



Reading

During reading sessions, your child will answer questions based on the reading content domains appropriate to their key stage. The content domain sets out the relevant elements from the national curriculum programme of study. These codes are next to each relevant target.

KS1 Domains

<u>Content Domain Reference</u>	
1a	Draw on knowledge of vocabulary to understand texts
1b	Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	Identify and explain the sequence of events in texts
1d	Make inferences from the text
1e	Predict what might happen on the basis of what has been read so far

KS2 Domains

<u>Content Domain Reference</u>	
1a	Draw on knowledge of vocabulary to understand texts
1b	Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	Identify and explain the sequence of events in texts
1d	Make inferences from the text
1e	Predict what might happen on the basis of what has been read so far
2f	Identify/ explain how information/ narrative content is related and contributes to meaning as a whole
2g	Identify/explain how meaning is enhanced through choice of words and phrases
2h	Make comparisons within the text

Reading Progression

Knowledge/ Skills

	Nursery	Reception	Year 1	Year 2
Word	<p>Enjoy sharing books with an adult.</p> <p>Pay attention and responds to the pictures or the words.</p> <p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.</p> <p>Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.</p> <p>Understand simple instructions like “give to mummy” or “stop”.</p> <p>Recognise and point to objects if asked about them.</p> <p>Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.</p>	<p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Read words that contain missing letters such as I’m, I’ll, and we’ll.</p> <p>Correctly read aloud the words from my book</p> <p>Re-read my books so that I become a better reader</p> <p>Read aloud many words quickly and accurately without overt sounding and blending</p> <p>Sound out many unfamiliar words accurately</p>	<p>Read most unfamiliar words quickly and accurately without overt sounding and blending</p> <p>In age appropriate books, read accurately and fluently building up fluency and confidence</p>

	<p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs' etc.</p>			
Comprehension	<p>Copy finger movements and other gestures.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes -we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p> <p>Engage in extended conversations about stories, learning new vocabulary</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Develop storylines in their pretend play.</p>	<p>Understand what I have read (1b)</p> <p>Check what I am reading makes sense as I am reading through it and correct my mistakes (1a)</p> <p>In familiar books, answer questions and make some inferences on the basis of what is being said e.g. why a character says some things (1d)</p> <p>In familiar books, I can answer questions and make some inferences on the basis of what is being done e.g. why a character does some things (1d)</p> <p>Predict what happens next based on what I have read so far (1e)</p>	<p>When read, I am able to tell you about things in the order they happen and if they are connected (1c)</p> <p>Enjoy finding out about non-fiction books and how they are set out (1b)</p> <p>Recognise simple language patterns in stories and poems (1a)</p> <p>Discuss the meaning of words and use appropriate strategies to understand them (1a)</p> <p>Discuss the meaning of phrases and use appropriate strategies to understand them (1a)</p> <p>Understand the books I can read (1b)</p> <p>Check what I am reading makes sense as I read through it and correct any mistakes (1a)</p>

	<p>Listen to other people's talk with interest but can easily be distracted by other things.</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p> <p>Listen and respond to a simple instruction.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Use background knowledge to help me understand and connect to a text</p> <p>Identify very important words and phrases to help me and build the gist (1d)</p>	<p>Make some inferences on the basis of what is being said e.g. why a character says some things (1d)</p> <p>Make some inferences on the basis of what is being done e.g. why a character does some things (1d)</p> <p>Predict what happens next in a story, using what I already know has gone on before in the text (1e)</p> <p>Make inferences on the basis of what is said (1d)</p> <p>Make inferences on the basis of what is done (1d)</p> <p>Predict what might happen on the basis of what has been read so far (1e)</p> <p>Make links with the book I am reading and the other books I have read</p> <p>Use background knowledge and connect to a text</p> <p>Identify very important words and phrases to help me understand and build the gist</p>
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	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>Begin to understand how others might be feeling. Play with one or more other children, extending and elaborating play ideas.</p> <p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>			
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<p>Speaking</p>	<p>Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.</p> <p>Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).</p> <p>Use gestures like waving and pointing to communicate.</p> <p>Reach or point to something they want while making sounds.</p> <p>Copy your gestures and words.</p> <p>Constantly babble and use single words during play.</p> <p>Use intonation, pitch and changing volume when 'talking'.</p> <p>Can become frustrated when they can't make themselves understood.</p> <p>Start to say how they are feeling, using words as well as actions.</p> <p>Start to develop conversation, often jumping from topic to topic.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p>	<p>Learn new vocabulary</p> <p>Use new vocabulary through the day</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Sing a range of well-known nursery rhymes and song.</p>	<p>Listen and discuss the poems I have read</p> <p>Listen and discuss the stories I have read</p> <p>Listen and discuss the non-fiction books I have read</p> <p>When I read, I can tell you of similar things that have happened to me</p> <p>Tell you about some special stories we have worked on in class and even re-tell them to my teacher. (1c)</p> <p>Join in with predictable phrases with the class at special times of a story when the teacher is telling certain stories (1a)</p> <p>I have learned some rhymes or poems</p> <p>Take turns to listen and discuss when I am in a group</p> <p>I can explain what has happened in the story someone has just read to me (1c)</p> <p>Discuss what words mean and link them to those I already know (1a)</p> <p>Discuss the titles and events from the books I read (1b)</p> <p>Ask a range of questions including inference questions</p>	<p>Listen and discuss the poems I have read</p> <p>Listen and discuss the stories I have read</p> <p>Listen and discuss the non-fiction books I have read</p> <p>Tell you about all the different stories I have read (1c)</p> <p>Happy to tell you my favourite words from my reading (1a)</p> <p>Happy to tell you my favourite phrases from my reading (1a)</p> <p>Say out loud a number of poems I have learnt</p> <p>Answer and ask questions about what I have read including inference questions</p> <p>Take turns to discuss and listen to others about what I have read</p> <p>Explain and discuss what has happened in books that either I have read or have been read to me (1c)</p> <p>Ask question to get more information and clarify meaning.</p> <p>Talk in complete sentences.</p>
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	<p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Use a wider range of vocabulary</p> <p>Be increasingly able to talk about and manage their emotions.</p> <p>Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>Engage with others through gestures, gaze and talk.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>Talk with others to solve conflicts.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Speak clearly and confidently in front of people in my class.</p> <p>Re-tell a well known story and remember the main characters.</p> <p>Hold attention when playing and learning with others.</p> <p>Keep to the main topic when we are talking in a group.</p> <p>Ask questions in order to get more information.</p> <p>Start a conversation with an adult I know well or with my friends.</p> <p>Listen carefully to the things other people have to say in a group.</p> <p>Join in with conversations in a group.</p> <p>Join in with role play.</p>	<p>Decide when I need to use specific vocabulary.</p> <p>Take turns when talking in pairs or a small group.</p> <p>Aware that formal and informal situations require different language (beginning).</p> <p>Retell a story using narrative language and linking words and phrases.</p> <p>Hold the attention of people I am speaking to by adapting the way I talk.</p> <p>Understand how to speak for different purposes and audiences (beginning).</p> <p>Perform a simple poem from memory.</p>
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<p>Phonics</p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. <p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.</p> <p>Babble, using sounds like 'ba-ba', 'mamama'.</p> <p>Use the speech sounds p, b, m, w.</p> <p>Are usually still learning to pronounce:</p> <ul style="list-style-type: none"> - l/r/w/y, f/th, s/sh/ch/dz/j, multi-syllabic words such as 'banana' and 'computer' <p>May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>	<p>Read words by breaking them down into sounds</p> <p>Quickly read my given letters or groups of letters that contain the common graphemes for all 40 plus phonemes</p> <p>Read new words by blending letter sounds together</p> <p>Read many common exception words and some unusual words</p> <p>Know how to read my word list words, including words ending in -s, -es, -ing, -ed, -er and -est</p> <p>Accurately read the longer words in my word list with some words of two or more syllables that contain the same grapheme-phoneme correspondences</p>	<p>Read words quickly because I know how to sound out all parts of a word</p> <p>Read by blending together the sounds I know and can read out within a word</p> <p>Read words with two or more syllables</p> <p>Read words with common suffixes, such as -ing and -ed</p> <p>Read a range of common exception words</p> <p>When I see a word I have not read before, I can sound out the word without undue hesitation and help from an adult</p>
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	<p>Enjoy singing, music and toys that make sounds</p> <p>Sing a large repertoire of songs</p> <p>Clap and stamp to music.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound-makers and instruments and play them in different ways.</p> <p>Show attention to sounds and music.</p> <p>Move and dance to music.</p> <p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>Listen with increased attention to sounds. Remember and sing entire songs.</p>			
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	<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p>			
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	Year 3	Year 4	Year 5	Year 6
Word	<p>Use existing knowledge to help myself read aloud and understand the meaning of new words</p>	<p>Use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.</p> <p>I am aware that some exception words sound different to how they are spelt.</p>	<p>Use some of the words and word parts that I understand already to think about what new words mean and sound like.</p>	<p>Use the words and word parts that I can read and understand already to think about what new words mean and sound like.</p>
Comprehension	<p>Understood a range of narrative texts I have read (1f)</p> <p>Understood a range of non-fiction and reference books I have read (1f)</p> <p>Understood a range of poems and plays I have read (1f)</p> <p>Choose from a range of books to find the information I require (2b)</p> <p>Use a dictionary to check the meaning of words (2a)</p>	<p>Show you I have understood an increasing wide range of narrative texts I have read.</p> <p>Show you I have understood an increasing wide range of poems and plays I have read.</p> <p>Show you I have understood an increasing wide range of non-fiction and reference books I have read.</p> <p>Choose from a range of books that are set out differently but give me the information I require.</p>	<p>Read and discuss a range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Understand books are set out in different ways for different purposes.</p> <p>Become familiar with a wide range of books and read age appropriate books with confidence and fluency.</p> <p>Become familiar with a wide range of books and read age appropriate poems and plays with confidence and fluency.</p>	<p>Continue to read, discuss and recommend to my friends an increasingly wide range of fiction.</p> <p>Continue to read, discuss and recommend to my friends an increasingly wide range of poetry and plays.</p> <p>Continue to read, discuss and recommend to my friends an increasingly wide range of non-fiction & reference books and text books.</p> <p>Understand what I read, even though books are set out in</p>

	<p>Talk about and retell some different types of stories I have read (2c)</p> <p>Identify some themes in a range of books I read (2h)</p> <p>Identify some conventions in a range of books I read (2h)</p> <p>Know that poetry comes in different form</p> <p>Think about what I read to make sure I understand it and explain the meaning of the words in context (2a)</p> <p>Think about what I read to make sure I understand it and explain the meaning of the phrases in context (2a)</p> <p>Infer from a text including inferring a character's feelings because of their actions and justify using evidence from the text (1d)</p> <p>Infer from a text including inferring a character's feelings because of their thoughts and justify my inferences with evidence from the text (1d)</p> <p>Predict events in stories from what has happened up to now from details stated based on content, themes or text types (1e)</p> <p>Predict events in stories from what has happened up to now</p>	<p>Use a dictionary to check the meaning of new words. (5 2a)</p> <p>Talk about different types of stories I have read. (2h)</p> <p>Identify different themes in a wide range of books I read. (2f)</p> <p>Identify different conventions in a wide range of books I read. (2f)</p> <p>Prepare and read aloud a range of narrative texts and use appropriate intonation & pace that keeps the listener interested.</p> <p>Discuss words that interest me and are important in the text and explore the meaning of words using appropriate strategies. (2a)</p> <p>Discuss phrases that interest me and are important in the text and explore the meaning of words using appropriate strategies. (2a)</p> <p>Recognise different types of poetry.</p> <p>Check what I have read to ensure it makes sense discussing my understanding and the meaning of words in context. (2a)</p> <p>Check what I have read to ensure it makes sense</p>	<p>Become familiar with a wide range of books and read age appropriate non-fiction books with confidence and fluency.</p> <p>Recommend books I have read to my friends and give reasons for my choices.</p> <p>Identify and discuss themes across a range of texts. (2f)</p> <p>Identify and discuss conventions across a range of texts.(6ii 2f)</p> <p>Make simple comparisons across books I have read. (2h)</p> <p>Learnt a range of poems by heart.</p> <p>Check my understanding of a text through discussion and explore the meaning of important words in context using appropriate strategies. (2a)</p> <p>Check my understanding of a text through discussion and explore the meaning of important phrases in context using appropriate strategies. (2a)</p> <p>Ask a range of questions about what I have read to improve my understanding about a text or book.</p>	<p>different ways and are written for different purposes.</p> <p>Become familiar with a wide range of fiction books and read age appropriate books with confidence and fluency.</p> <p>Become familiar with a wide range and read age appropriate poems and plays with confidence and fluency.</p> <p>Become familiar with a wide range of books and read age appropriate non-fiction books with confidence and fluency</p> <p>Work out the meaning of words from the context using appropriate strategies. (2a)</p> <p>Work out the meaning of phrases from the context using appropriate strategies (2a)</p> <p>Identify and discuss conventions in and across a wide range of writing. (2h)</p> <p>Identify and discuss themes in and across a wide range of writing (2h)</p> <p>Make comparisons within and across books I have read. (2h)</p> <p>I have learnt a wide range of poems by heart.</p>
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	<p>from details implied based on content, themes or text types (2e)</p> <p>Tell what the main ideas are from reading a number of paragraphs and summarising these (1c)</p> <p>See that books use language, structure and presentation to help the reader to understand the texts (2f)</p> <p>Use non-fiction books to find and record information (1b)</p> <p>Use background knowledge and connect to a text</p> <p>Identify very important words and phrases to help me understand and build the gist (2c)</p>	<p>discussing my understanding and the meaning of phrases in context. (2a)</p> <p>Ask a range of questions to help me understand more about a text or book. (2d)</p> <p>Ask inference questions to help me understand more about a text or book. (2d)</p> <p>Infer from different parts of the text including showing characters' feelings, thoughts and motives from their actions across the story. (2d)</p> <p>Use evidence from different parts of the text to support my inferences including showing characters' feelings, thoughts and motives from their actions across the story. (2d)</p> <p>Predict events in stories I have read from the details stated using evidence and ideas suggested by the text. (2e)</p> <p>Predict events in stories I have read from the details implied using evidence and ideas suggested by the text. (2e)</p> <p>Tell what the main ideas in a book are from reading a number of paragraphs and summarising these. (2c)</p>	<p>Ask inference questions about what I have read to improve my understanding about a text or book. (2d)</p> <p>Show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence including inferring a characters' feelings and thoughts. (2d)</p> <p>Show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence including inferring a characters' motives from their actions. (2d)</p> <p>From my reading, I can predict what may happen in a story from details stated in the text. (2e)</p> <p>From my reading, I can predict what may happen in a story from details implied in the text. (2e)</p> <p>Make simple summaries from a number of paragraphs, identifying key details that support main ideas. (2c)</p> <p>Show how words and phrases contribute to make different meanings in texts I read. (2f)</p> <p>Show how presentation and structure contribute to make</p>	<p>Check my understanding of books I have read through discussion and exploring the meaning of words in context. (2a 2g)</p> <p>Check my understanding of books I have read through discussion and exploring the meaning of phrases in context. (2a 2g)</p> <p>Ask a range of questions about what I have read to further improve my understanding.</p> <p>Ask a range of questions about what I have read to further improve my understanding. (2d)</p> <p>Show my understanding of what I have read by drawing inferences from within the text. (2d)</p> <p>Show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence. (2d)</p> <p>From my reading, I can predict what may happen in a text from details stated in the text. (2e)</p> <p>From my reading, I can predict what may happen in a text from details implied in the text. (2e)</p>
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		<p>Understand how the language, structure and presentation in books are set out to help the reader to identify the meaning. (2g)</p> <p>Use non-fiction books to retrieve and record information. (2b)</p> <p>Use background knowledge and connect to a text.</p> <p>Identify very important words and phrases to help me understand and build the gist. (2c)</p>	<p>different meanings in texts I read.(2f)</p> <p>Evaluate how authors use words and phrases which will have an impact on the reader. (2g)</p> <p>Evaluate how authors use figurative language which will have an impact on the reader. (2g)</p> <p>Know the difference between a fact and an opinion.</p> <p>Retrieve and record information from non-fiction texts. (2b)</p> <p>Participate in discussions about books I have read by listening to others' ideas.</p> <p>Debate topics I have read about.</p> <p>Explain and justify my views using evidence from books, texts and background knowledge. (2d)</p> <p>Identify very important words and phrases to help me understand and build the gist (2c)</p> <p>Use background knowledge and connect to a text</p>	<p>Identify key details and ideas in texts by summarising a given number of paragraphs. (2c)</p> <p>Show how language contributes to meaning in texts I read. (2f 2g)</p> <p>Show how structure and presentation contribute to meaning in texts I read. (2f 2g)</p> <p>Discuss and evaluate how authors use particular language which will have impact on me, the reader. (2g)</p> <p>Discuss and evaluate how authors use particular language including figurative language which will have impact on me, the reader. (2g)</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction texts and books. (2b)</p> <p>Participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and challenging views courteously if they differ from my own.</p> <p>Present or debate on topics I have read about, using notes if necessary.</p>
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				<p>Justify my views using evidence and background knowledge. (2d)</p> <p>Use background knowledge and connect to a text. (2c)</p> <p>Identify very important words and phrases to help me understand and build the gist.</p>
Speaking	<p>Read aloud a range of narrative texts and use appropriate intonation and pace that keeps the listener interested</p> <p>Read aloud and perform poems and plays, and use appropriate intonation that keeps the listener interested</p> <p>Discuss words that interest me and are important in the text and explore their meaning using appropriate strategies (2a 2g)</p> <p>Discuss phrases that interest me and are important in the text and explore their meaning using appropriate strategies (2a 2g)</p> <p>Ask a range questions about a text or book to improve my understanding</p> <p>Take turns when discussing books I have read and listening to others</p>	<p>Prepare, read aloud and perform poems and plays, and use appropriate intonation & pace that keeps the listener interested.</p> <p>Take turns when discussing books I have read, or had read to me and listen to what others have to say.</p> <p>Ask questions to clarify or develop my understanding.</p> <p>Sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.</p> <p>Show that I understand the main point and the details in a discussion.</p> <p>Adapt what I am saying to the needs of the listener or audience (increasingly).</p> <p>Show that I know that language choices vary in different contexts.</p>	<p>Prepare, read aloud and perform poems and plays, and use appropriate intonation that shows understanding through tone and volume so that meaning is clear to the audience.</p> <p>Prepare and read aloud a range of fiction & non-fiction texts and use appropriate intonation that shows understanding through tone and volume so that meaning is clear to the audience.</p> <p>Engage the listener by varying my expression and vocabulary.</p> <p>Adapt my spoken language depending on the audience, the purpose or the context.</p> <p>Develop my ideas and opinions, providing relevant detail.</p> <p>Express my point of view.</p> <p>Show that I understand the main points, including implied</p>	<p>Prepare and read aloud a range of fiction & non-fiction texts and use appropriate intonation that shows understanding including tone and volume, so that the meaning is clear to the audience.</p> <p>Prepare, read aloud and perform poems and plays, and use appropriate intonation that shows understanding including tone and volume, so that the meaning is clear to the audience.</p> <p>Confidently and fluently in a range of situations, using formal and Standard English, if necessary.</p> <p>Ask questions to develop ideas and take account of others' views.</p> <p>Explain ideas and opinions giving reasons and evidence.</p>

	<p>Sequence and communicate ideas in an organised and logical way, always using complete sentences.</p> <p>Vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.</p> <p>Take a full part in paired and group discussions.</p> <p>Show that I know when Standard English is required and use it (beginning).</p> <p>Retell a story using narrative language and add relevant detail.</p> <p>Show that I have listened carefully because I make relevant comments.</p> <p>Present ideas or information to an audience.</p> <p>Recognise that meaning can be expressed in different ways, depending on the context.</p> <p>Perform poems from memory adapting expression and tone as appropriate.</p>	<p>Present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.</p> <p>Justify an answer by giving evidence.</p> <p>Use Standard English when it is required.</p> <p>Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.</p>	<p>meanings in a discussion.</p> <p>Listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.</p> <p>Use Standard English in formal situations.</p> <p>Begin to use hypothetical language to consider more than one possible outcome or solution.</p> <p>Perform my own compositions, using appropriate intonation and volume so that meaning is clear.</p> <p>Perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.</p> <p>Begin to select the appropriate register according to the context.</p>	<p>Take an active part in discussions and can take on different roles.</p> <p>I listen to, and consider the opinions of, others in discussions.</p> <p>I make contributions to discussions, evaluating others' ideas and respond to them.</p> <p>I can sustain and argue a point of view in a debate, using the formal language of persuasion.</p> <p>I can express possibilities using hypothetical and speculative language.</p> <p>I engage listeners through choosing appropriate vocabulary and register that is matched to the context.</p> <p>I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.</p> <p>I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.</p>
Phonics	Aware that some exception words sound different to how they are spelt			

