

Progression in Reading – Skills and objectives in reading and reading comprehension – v2 (September 2015)

The different skill areas of reading have been grouped and labelled according to ‘expert roles’: **Decoder, Performer, Retriever, Explorer, Reviewer and Reading Detective**, with the aim that the children become more proficient in these roles and understand that an expert reader must be able to draw on all these skill areas. Pupils should become familiar with the different roles and the types of skills expected to fulfil them. The tables on the following pages summarise the key skills that need to be taught or encouraged in each year group to ensure pupils’ progression through our reading curriculum. It should be noted that all the skills are assumed to be on an appropriate level of text for that year group. Pupils should be able to demonstrate proficiency at the previous year’s set of skills before moving on. Being able to access the appropriate level of text (Decoder) should always be the main priority if a child is struggling with this aspect.

The Expert Roles of Reading - an explanation					
Decoder	Performer	Retriever	Explorer	Reviewer	Reading Detective
Mastering the mechanics of reading –phonics, decoding, sight words and strategies for tackling unfamiliar words; understanding the effect of punctuation.	Learning poetry and performing text with expression and understanding.	Finding and understanding information in texts. Includes skills such as skimming, scanning, retelling and summarising, as well as dictionary skills.	Exploring the language, structure, features and viewpoints within texts and understanding how and why these things are used to aid or affect the reader. Being able to visualise ideas is a key skill here as understanding figurative language is impossible without it!	Discussing books read independently and as a group, justifying views and expressing opinions.	Using inference and deduction to find clues within a text or to understand more about characters and their motivation, bringing children’s own experiences to texts in order to deepen understanding, and making predictions about texts.

Book band progression (with approximate year group indicators):

Year	Reception/PI				Year 1/P2				Year 2/P3				Year 3/P4		Year 4/P5		Year 5/P6		Year 6/P7					
Book Band	Lilac	Pink	Red	Yellow	Light Blue	Green	Orange	Turquoise	Purple	Gold	White	Lime	Brown		Grey		Dark Blue		Dark Red	Dark Red+				
Oxford Level	1	1+	2	3	4	5	6	7	8	9	10	11	9	10	11	12	13	14	15	16	17	18	19	20

Year N children...		Expected end of year level of text (Book Band): Pink – Red (Oxford levels: 1-2)			
Reading Skills on a range of age appropriate fiction and non-fiction texts (adapted from Development Matters guidelines: 30 to 50 months)					
Decoder	Performer	Retriever	Explorer	Reviewer	Reading Detective
<p>To develop interest in illustrations and print in books, and print in the environment</p> <p>To recognise familiar words and sounds such as own name and advertising logos (e.g. <i>Can point to the correct word when 'reading' simple texts from memory</i>)</p> <p>To look at books independently and to handle books carefully</p> <p>To know that information can be relayed in the form of print</p> <p>To hold books the correct way up and turn pages</p> <p>To understand the terms: book, cover, beginning, middle, end, page, word, letter, line</p> <p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p>To join in with stories, songs and poems in class, one-to-one and in small groups</p>	<p>To talk about the main story settings, events and principal characters from familiar stories</p> <p>To put the important parts of a familiar story in order</p> <p>To retell an event in a story or information from a non-fiction text (<i>may only be brief</i>) in own words</p>	<p>To begin to be aware of the way stories are structured (e.g. <i>suggests how the story might end</i>)</p> <p>To begin to recognise language patterns in stories, poems and other texts (<i>enjoys rhyming and rhythmic activities; shows awareness of rhyme and alliteration; recognises rhythm in spoken words</i>)</p> <p>To anticipate key events and phrases in rhymes and stories</p> <p>To use some story language when retelling or creating stories</p>	<p>To sit attentively and listen to stories (at age -appropriate level)</p> <p>To state simple likes/dislikes about familiar texts</p> <p>To develop curiosity about content in stories (e.g. may begin to discuss content)</p>	<p>To begin to use the meaning of simple unfamiliar stories to make predictions (e.g. <i>to suggest how a story might end</i>)</p> <p>To use pictures to predict what is happening in a story</p> <p>To answer basic questions about a story such as 'how?' 'why?'</p>

Year R children...		Expected end of year level of text (Book Band): Yellow – Blue (Oxford levels: 3-4)			
Reading Skills on a range of age appropriate fiction and non-fiction texts					
Decoder	Performer	Retriever	Explorer	Reviewer	Reading Detective
Adapted from Development Matters guidelines: 40 to 60+ months:					
<p>To hear and says the initial sounds in words (<i>identify initial sounds in familiar words (e.g. in words from YR high-frequency word list)</i>)</p> <p><u>To begin to read words and simple sentences:</u></p> <p>To segment the sounds in simple words and blend them together (e.g. <i>blend CVC words (e.g. bag, log, rip)</i>)</p> <p>To know which letters represent some of the sounds in simple words</p> <p>To link sounds to letters, naming and sounding most of the letters of the alphabet (<i>e.g. Phase 2 Letters and Sounds or equivalent</i>)</p> <p>To use knowledge of letter/sound correspondences to help them read simple unknown words</p> <p>To use phonic knowledge at current level to attempt unknown words</p>	<p>To join in with stories, songs and poems in class, one-to-one and in small groups</p> <p>To continue a rhyming string</p> <p>To learn and perform/recite nursery rhymes</p> <p>To use intonation, rhythm and phrasing to make meaning clear to others</p>	<p>To know that information can be retrieved from different sources of information such as books, posters and computers</p> <p>To retell an event in a story or information from a non-fiction text (<i>may only be brief</i>)</p> <p>To retell simple stories in own words</p>	<p>To use vocabulary and forms of speech that are increasingly influenced by their experience of books</p> <p>To use story language when retelling or creating stories, either orally or in writing, or in role play.</p>	<p>To experience and enjoy an increasing range of books</p> <p>To sit attentively and listen to stories (<i>at age-appropriate level</i>)</p> <p>To respond to familiar rhymes and stories</p> <p>To state simple likes/dislikes about familiar texts</p> <p>To discuss the content of familiar books</p>	<p>To answer basic questions about a story such as 'how?' 'why?'</p> <p>To begin to use the meaning of simple unfamiliar stories to make predictions (e.g. suggest how a story might end)</p> <p>To use pictures to predict what is happening in a story</p>
Adapted from Early Learning Goals:					
<p>To read and understand simple sentences.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>To read some common irregular words (<i>the words in the YR high-frequency word list</i>)</p> <p>To demonstrate understanding when talking with others about what they have read.</p>					<p>To use pictures and simple sentences to predict what is happening in a story</p>

Year R children...continued					
Decoder	Performer	Retriever	Explorer	Reviewer	Reading Detective
Adapted from ELG – Tickell (Exceeding):					
<p>Attainment target 2: reading Level 1</p> <p>To recognise words in simple texts.</p> <p>To use their knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support.</p> <p>To read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p>		<p>To describe the main events in the simple stories they read.</p>		<p>To express their response to poems, stories and non-fiction by identifying aspects they like.</p>	

Year 1 children...

Expected end of year level of text (Book Band): **Turquoise** – Purple (Oxford levels: **7-8**)

Reading Skills on a range of age appropriate fiction and non-fiction texts

Decoder	Performer	Retriever	Explorer	Reviewer	Reading Detective
<p>To quickly provide the correct sound to graphemes for all 40+phonemes, including (where applicable) alternative sounds for graphemes</p> <p>To use knowledge of taught GPCs to blend sounds together to read words, including long phonemes</p> <p>To read words with familiar endings (-s, -es, -ing, -ed, -er, -est)</p> <p>To read accurately words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>To read all the Year 1 common exception words (see Appendix 1 of the National Curriculum for English)</p> <p>To self-correct when reading to make sure it makes sense (e.g. to ask themselves if it sounds right)</p> <p>To show understanding of books they read and listen to by checking that the text makes sense to them and by discussing its meaning.</p>	<p>To read aloud accurately books appropriate for their level of phonic knowledge</p> <p>To read aloud with <i>some</i> intonation and expression (including showing an awareness of the effect of full stops)</p> <p>To know some poems and rhymes by heart</p>	<p>To identify the main events or key points in a text</p> <p>To identify the main characters in stories</p> <p>To answer straightforward questions about a story and find specific information in a text</p> <p>To recognise the difference between fiction and non-fiction</p> <p>To retell some familiar stories (such as fairy stories, studied texts or traditional tales)</p>	<p>To be able to discuss the significance of the events or information in books read or listened to.</p> <p>To recognise obvious story language (e.g. <i>Once upon a time, big bad wolf..</i>)</p> <p>To recognise and join in with predictable and repetitive phrases when listening to stories and poems</p> <p>To understand how texts can be structured and sequenced in different ways (e.g. through repetition of events and layout)</p> <p>To recognise the different features of books (chapters/pages/contents etc)</p> <p>To draw images in response to descriptive text.</p>	<p>To participate in discussions about what is read to them, taking turns and listening to what others say.</p> <p>To develop pleasure and understanding in reading, by listening to and discussing a wide range of poems, stories and non-fiction linked to own experiences, background information and vocabulary provided</p> <p>To exercise choice in selecting books themselves for pleasure</p>	<p>To predict what might happen in a text based on what has been read so far</p> <p>To recognise why a character is feeling a certain way</p> <p>To express opinions about the main events and characters in a story</p>

Year 2 children...		Expected level of text (Book Band): White (Oxford level: 10)			
Reading Skills on a range of age appropriate fiction and non-fiction texts					
Decoder	Performer	Retriever	Explorer	Reviewer	Reading Detective
<p>To read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To read accurately words of two or more syllables containing the graphemes taught so far and the suffixes from Appendix 1 of the National Curriculum for English.</p> <p>To quickly read all the Year 1 and 2 common exception words</p> <p>To be able to read books at an age-appropriate interest level, accurately and at a speed that allows the child to focus on understanding, rather than decoding individual words</p> <p>To checks that the text makes sense and to self-correct inaccurate reading.</p> <p>To clarify the meaning of new words using known vocabulary and context.</p>	<p>To read aloud books closely matched to phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To read aloud with intonation, taking into account a wider range of punctuation (.?! ,)</p> <p>To learn more poems by heart, appreciating and reciting some, with appropriate intonation to make the meaning clear</p>	<p>To retell a range of stories, fairy stories and traditional tales, referring to most of the key events and characters</p> <p>To find the answers to literal questions in non-fiction, stories and poems.</p> <p>To link ideas in a text to own experiences</p> <p>To pose literal questions where the answers can be found in the text</p>	<p>To discuss favourite words and phrases and why they like them</p> <p>To identify how vocabulary choice affects meaning (<i>e.g. 'crept' lets you know that he is trying to be quiet</i>)</p> <p>To draw images in response to simple figurative language</p> <p>To recognise simple recurring language in stories and poems</p> <p>To understand why a writer has written a text (<i>'she wants you to know how to make a kite'</i>)</p> <p>To identify key vocabulary and features of different types of text (<i>e.g. All fairy tales start with 'Once upon a time'</i>)</p> <p>To identify key aspects of fiction and non-fiction;</p> <p>To explain how and why texts are structured according to purpose</p> <p>To know that books are set in different times and places</p> <p>To discuss the sequence of events in books and how items of information are related</p>	<p>To participate in discussions about books, poems and other works that are read to them and those they can read themselves, considering the opinions of others</p> <p>To be able to decide if a non-fiction text is useful for a purpose</p> <p>To make choices about which books to read, based on prior reading experiences</p> <p>To justify views about what has been read with reference to the text</p> <p>To uses the relevant grammar terms in Appendix 2 of the National Curriculum for English when discussing reading</p>	<p>To make predictions about a text based on reading other books by the author and/or on own experiences</p> <p>To predict what might happen based on what has happened so far</p> <p>To recognise key themes and ideas within a text.</p> <p>To make simple inferences about thoughts and feelings of characters and the reasons for their actions</p> <p>To identifies cause and effect in both narrative and non-fiction (<i>e.g. what prompted a character's behaviour in a story; why certain dates are commemorated annually</i>)</p> <p>To ask simple questions relying on inference for their answers (<i>e.g. How do you know that the wolf is hungry?</i>)</p>

Year 3 children...		Expected level of text (Book Band): Brown (Oxford levels: 9-11)			
Reading Skills on an age appropriate text					
Decoder	Performer	Retriever	Explorer	Reviewer	Reading Detective
<p>To read accurately and at a speed that is sufficient to focus on understanding rather than on decoding words</p> <p>To read quickly and accurately about half of the common exception words for the Y3/4 phase</p> <p>To use a range of phonic strategies to decode most new words outside the spoken vocabulary (including using syllables, prefixes and suffixes)</p> <p>To use knowledge of root words, suffixes and prefixes to read and understand new words</p> <p>To use the context of a sentence to help read unfamiliar words</p> <p>To explore the meaning of powerful vocabulary in context (appropriate level of book) (e.g. despair, marvel (including words with common prefixes and suffixes e.g. undecided, forgetful) and by using taught etymology and morphology</p>	<p>To read aloud confidently, understanding how to use a range of punctuation (? ! , ""')</p> <p>To prepare and recite poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>To keep time and rhythm when reading poetry</p>	<p>To identify the main ideas from a text, and summarise them in own words</p> <p>To locate information by skimming (for a general impression) and scanning (to locate specific information)</p> <p>To retell familiar stories orally</p> <p>To refer back to the text to support answers</p> <p>To retrieve and record information from non-fiction texts</p> <p>To be able to make notes of key points</p> <p>To use alphabetically ordered texts to find information</p> <p>To use the first 2 letters to check the meaning of words in a dictionary</p> <p>To use contents pages and indexes to locate information</p> <p>To use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin)</p> <p>To ask questions before reading a non-fiction text and look for the answers within the text when reading</p> <p>To use a range of organisational features to locate information, such as labels, diagrams and charts</p>	<p>To recognise patterns in what is read, such as triumph of good over evil or the use of magical devices in fairy stories and folk tales</p> <p>To identify presentational features, structures and conventions in a range of texts and understand the differences between them (e.g. instructions, explanations, different fiction genres)</p> <p>To give simple explanations of how and why texts are structured for different purposes</p> <p>To understand the purpose of a paragraph/chapter (the way in which writers use paragraphs and chapters to group related ideas together)</p> <p>To identify language features of some different text types (e.g. that the language of recount is different to the language of instruction, poetry)</p> <p>To discuss words and phrases that capture the reader's interest and imagination (and be able to sketch ideas in response)</p> <p>To comment on choice of language to create moods and build tension – 'Crept lets you that he was quiet, but also that he was being careful because he didn't want to get caught'</p> <p>To begin to identify and comment upon different points of view in a text (e.g. understand what the writer might be thinking – 'He thinks they are evil')</p> <p>To recognise features of a text that relate to its historical setting or cultural/social background (e.g. The girls all wore red flannel petticoats because that is what they wore then)</p> <p>To recognise some different forms of poetry [for example, free verse, narrative poetry] and their organisational devices – stanzas, verses, choruses</p> <p>To use some of the grammar terms from Year 3 when discussing reading</p>	<p>To develop positive attitudes by listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books</p> <p>To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>To listen attentively and discuss books and authors that they might not choose themselves</p> <p>To justify their views about books at an age-appropriate interest level</p>	<p>To make plausible predictions based on knowledge from/of the text and wider connections (e.g. other books on same theme; other books by same author; a personal connection the child makes; a connection the child makes to wider experiences)</p> <p>To justify predictions with evidence from the text</p> <p>To draw inferences such as inferring characters' feelings and thoughts; reasons for actions and justifying views with evidenced implied from the text</p> <p>To explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level) in an appropriate level text.</p>

Year 4 children...

Expected level of text (Book Band): Grey (Oxford level: 12-14)

Reading Skills on a range of age appropriate fiction and non-fiction texts

Decoder	Performer	Retriever	Explorer	Reviewer	Reading Detective
<p>To apply knowledge of all root words, prefixes and suffixes as listed in English Appendix 1 to read aloud and understand the meaning of new words (<i>can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-im-por-tant)</i>)</p> <p>To be able to read, on sight, the Year 3 and 4 spelling list</p> <p>To ask questions to improve understanding of reading and to clarify meaning</p> <p>To explore potential meanings of ambitious vocabulary read in context, using knowledge of etymology (word origin), morphology (the form and structure of the word, i.e. the root plus prefix/suffix), or the context of the words</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>	<p>To prepare and read aloud/ perform a wider range of poetry, play scripts and books written at an age-appropriate interest level, with accuracy and at a reasonable speaking pace. (<i>using intonation and expression (tone, volume and action), taking into account higher level punctuation, including ... () -</i>)</p> <p>To help develop, agree on and evaluate rules for effective discussion.</p>	<p>To use first 3 letters of words to check the meaning of words in a dictionary</p> <p>To retrieve and record information from non-fiction, making relevant notes</p> <p>To summarise and present a familiar story in their own words</p> <p>To identify main ideas drawn from across the text and summarise these succinctly, with reference to the text when explaining ideas.</p> <p>In non-fiction, to know what information to look for before beginning to read</p> <p>To locate information by skimming (<i>for a general impression</i>) and scanning (<i>to locate specific information</i>)</p> <p>To use text marking to support retrieval of information or ideas from texts (<i>e.g. highlighting, notes in the margin</i>)</p> <p>To use contents and index to locate relevant information</p> <p>To ask relevant questions before reading a non-fiction text and look for the answers within the text when reading.</p>	<p>To identify themes in a wide range of books, fiction and non-fiction</p> <p>To use the grammar terms (up to Year 4) in English Appendix 2 when discussing reading</p> <p>To recognise the typical conventions of different types of writing (<i>e.g. the greeting in letters, a diary written in the first person or devices such as numbering and headings in non-fiction</i>)</p> <p>To recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>To explore words and phrases that capture the reader's interest and imagination</p> <p>To be able to compare an image with a similar description</p> <p>To be able to comment on the author's choice of language to create mood and build tension/suspense <i>e.g. 'crept makes you know he was quiet but also that he was being careful because he did not want to be caught'</i></p> <p>To understand how the author wants the reader to respond</p> <p>To make connections between books by the same author (<i>e.g. Michael Morpurgo often starts his books in the present but then goes back in time</i>)</p>	<p>To read, listen to and discuss a wider range of fiction, poetry, plays, non-fiction and reference books</p> <p>To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>To read silently and then discuss what has been read</p> <p>To demonstrate strategies when selecting books for themselves, including trying new authors</p> <p>To justify their views about books at an age-appropriate interest level</p>	<p>To draw inferences such as inferring characters' motives from their actions and justify them with evidence from the text</p> <p>To give reasons for actions and events based on evidence in the text</p> <p>To understand how characters are built from small details</p> <p>To make plausible predictions based on knowledge from/of the text and wider connections (<i>e.g. other books on same theme; other books by same author; a personal connection the child makes; a connection the child makes to wider experiences</i>)</p> <p>To justify and elaborate on opinions and predictions, referring back to the text for evidence.</p>

Year 5 children...

Expected level of text (Book Band): **Dark Blue** (Oxford levels: **15-16**)

Reading Skills on a range of age appropriate fiction and non-fiction texts

Decoder	Performer	Retriever	Explorer	Reviewer	Reading Detective
<p>To apply a growing knowledge of root words, prefixes and suffixes as listed in English Appx 1 -ible, -able, -cious, -cial, -ance, -ation when reading independently</p> <p>To read at least half of the Year 5/6 word list quickly and accurately.</p> <p>To check that reading makes sense, discussing their understanding and exploring the meaning of new words in context</p> <p>To use a range of strategies to work out unfamiliar words on the run</p> <p>To accurately read new vocabulary and technical terms which might be key to the meaning of a sentence or paragraph</p> <p>To demonstrate reading fluency across all subjects and not just in English</p> <p>To work out the pronunciation of homophones, using the context of a sentence</p> <p>To maintain fluency and accuracy when reading complex sentences, with subordinate clauses, and more sophisticated punctuation</p>	<p>To participate in presentations and debates about texts on similar and contrasting themes</p> <p>To prepare and recite longer poems by heart</p> <p>To perform prepared poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p>To summarise the main ideas drawn from across the text (from more than one paragraph), identifying key and supplementary details, including complex narrative plots</p> <p>To summarise relevant points on a given subject in note form.</p> <p>To compare characters, settings and other aspects of what is read, drawing evidence from across the text</p> <p>To retrieve, record and present information from non-fiction in a variety of ways</p> <p>In non-fiction, to consider what information is needed and select texts appropriately</p> <p>To know how to use indexes and glossaries to locate information and apply these skills across the curriculum</p> <p>To improve the speed of locating information by skimming (<i>for a general impression</i>) and scanning (<i>to locate specific information</i>)</p> <p>To use text marking to support retrieval of information or ideas from texts (<i>e.g. highlighting, notes in the margin</i>)</p>	<p>To understand and use technical terms needed for discussing reading such as imagery and the grammar terms in Appx 2</p> <p>To identify and discuss the features of a wide range of fiction genres <i>including myths, legends, traditional stories, sci-fi, adventure, mystery, modern fiction, classic fiction and from other cultures</i></p> <p>To recognise themes in what is read, such as loss or heroism and make links with other texts that share similar themes</p> <p>To identify different points of view (<i>e.g. the author only mentions the negative aspects of...</i>)</p> <p>To identify and comment upon the effects of different words and phrases to create different images, characterisation and atmosphere (<i>e.g. powerful verbs, descriptive adjectives and adverbs, how dialogue is used</i>)</p> <p>To compare the way different texts have differences and similarities in building suspense/action/imagery (<i>e.g. compare the openings of different novels read recently</i>)</p> <p>To identify and describe the style of individual writers and poets.</p>	<p>In discussion with friends and teachers, to recommend books read independently, justifying their reasons</p> <p>To participate in discussions, debates and presentations about books, building on own and others' ideas and challenging views courteously.</p>	<p>Makes comparisons within and across texts read on similar topics or themes (<i>e.g. compare the openings of two different novels</i>)</p> <p>To use inference, using clues from action, dialogue and description, to interpret meaning and/or explain what characters are thinking/feeling and the way they act.</p> <p>To infer meaning using evidence from different parts of a text.</p>

Year 6 children...

Expected level of text (Book Band): **Dark Red** (Oxford levels: 17+)

Reading Skills on a range of age appropriate fiction and non-fiction texts

Decoder	Performer	Retriever	Explorer	Reviewer	Reading Detective
<p>To apply knowledge of root words, prefixes and suffixes as listed in the National Curriculum to determine the meaning of new words</p> <p>To clarify understanding by exploring and discussing the meaning of new vocabulary and technical terms in context</p> <p>To understand and explain the function of sophisticated punctuation [; : () and ‘ for possession]</p> <p>To read fluently and effortlessly across all subjects, not just in English (including whole novels)</p> <p>To recognise connectives as signposts to indicate a change of tone</p> <p>To cope with different features of language such as abbreviations, colloquialisms and specialist vocabulary when reading silently and aloud (<i>including focus on all the letters in a word so that they do not, for example, read ‘invitation’ for ‘imitation’ simply because they may be more familiar with the first word</i>)</p>	<p>To prepare and perform readings (e.g. plays) with appropriate intonation, tone and volume, considering all punctuation and unusual features such as dialect.</p> <p>To recite a wider range of poetry by heart</p>	<p>To summarise orally and in writing the main ideas, identifying key themes and conventions from what is read, within and across texts.</p> <p>To retrieve, record and present information from non-fiction in a variety of formats</p> <p>To prepare and carry out factual research, considering what is known already and what is needed to retrieve relevant information.</p> <p>To skim and scan to identify key ideas in the text and to speed up research</p> <p>To locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes.</p> <p>To use knowledge of text structure to locate information. (<i>e.g. use appropriate heading and sub-heading in non-fiction; find relevant paragraph/chapter in fiction</i>)</p>	<p>To understand and uses the majority of grammatical and technical terms in the National Curriculum needed for discussing what they hear and read such as figurative language, analogy, style and effect</p> <p>To be familiar with a wide range of literature including myths, legends and traditional stories, modern fiction, classic fiction and from other cultures</p> <p>To recognise texts that contain features of more than one text type (<i>e.g. persuasive letter, biased news report</i>)</p> <p>To explain how language, structure and presentation contribute to meaning (<i>e.g. ‘the rhythm and rhyme pattern contribute to the overall effect of being like the movement of a train’, recognising how persuasive language is subtly used in promotional literature; - can sometimes recognise the use of irony and comment on the writer’s intention (e.g. sarcasm, insincerity, mockery)</i>)</p> <p>To distinguish between fact and opinion</p> <p>To compare characters, themes; consider different accounts of the same event and discuss viewpoints (both of authors and fictional characters), within and across texts</p>	<p>To participate in discussions about texts defending a point of view in debates and formal presentations</p> <p>To demonstrate positive attitudes through reading for pleasure and recommending books to others</p> <p>To decide on the quality and usefulness of a range of texts and explain clearly to others</p>	<p>To use inference to deepen understanding of characters' feelings, thoughts and motives, and offers explanations</p> <p>To make predictions based on what is stated and implied and adjust understanding in the light of new information</p> <p>To use PEE (Point, Evidence, Explanation) to support predictions and inferences with relevant quotes.</p> <p>To respond critically to issues raised in stories , locating evidence, and exploring alternative possibilities to the author’s solution</p>