sections of text and provide key additional information from the text to support this. Summarise the themes or viewpoints for different texts.</p>	<p>Summarise in different ways for different audiences and purposes.</p>	<p>Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum e.g. history and geography.</p>	<p>Generate "find it" questions relevant to different sections of a non-fiction text. Ask relevant "find it" questions about different sections of a story read.</p>	<p>Make notes for presentations to different audiences.</p>

Inference						
	National Curriculum statements	Predicting	Cause and Effect	Identifying evidence to support and justify opinion	Drama / Writing in Role	Asking and Answering Inference Questions
Outcomes	<p>Children should be able to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>They should be able to ask relevant questions to improve their understanding of a text.</p> <p>They should be able to predict what might happen from details both stated and implied.</p> <p>They should be able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>They should be able to distinguish between statements of fact and opinion.</p> <p>They should be able to provide reasoned justification for their views.</p>	<p>Make predictions about characters, plots and themes of stories based on knowledge of fiction genres and other books by the same author. Make predictions using evidence stated and implied.</p>	<p>Infer, comment and make links between the cause and effects of events and actions Evaluate the impact of different causes and effects on people and places</p>	<p>Justify inferences backed by a range of types of evidence from across the text Infer and compare different characters' thoughts, feelings and motives at the same points in a story Distinguish between statements of fact and opinion using evidence to justify these</p>	<p>Create improvisations in role e.g. for a different point in time to that in the text Present ideas in role as an expert authority e.g. as part of a debate</p>	<p>Ask 'find it' and inference questions which explore the detail of a text or which require comparison across the text.</p>

Outcomes – Year 6

Text Structure				
	National Curriculum statements	Use and Function of Structural Organisers	Features of Different Text Types	Audience and Purpose
Outcomes	<p>Children should read books that are structured in different ways and read for a range of purposes.</p> <p>They should identify and discuss conventions and across a wide range of writing.</p> <p>They should identify how structure and presentation contribute towards meaning.</p>	<p>Read fiction and non-fiction texts that are structured in different ways.</p> <p>Identify structural organisers and make comparisons within and across books.</p> <p>Discuss the effectiveness of different structures / presentations of fiction and non-fiction.</p>	<p>Identify, compare and contrast the features of a range of fiction genres.</p> <p>Explain major differences between text types.</p>	<p>Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview, compare and contrast.</p> <p>Recognise the intended audience and purpose of a range of non-fiction genres.</p>

Vocabulary					
	National Curriculum statements	Identifying Vocabulary	Explaining the Meaning of Words	Explaining the Intended Impact of Words and Phrases on the Reader	Recognising how Language is Linked to Audience and Purpose
Outcomes	<p>Children should be able to apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.</p> <p>They should use dictionaries to check the meaning of words they have read.</p> <p>They should explain the meaning of words in context.</p> <p>They should have opportunities to discuss words and phrases that capture the reader's interest and imagination.</p> <p>They should identify how language contributes to meaning.</p> <p>They should check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>	<p>Identify words and phrases that create a particular mood, feeling or attitude, including figurative language.</p> <p>Use technical terms for this including analogy, style and effect.</p>	<p>Apply a growing knowledge of grammar, morphology and etymology to the meaning of new words that they meet in context.</p> <p>Ask questions about vocabulary to improve or clarify understanding.</p> <p>Distinguish between statements of fact and opinion.</p>	<p>Explain how words and phrases create a particular mood, feeling or attitude.</p> <p>Evaluate the use of language, including figurative language, and consider the impact on the reader of a range of vocabulary and language devices.</p> <p>Compare the impact of language devices across texts.</p>	<p>Recognise and compare language and vocabulary features across different text types and between authors and consider the impact on the reader.</p> <p>Suggest how language would need to change for different audiences.</p>

Outcomes – Year 6

Comparing and Contrasting

	National Curriculum statements	Identifying, Discussing and Recording Similarities and Differences	Identifying, Comparing and Contrasting Vocabulary	Making Links
Outcomes	<p>Children be able to make comparisons within and across books.</p> <p>They should read books that are structured in different ways and for a range of purposes.</p> <p>They should identify and discuss themes and conventions in and across a wide range of text types.</p> <p>They should be shown how to compare characters, settings, themes and other aspects of what they read.</p>	<p>Identify, compare and contrast the features of a range of fiction genres (e.g. contemporary vs. traditional) including poetry.</p>	<p>Compare and contrast different language within and across books.</p>	<p>Compare and contrast themes and topics in stories of the same genre e.g. mysteries and adventure stories.</p> <p>Explain the relationship between characters, plot, setting, point of view and theme.</p>

Reviewing and Performing

	National Curriculum statements	NC Statements – Spoken Language (Linked to Reading)	Discussing and Debating	Evaluating and Reviewing	Presenting and Performing
Outcomes	<p>Children should learn a wider range of poetry by heart.</p> <p>They should prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</p> <p>They should ask questions to improve their understanding.</p> <p>They should recommend books that they have read to their peers, giving reasons for their choices.</p> <p>They should participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>They should explain and discuss their understanding of what they have read, including through formal presentations and debates.</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Participate in discussions, presentations, performances, role play / improvisations and debates.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>Participate in discussions about books, building on their own and others' ideas</p> <p>Challenge views courteously</p> <p>Explain and discuss their understanding of what they have read through formal debates</p> <p>Provide reasoned justifications with a wider range of evidence to support their ideas</p> <p>Comment on the overall impact of the text on the reader</p>	<p>Recommend books that they have read</p> <p>Write independent reviews and give reasons for specific recommendations</p>	<p>Learn a wider range of poetry by heart</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Explain and discuss their understanding of what they have read through formal presentations</p>