READING Intent

At Teagues Bridge Primary, we aspire for pupils to develop a love of reading where they can raise their game and be the best they can be. We teach children the reading skills they need, as well as the opportunities to read a broad range of texts and provide opportunities to develop the skills needed for the 21st Century.

Reading is a priority so that our pupils can fully access the curriculum and have the skills and ambition to apply new skills in different contexts. As soon as pupils start school, children are taught to decode using a systematic synthetic phonics approach. Reading is taught not only in specific reading lessons but across the wider curriculum too. It helps play a key role in 'knowing more and remembering more'.

We aim to develop a love of reading through adults reading aloud to children across the school as well as celebrating reading within the school environment through assemblies, displays and the library. Older pupils 'buddy' with younger pupils to share reading experiences on a regular basis. Younger pupils are encouraged to regularly read books which match the phonemes they are learning as well as choose books to share and enjoy at home. The phonetically decodable books they take home have been carefully selected to match their phonic development. Our well stocked class and school library enable the more independent readers to select a range of reading matter.

Our phonics programme ensures progression of word reading from the outset and is intended to be a 'blueprint' for everyone who supports children in their reading development. Pupils understand that they use their phonics knowledge as the first tool when tackling new words in reading but also understand that automatic recognition of whole words is the ultimate goal. Following regular assessment's, additional target support is provided for certain pupils, so they are able to 'Keep up'. By the end of Keystage one, our children will have developed the resilience to already be successful, fluent decoders.

As pupils progress through the school they continue to develop comprehension about what they are reading, reading for meaning. Using quality texts, we aim to provide ambitious models to support reading development and connect learning across the curriculum. Children are exposed to, and actively engage with, high quality language in varying forms in a meaningful, deliberate, and engaging way. Pupils are taught how to infer, predict, clarify, questions and summarise their understanding as well as how to understand how an author has used

language for effect. This supports empowering pupils to have the confidence and ability to work collaboratively and leads to high engagement and enthusiasm.

Children will leave Teagues Bridge as confident and competent readers. They can recommend books to their peers and have a thirst for reading a wide range of high-quality texts. They participate in discussions about books and have an established love for reading for life and a th for lifelong learning.

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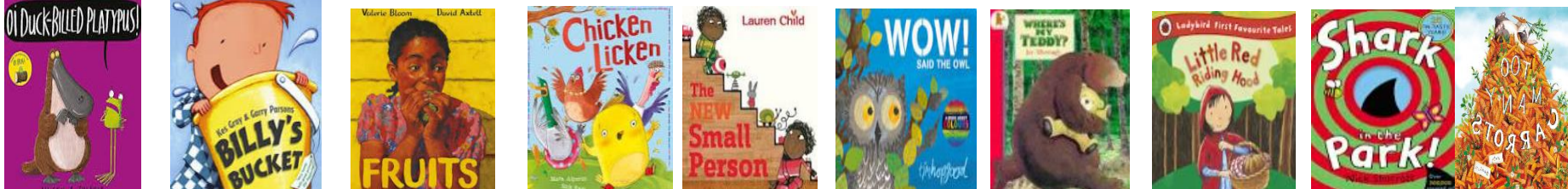| Key learning: What will pupils get better at? |
| --- |
| There are no specific genres in the National Curriculum so a useful way of thinking about what the children are getting better at is to think of the key areas of writing:
ENTERTAIN; INFORM; PERSUADE; AND DISCUSS (the latter 2 being KS2 only) |

EYFS ~ Base 1

Term	Autumn	
Theme	Journeys	Journeys
Reading for pleasure texts		

Book Handling and enjoyment	Pupils: • Can Indepndently show an interest in illustrations and print in books and the environment. • Know that information can be relayed in the form of print. • Can hold books the correct way up and turn pages. • Can listen to and join in with stories and poems, one-to-one and also in small groups.
Phonological Awareness and word reading	Pupils: • Enjoy rhyming and rhythmic activities. • Show an awareness of rhyme and alliteration. • Recognise rhythm in spoken language. • Can contiinue a rhyming string. • Can hear syllables and clap the number they can hear. • Recognise words with the same intial sound, such as Money and Mother.
Comprehension	Pupils: • Know that print has meaning • Knoe that print can have different purposes • Know we read English text from left to right and from top to bottom • Know the names of the different parts of a book • Understand page sequencing • Recall and retell key stories they have heard (e.g. fairy tales, traditional tales) • Recognise, remember, and discuss predictable patterns within some stories • Discuss the meaning of some new words and link these to their exisiting knowledge of other words
On-going	• To develop an interest and pleasure in books and reading. • To develop an interest in a wide range of reading materials for example books, poems etc either read to them or read themselves. • To listen attentively to stories, anticipating key events and responding to what they hear with relevant comments, questions or actions.

Term	Spring	
Theme	Space	Space
Reading for pleasure texts		

Book handling and enjoyment	Pupils: • Can look at books independently. • Can handle books carefully. • Know that print carries meaning and, in English, is read from left to right and top to bottom. • Kmow that in English, we have a return sweep at the end of each line. • Can develop one to one matching of words on the page with the word they say. • Can point to each word as they read. • Join in with predictable rhymes at the end of famialr stories. • Learn rhymes, poems and songs. • Learn new vocabualry. • Use new vocabualry throughout the day.
Phonological awareness and word reading	Pupils: • Can read individual letters by saying the sounds for them. • Can blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Can read some letter groups that each represent one sound and say sounds for them (digraphs and trigrpahs). • Can read a few common exception words matched to the schools phonics programme. • Can read simple phrases and sentences made up of words with know letter-sound correspondences and, a few common exception words e.g. the, she, me, he.

Comprehension	Pupils: • Have knowledge of how stories are structured. • Can suggest how a story might end. • Can adapt their predictions if the story ends in a different way. • Can listen to stories wirh increasing attention and recall. • Engage in non-fiction books. • Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Recall and retell key stories they have heard (e.g. fairy tales, traditional tales) • Recognise, remember, and discuss predictable patterns within some stories • Discuss the meaning of some new words and link these to their exisiting knowledge of other words
Ongoing	• To develop an interest and pleasure in books and reading. • To develop an interest in a wide range of reading materials for example books, poems etc either read to them or read themselves. • To listen attentively to stories, anticipating key events and responding to what they hear with relevant comments, questions or actions.

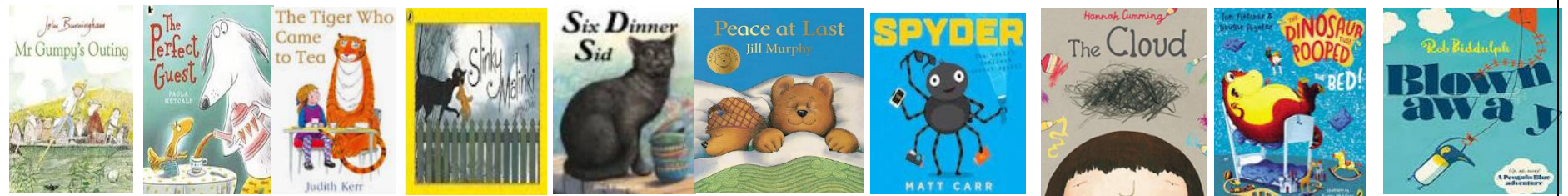| Term	Summer	
Theme	Under the Sea	Under the Sea
Reading for pleasure texts		

Book handling and enjoyment	Pupils: • Enjoy an increasing range of books. • Enjoy listening to stories. • Can use vocabulary and fors of speech that are increasingly influenced by their experience of books. • Are secure with one to one matching. • Enjoy looking at and reading books. • Enjoy reading and listening to a wide range of reading materials (Stories, Poems, Non-fiction). • Can control all aspects of book handling and are consistent with the direction of looksing at print when reading. • Can recite famialr poems and rhymes. • Can respond to stories through a variety of means including Role Play. • Retell the story, once that have develpoed a deep familiarity with the text, som exact repetition and some in their own words.
Phonological awareness and word reading	Pupils: • Can say a sound for each letter in the alphabet and at least 10 digraphs. • Can read words consistent with their phonic knowledge by sound-blending. • Begin to read words and simple sentences. • Can use their phonics knowledge to decode regular words and read them aloud accurately. • Can read common exception words. • Enjoy reading words/sentences to their friends.
Comprehension	Pupils: • Can describe main story settings, events and main characters. • Know that information can be retrieved from books. • Are able to notice if the reading doesn't make sense. • Can self-correct sometimes if reading does not make sense. • Can ask 'how' and 'why' questions about stories they have read or listened to. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Recall and retell key stories they have heard (e.g. fairy tales, traditional tales)

	• Recognise, remember, and discuss predictable patterns within some stories • Discuss the meaning of some new words and link these to their exisiting knowledge of other words
Ongoing	• To develop an interest and pleasure in books and reading. • To develop an interest in a wide range of reading materials for example books, poems etc either read to them or read themselves. • To listen attentively to stories, anticipating key events and responding to what they hear with relevant comments, questions or actions.

Year 1/R – Base 2

Term	Autumn	
Theme	Marvellous Me	Marvellous Me
Reading for pleasure texts		
Phonological awareness and word reading	Pupils: • Can sound out the 44 phonemes and identify common digraphs. • Can blend simple CVC and CVCC words. • Can read most common exceptions words from EYFS and beginning to read common exception words from year 1 list.	

Comprehension	Pupils: • Can talk about the main events in a text. • Can relate story setting and incidents to their own experience, where possible. • Listen to and comment on what is read to them.
Reading for meaning	Pupils: • Can use stories they have already read to support their predictions. • Can understand what the main characters are doing.
Ongoing	• Talk about the main events in a text. • Relate story settings and incidents to their own experiences, where possible. • Express an opinion about the characters or event. • Listen to and comment on what is read to them. • Re-read books to build up their fluency and confidence in word reading. • Develop a love for reading • Become familiar with key stories, fairy tales, traditional tales and stories from other cultures, retelling them and considering their particualr characterisitics.

Term	Spring 2023	
Theme	Superheroes	Superheroes
Word reading	Pupils: • Can use their phonics knowledge to sound out diagrpahs and split diagraphs. • Can sound out graphemes (letters or groups of letters) for all 40+ phonemes. • Can read grapheme phoneme correspondce within know words with increasing accuracy. • Can recognise familiar words in simple texts, including common exception words for year 1.	

	• Can independently read words containing adjacent consonants,
Comprehension	Pupils: • Know a range of familiar stories and can talk about the main events, such as beginning, middle and end. • Can use their knowledge of texts to answer questions, e.g. what typically happens to good and bad characters? • Can recognise the difference between fiction and non-fiction. • Can understand the familiar structure in certain stories and can join in with repeated language. • Can use their knowledge of texts to support reading of unfamialr words. • Can guess what new words mean using clues from the teacher. • Understand rhyming words and how they can be used in poems. • Can join in discussions about stories. • Know a few tradidtional tales well and know the key characterisitics.
Reading for meaning (Inference)	Pupils: • Are beginning to understand how the characters have an impact on the main events in a story. • Know the general structure of texts they are reading and can make a prediction based in these. • Understand the feelings of the main characters within a story. •
Ongoing	• Join in discussions about stories • Demonstrate understanding to make predictions • Recall key events from the story • Express an opinion about the characters or events • Listen to and commnet on what is read to them • Continue to read for meaning

| Reading for pleasure texts | Mr Gumpy's Outing | The Perfect Guest | The Tiger Who Came to Tea | Slinky Malinki | Six Dinner Sid | Peace at Last | Spyder | The Cloud | The Dinosaur That Pooped The Bed! | Blown Away |

Term	Summer	
Theme	Teddy Bears Picnic	Teddy Bears Picnic

Word reading	Pupils: • Can use their phonics knowledge to blend sounds together to read words. • Can read words without overt sounding and blending after a few encounters. • Can read all common exception words for year one and EYFS. • Can read accurately words containing GPCs that have been taught. • Can read familiar endings to words (-s, -es, -ing, -ed, -er, -est). • Begin to spot errors in decoding and attempt to self-correct. • Are starting to notice and understand contractions. • Are starting to be aware of and use, alternative sounds for graphemes. • Can split polysyllabic words into individual syllables, segment each syllable into individual phonemes and blend together to read the whole word.
Comprehension	Pupils: • Can identify the main events and key points in a text. • Can discuss the main events in a story. • Can express opinions about events and characters. • Can answer straight forward questions about a story. • Can recognise obvious story language ~ 'Once upon a time…. Big Bad Wolf…' and recognise a range of patterns in texts, including stories, rhymes and non-fiction.

	• Can explain what is being read to them. • Can recognise repetition of language in their reading. • Can discuss what new words mean, linking new meanings to those they already know. • Can apprecaite rhymes and poem and can recite some by heart. • Are familiar with key stories, fairy tales and traditional tales, retelling them and considering particular characterisitics. • Can participate in discussion about what is read to them, taking turns and lsitening to what others say. • Can check that the text makes sense to them as they read and correcting inaccurate reading.
Reading for meaning	Pupils: • Can express opinions about main events and characters in a story. • Can make simple predictions about the characters. • Can recognise why a character is feeling a certain way. • Can link what they read and hear to their own experience. • Can make inferences on the basis of what is being said and done. • Can predict what might happen on the basis of what has nee read so far. • Begin to reread sentences to improve their overall fluency and speed e.g. where they may have had to decode words, or where reading is stilted and mechanical.
Ongoing	• Join in discussions about stories • Demonstrate understanding to make predictions • Recall key events from the story • Express an opinion about the characters or events • Listen to and commnet on what is read to them
Reading for pleasure texts	

Year 1/2 – Base 3

Term	Autumn
Word reading	Pupils: • Can read a range of words on sight and are able to use their phonics knowledge to decode more complex words. • Can read words with common suffixes. • Notice contractions, but need some support to read them accurately. • Know the function of full stops when reading and can use intonation when reading aloud.
Comprehension	Pupils: • Understand the key events and features of a text. • Can comment on the beginning, middle and end. • Can work in groups to answer questions about the text. • Know how non-fiction texts are structured and can name some of their features. • Can recite some lines from simple poems and say what they like. • Can explain the meaning of words in context. • Can recognise interesting words. • Can recognise key themes within a text, linked to familiar stories. • Can give their opinions about books, poems and non-fiction.
Language for effect	Pupils: • Can recognise rhyming words. • Can recognise tongue twisters. • Can recognise alliteration.

Reading for meaning	Pupils: • Can comment on the character's actions. • Can provide simple explanations about events. • Can explore what they think is going to happen in the text.
Ongoing	• Identify key themes and give reasons for events in stories, selecting relevant information from the text. • Check that the text makes sense to them as they read and to correct inaccurate reading. • Retell a story giving the main events. • Make a good approximation of new or unfamiliar words and discuss favourite words and phrases. • Read silently and reread texts to increase fluency and check details. • Talk about and give reasons why things happen in a story. • Say what might happen as a result of a character's actions (Prediction). • Locate correct information, words or phrases to find answers to simple questions.
Reading for pleasure texts	

Term	Spring
Word reading	Pupils: • Can read fluently and have started to use phonics knowledge to decode unfamilar words quickly and easily. • Can predict alternative grapheme sounds in unfamialr words. • Can read multi-syllabic words. • Can read words containing common suffixes.

	• Understand the apostrophie is replacing the missing letter in contractions. • Can read aloud taking into account of punctuations and author intention.
Comprehension	Pupils: • Understand how the key events in a story result in the final outcome. • Can discuss, in a group, the sequence of events in a story. • Can answer questions about the text they have read. • Know how non-fiction texts are structured and can refer to the key features ~ explaining their purpose. • Can recite poems and appreciate these. • Can discuss words and phrases. • Can recognise key themes within a text, linked to famialr stories. • Are able to take part in discussions about books, poems and non-fiction texts.
Language for effect	Pupils: • Can identify how vocabulary choices affect meaning ~ 'Crept lets you know he's trying to be quiet'. • Can recognise words that sound like their meaning.
Reading for meaning (Inference)	Pupils: • Are beginning to understand the reasons for a character's behaviour. • Can discuss possible reasons for events. • Can explore what they think is going to happen and suggest why they think this.

Ongoing	• Talk about and give reasons why things happen in a story.
	• Say what might happen as a result of a character's actions (prediction).
	• Locate correct information, words or phrases to find answers to simple questions.
	• Infer from what is said or done from the text.
	• Begin to raise their own questions about what they have read.
	• Recall what they have read e.g. from stories, poetry, plays and non-fiction.
	• Identify how words and phrases have been used to create effects within texts or extracts e.g. to create clear images or atmosphere for the reader.
	• Reread to locate information or check details within a text.
Reading for pleasure texts	

Term	Summer
Word reading	Pupils:
	• Can read familiar words quickly, without needing to sound them out.
	• Can read common suffixes, understanding the impact on root words.
	• Can use a range of decoding strategies.
	• Can use syllable boundaries to read each syllable then combine them to read a word.
	• Can self-correct when they read a sentence incorrectly.
	• Can accurately read words with contractions.
	• Can sound out unfamiliar words accurately and automatically.

Comprehension	Pupils: • Can retell a story, referring to most of the key events and characters. • Can summarise a story, giving the main points clearly in sequence. • Can find answers to questions in non-fiction, stories and poems. • Can locate specific information e.g. key information/events, characters names etc. • Can decide how useful a non-fiction text is for the purpose. • Are building up a repertoire of poems learn by heart, with appropriate intonation. • Can discuss their favourite words and phrases and how it affects meaning. • Can recognise key themes and ideas within a text. • Can participate in discussions about books, poems and other works and can compare similarities and differences between texts. • Can make choices about which texts to read, based on prior reading experiences.
Language for effect	Pupils: • Can understand some differences between spoken and written language • Can recognise simple similes.
Reading for meaning (Inference)	Pupils: • Can make simple inferences about thoughts and feelings of characters and reasons for their actions. • Can discuss reasons for events, by using clues in the story. • Understand why a writer has written a text ~ 'She wants you to know how to make a kite'. • Can make predictions based on reading other books by the author and their own experiences. • Understand how the author uses words to convey thoughts, feelings and actions, including 'reading between the lines'. • Can make inferences on the basis of what is being said and done
Ongoing	• Identify how words and phrases have been used to create effects within texts or extracts. e.g. to create clear images or atmosphere for the reader. • Reread to locate information or check details within a text. • Make inferences on the basis of what is being said and done • Talk about and give reasons why things happen in a story. • Say what might happen as a result of a character's actions (prediction).

	• Locate correct information, words or phrases to find answers to simple questions. • Infer from what is said or done from the text. • Begin to raise their own questions about what they have read. • Recall what they have read e.g., from stories, poetry, plays and non-fiction. • Identify how words and phrases have been used to create effects within texts or extracts e.g., to create clear images or atmosphere for the reader. • Reread to locate information or check details within a text. • Make predictions about the events in a narrative or the characters. • Predict what might happen next
Reading for pleasure texts	

Year 2 ~ Base 4
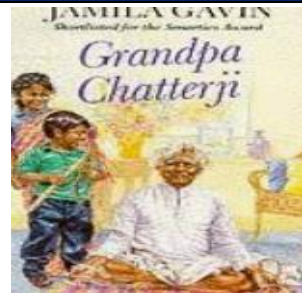
Term	Autumn	
Love to Read texts	Grandpa Chatterji by Jamila Gavin	The Hundred Dresses by Eleanor Estes
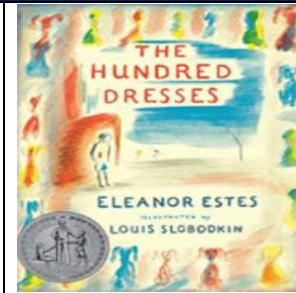
Word reading	Pupils: • Can read a range of words on sight and are able to apply their phonics knowledge to read more complex words. • Can read words with common suffixes. • Notice contractions but need some support to read them accurately. • Know the function of full stops when reading and they use this when reading aloud.
Comprehension	Pupils: • Understand the key events and features of a text. • Can comment on the beginning, middle and an end. • Can answer questions about texts. • Know how non-fiction texts are structures and can name some of the features. • Can recite some lines from simple poems, saying why they like it. • Can explain the meaning of words in context. • Can recognise interesting words. • Can recognise key themes within a text, linked to familiar stories. • Can give their opinion about books, poems and non-fiction. • Can use the front cover and book title, as well as illustrations to make reading choices. • Can reread to ensure fluency and answer simple questions.
Language for Effect	Pupils: • Can recognise rhyming words • Can recognise tongue twisters and alliteration.
Reading for meaning (Inference)	Pupils: • Can comment on the character's actions. • Can provide simple explanations about events. • Can explore what they think is going to happen in a text.

Ongoing	- Identify key themes and give reasons for events in stories, selecting relevant information from the text. - Check that the text makes sense to them as they read and to correct inaccurate reading. - Retell a story giving the main events. - Make a good approximation of new or unfamiliar words and discuss favourite words and phrases. - Read silently and reread texts to increase fluency and check detail. - Talk about and give reasons why things happen in a story. - Say what might happen as a result of a character's actions (Prediction). - Locate correct information, words or phrases to find answers to simple questions.
Reading for pleasure texts	

Term	Spring
Love to Read texts	

Word reading	Pupils: • Can read fluently and can apply their phonics knowledge to decode unfamiliar words quickly and easily. • Can predict alternative grapheme sounds in unfamiliar words. • Can read multi-syllabic words. • Can read words containing common suffixes. • Know that the apostrophe is replacing missing letters in contractions. • Can read aloud considering of punctuation and author intention.
Comprehension	Pupils: • Understand how key events in a story result in the final outcome. • Can discuss, in a group, the sequence of events in a story. • Can answer questions about the text they read. • Know how non-fiction texts are structured and can refer to the key features – explaining their purpose. • Can recite poems and appreciate these. • Can discuss words and phrases. • Can recognise key themes within a text, linked to familiar stories. • Are able to take part in discussions about books, poems and non-fiction texts. • Can use the front cover and book title as well as illustrations and the words inside to make reading choices. • Locate correct information, words or phrases to find answers to simple questions.
Language for effect	Pupils: • Can identify how vocabulary choices affect meaning ~ 'Crept lets to know he's trying to be quiet'. • Can recognise words that sound like their meaning.

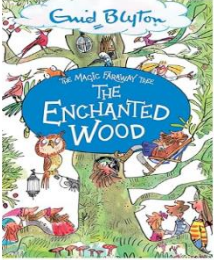|	
Reading for meaning (Inference)	Pupils: • Can understand the reasons for a character's behaviour. • Can discuss possible reasons for events. • Can explore what they think is going to happen and suggest why they think this.
Outcome	• Talk about and give reasons why things happen in a story. • Say what might happen as a result of a character's actions (prediction). • Locate correct information, words or phrases to find answers to simple questions. • Infer from what is said or done from the text. • Begin to raise their own questions about what they have read. • Recall what they have read e.g. from stories, poetry, plays and non-fiction. • Identify how words and phrases have been used to create effects within texts or extracts e.g. to create clear images or atmosphere for the reader. • Reread to locate information or check details within a text. -
Reading for pleasure texts	

Term	Summer	
Love to Read texts		
Word reading	Pupils: • Can read familiar words quickly, without needing to sound them out. • Can read common suffixes, understanding the impact on the root words. • Can use a range of decoding strategies. • Can use syllable boundaries to reach each syllable them combine them to read a word. • Can self-correct when they read a sentence incorrectly. • Can accurately read words with contractions.	
Comprehension	Pupils: • Can retell a story, referring to most of the key events and characters. • Can summarise a story, giving the main points clearly in sequence. • Can find the answers to questions in non-fiction, stories, and poems. • Can locate specific information e.g., events, characters names etc. • Can decide how useful a non-fiction text is for the purpose. • Continue to build up a repertoire of poems learnt by heart, with appropriate intonation. • Can discuss their favourite words and phrases and how it affects meaning. • Can recognise key themes and ideas within a text. • Can participate in discussions about books, poems and other works and can compare similarities and differences between texts. • Can make choices about which texts to read, based on prior reading experiences. • Reread to locate information or check detail within a text.	

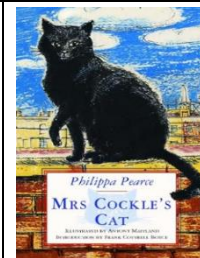|	
Language for effect	Pupils: • Can understand some differences between spoken and written language. • Can recognise simple similes.
Reading for meaning (Inference)	Pupils: • Can make simple inferences about thoughts and feelings of characters and reasons for their actions. • Can discuss reasons for events, by using clues in the story. • Understand why a writer has written a text ~ 'She wants you to know how to make a kite'. • Can make predictions based on reading other books by the same author and from their own experiences. • Understand how the author uses words to convey thoughts, feelings and actions, including 'reading between the lines'.
Outcome	• Identify how words and phrases have been used to create effects within texts or extracts. e.g., to create clear images or atmosphere for the reader. • Reread to locate information or check details within a text. • Make inferences on the basis of what is being said and done • Talk about and give reasons why things happen in a story. • Say what might happen as a result of a character's actions (prediction). • Locate correct information, words or phrases to find answers to simple questions. • Infer from what is said or done from the text. • Begin to raise their own questions about what they have read. • Recall what they have read e.g., from stories, poetry, plays and non-fiction. • Identify how words and phrases have been used to create effects within texts or extracts e.g., to create clear images or atmosphere for the reader. • Reread to locate information or check details within a text. • Make predictions about the events in a narrative or the characters. • Predict what might happen next

Reading for pleasure texts	

Year 3 ~ Base 5

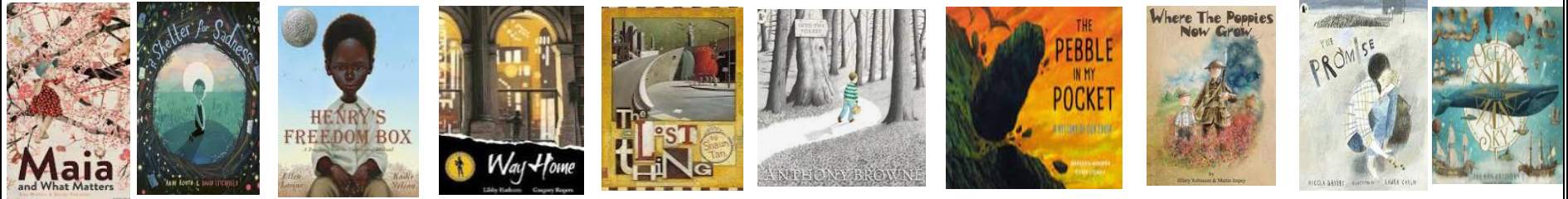| Term	Autumn
Love to Read texts	
Word reading	Pupils: • Can read an increasing number of common exception words from the year 3 list and are secure with the year 1 and 2 list. • Can read aloud using a range of strategies appropriately, including decoding, to establish meaning. • Can apply increasing knowledge of root words, prefixes and suffixes. • Can read most words quickly and accurately without sounding out. • Can focus on the meaning of what they have read rather than decoding the words. • Can make a good approximation of new or unfamiliar words and discuss favourite words and phrases. • Read expressively and enjoy reading.

Comprehension	Pupils: • Can summarise and explain the main points in a text. • Begin to use knowledge of the alphabet to locate information and meaning (dictionary/Index). • Can discuss the underlying themes within a narrative or poem. • Can give examples from the text to support the view. • Understand the way non-fiction texts are arranged. • Can explain what the text is about. • Can understand what they have read, re-reading to clarify and check details, where necessary. • Can identify themes and conventions in books and stories e.g. good over evil; magic or fantasy.
Language for effect	Pupils: • Can identify where language is used to create mood, build tension or paint a picture. • Can explain the meaning of words in context. • Can explore the potential meaning of ambitious vocabulary read in context. • Discuss words and phrases that are interesting and relevant to the text.
Reading for meaning (Inference)	Pupils: • Can explain how and why main characters act in certain ways in a story. • Can predict what might happen in a story.
Outcome	• Discuss the underlying themes within a narrative or poem. Give examples from the text to support the view. • Understand the way non-fiction texts are arranged. • Explain what the text is about. • Read expressively and enjoy reading. • Understand what they have read, re-reading to clarify and check details, where necessary. • Discuss words and phrases that are interesting and relevant to text. • Predict what might happen next. • Infer from what is said or done from the text. • Raise their own questions about what they have read. • Retrieve information from the text about the author, character etc.

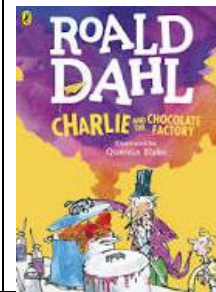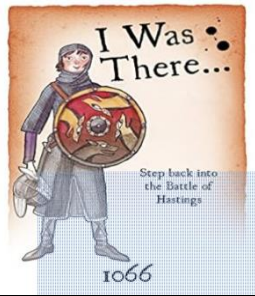|	
	• Summarise what is happening in the story.
Reading for pleasure texts	

Term	Spring
Love to Read texts	
Word reading	Pupils: • Can read an increasing number of common exception words from the year 3 list. • Can read aloud with intonation and expression, taking into account the punctuation as they read. • Can apply their knowledge of root words, prefixes and suffixes. • Can accurately read a wide range of poetry and books using an appropriate speaking pace.

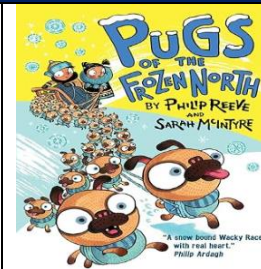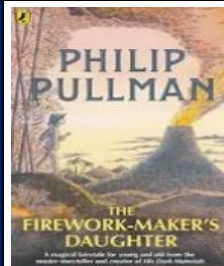|	
Comprehension	Pupils: • Are able to quote directly from the text to support thoughts and discussions. • Can increasingly use knowledge of alphabet to locate information and meaning. • Can clarify the meaning of ambitious words and/or phrases in context. • Can discuss how the words make them feel. • Can explain what the text is about. •
Language for effect	Pupils: • Can identify writers' use of language and its effect e.g. to build tension/describe precisely. • Can comment on the authors choice of language to create mood and build tension. • Can explore potential meanings of words read in context. • Can clarify the meanings of ambitious words and/or phrases in context. •
Reading for meaning (Inference)	Pupils: • Can explain how and why main characters act in certain ways in a story, using evidence from the text. • Can justify and elaborate on opinions and predictions. • Can show an awareness of non-fiction texts and the way they are arranged ~ sub-heading, headings and other organisational features.
Ongoing	• Identify writers' use of language and its effect e.g. to build tension/ describe precisely. • Show an awareness of the use of heading, subheadings and other organisational features in non-fiction. Explain about the information within a section. • Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • Explain what the text is about. • Discuss the underlying themes within a narrative or poem. Give examples from the text to support the viewpoint. • Explain about the information within in a section. • Identify themes and conventions in books and stories e.g., good over evil; magic or fantasy.

Reading for pleasure texts	Rhythm in the Rain • Shifty M'Gifty and Slippery Sam • The White Fox (Jackie Morris) • STORM (Kevin Crossley-Holland) • Chucklers: The Ghost in the Washing Machine • Michael Rosen's SAD BOOK • One Giant Leap: The Story of Neil Armstrong • the different DRAGON • The Soccer Fence • When the Giant Stirred

Term	Summer	
Love to Read texts	PHILIP PULLMAN THE FIREWORK-MAKER'S DAUGHTER	PUGS OF THE FROZEN NORTH BY PHILIP REEVE AND SARAH McINTYRE
Word reading	Pupils: • Can read all common exception words from the year 3 list. • Can read aloud with intonation and expression, taking into account higher grade punctuation when reading. • Can apply increasing knowledge of root words, prefixes and suffixes. • Can test out different pronunciations of longer words.	

Comprehension	Pupils: • Can locate information by skimming (for a general impression) and scanning (to locate specific information). • Can use text marking to support retrieval of information or ideas from texts (e.g., highlighting, notes in the margin). • Retrieve and record information from fiction and non-fiction.
Language for effect	Pupils: • Can identify language features of some different text types (e.g. language of recount is different to language of instructions). • Can clarify the meaning of words and phrases in context. • Can talk about the effects of different words and phrases to create different images and atmosphere. • Can discuss why the author might have chosen such words/phrases. • Can discuss words and phrases that capture the reader's interest and imagination.
Reading for meaning (inference)	Pupils: • Can empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act. • Can justify and elaborate on opinions and predictions with reference to the text. • Can make predictions about what might happen from details stated and implied.
Ongoing	• Discuss the actions of characters and justify these with references to the text. e.g. focusing on vocabulary/ description. • Identify the main point of a section of a non-fiction text/Fiction text. • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Extract information from the text. • Try out different pronunciations when reading linger words that they do not know. • Use a dictionary to check the meaning of words.

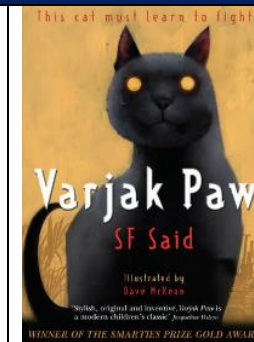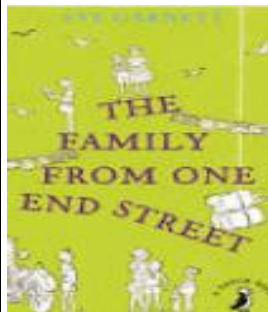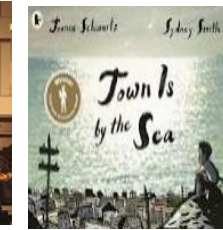|		
Reading for pleasure texts		
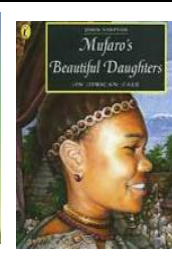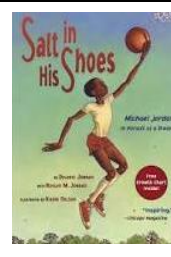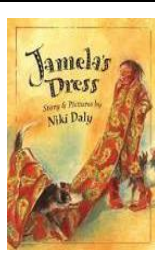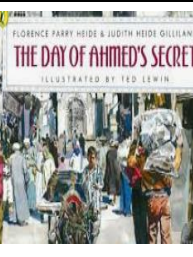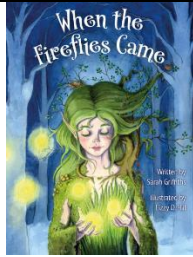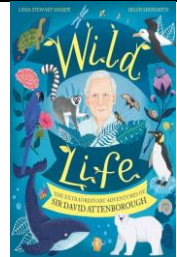
Year 3/4 – Base 6

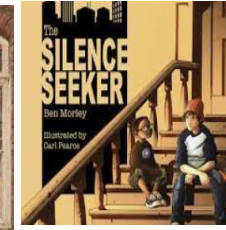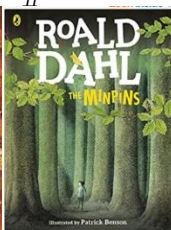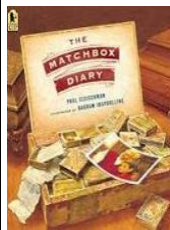| Term	Autumn	
Love to Read texts		
Word reading	Pupils: • Can read a range of texts with fluency and accuracy. • Can recognise prefixes and suffixes in words. • Can read some Y4/5 common exception words. • Can read silently with good understanding. • Can skim a text to get the 'gist' of a text – ideas, basic story outline. • Can determine the meaning of the word from it's pronunciation or link with other words. • Infer the meaning of unfamiliar words.	

Comprehension	Pupils: • Can use knowledge of text structure to locate information. • Identify the effect that the writer's choice of vocabulary has on the reader. • Can summarise a familiar story in their own words. • Can summarise a paragraph or section of a text.
Language for effect	Pupils: • Can talk about author's choice of language and it's effect on the reader in a range of texts.
Reading for meaning (inference)	Pupils: • Can infer meaning, using evidence from the text and wider experiences. • Can predict what might happen by quoting directly from the text. • Can discuss the effect of different words and phrases to create atmosphere and different images (verbs, adjectives, adverbs).
Outcome	Year 3: • Discuss the underlying themes within a narrative or poem. Give examples from the text to support the view. • Understand the way non-fiction texts are arranged. • Explain what the text is about. • Read expressively and enjoy reading. • Understand what they have read, re-reading to clarify and check details, where necessary. • Discuss words and phrases that are interesting and relevant to text. • Predict what might happen next. • Infer from what is said or done from the text.

- Raise their own questions about what they have read.
- Retrieve information from the text about the author, character etc.
- Summarise what is happening in the story.

Year 4:

- *Identify the effect that the writer's choice of vocabulary has on the reader.*
- *Skim a text to get the 'gist' of a text – ideas, basic story outline.*

- *Identify main ideas drawn from more than one paragraph and summarise these.*

- *Accurately read a wide range of poetry and books using an appropriate speaking pace.*

- *Read silently with good understanding.*

- *Summarise a familiar story in their own words*

Reading for pleasure texts

Term	Spring	
Love to Read texts	The Roman Mysteries: The Thieves of Ostia (Caroline Lawrence)	When the Mountains Roared (Jess Butterworth)
Word reading	Pupils: • Can read a range of appropriate texts fluently and accurately, including common exception words. • Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (un-im-por-tant).	
Comprehension	Pupils: • Can skim and scan to identify key ideas and answer questions from a text. • Can scan to locate information quickly, e.g. specific words linked to an idea or event.	
Language for effect	Pupils: • Can read between the lines, using clues from action, dialogue to interpret meaning and or explain what characters are thinking/feeling. • Can interpret the writer's use of expressive language. • Can comment on how successful the choice of words is on creating moods or building tension in texts.	

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Reading for meaning (Inference)	Pupils: • Can confidently talk about the effects of different words and phrases to create different images and atmosphere. • Can infer/deduce meaning have based on evidence drawn from different points in a text • Can refer to the text to support opinions and predictions (sum up what they have found/discussed/thought about; make a point/state their thoughts and ideas; find evidence in and/or around the text to support their views).
Outcome	Year 3: • Identify writers' use of language and its effect e.g., to build tension/ describe precisely. • Show an awareness of the use of heading, subheadings and other organisational features in non-fiction. Explain about the information within a section. • Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • Explain what the text is about. • Discuss the underlying themes within a narrative or poem. Give examples from the text to support the viewpoint. • Explain about the information within in a section. • Identify themes and conventions in books and stories e.g., good over evil; magic or fantasy *Year 4:* • *Interpret the writer's use of expressive language.* • *Comment on how successful the choice of words is on creating moods or building tension in texts.* • *Scan to locate information quickly. e.g. specific words linked to an idea or event.* • *Summarise a paragraph or section of a text.* • *Determine the meaning of the word from its pronunciation or link to other words.* • *Infer the meaning of unfamiliar words.*
Reading for pleasure texts	
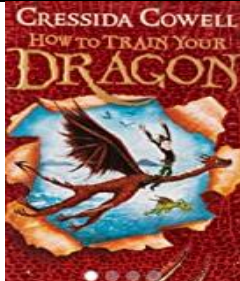
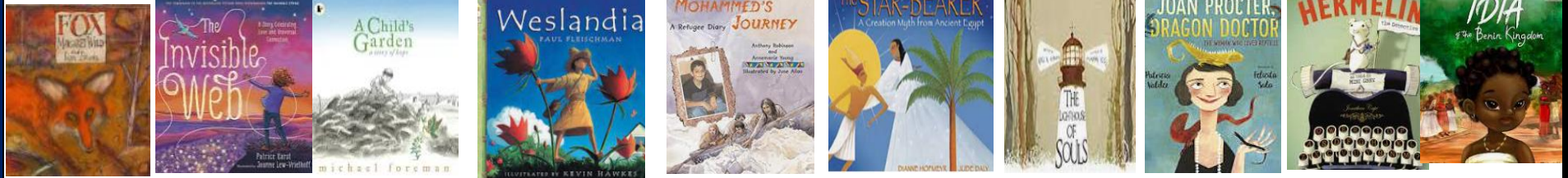| Term	Summer
Love to Read texts	
Word reading	Pupils: • Can read aloud with pace, fluency and expression, taking punctuation and author's intent into account. • Can read the year 3 and year 4 common exception words. • Can explore potential meanings of ambitious vocabulary using knowledge of etymology-word origin, morphology-form and structure of the word e.g root word plus prefix and/or suffix or the context of the word.
Comprehension	Pupils: • Can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes and content pages. • Can retrieve and record information from non-fiction texts. • Independently locate information using scanning to locate key words. •

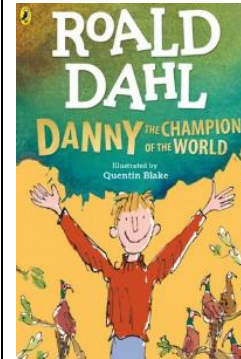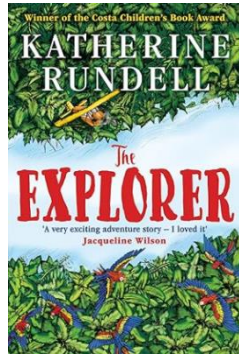|	
Language for effect	Pupils: • Can discuss how and why the text affects the reader and refer back to the text to back up their point of view. • Identify how language, structure and presentation contribute to meaning.
Reading for meaning (Inference)	Pupils: • Can work out the meaning of unknown words from the way they are used in context. • Can discuss messages, moods, feelings, and attitudes using clues from the text, by means of inference and deduction skills. • Can refer to the text to support opinions and elaborate by stating thoughts and ideas; find evidence in and around the text to support their views; clarify their thinking by justifying their views, using additional evidence and linking to wider knowledge and experience.
Outcome	Year 3: • Discuss the actions of characters and justify these with references to the text. e.g. focusing on vocabulary/ description. • Identify the main point of a section of a non-fiction text/Fiction text. • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Extract information from the text. • Try out different pronunciations when reading linger words that they do not know. • Use a dictionary to check the meaning of words. *Year 4:* • *Identify common features in fiction and non-fiction texts e.g. organisation, use of description to set the scene.* • *Independently locate information using scanning to locate key words.* • *Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.*

Reading for pleasure texts	

Year 4/5 ~ Base 7

Term	Autumn
Love to Read texts	
Word reading	Pupils: • Can confidently read unknow words with prefixes and suffixes and can begin to make connections between words. • Understand the terms simile, metaphor, style and tone. • Read and discuss a wide range of fiction.
Comprehension	Pupils: • Can identify the different features of fiction and non-fiction genres.

	• Can compare, contrast and evaluate different non-fiction texts. • Can compare different characters from a text. • Can skim to identify key ideas. • Can make simple comparisons between books.
Language for effect	Pupils: • Can comment on how an author has used language and its effect upon the reader. • Predict what might happen from what is stated or implied in the text.
Reading for meaning (Inference)	Pupils: • Can recognise which character the author wants the reader to like/dislike. • Can recognise how a character is represented in different ways (through action, description, and dialogue). • Can make simple prediction about a story.
Outcomes	Year 4: • Identify the effect that the writer's choice of vocabulary has on the reader. • Skim a text to get the 'gist' of a text – ideas, basic story outline. • Identify main ideas drawn from more than one paragraph and summarise these. • Accurately read a wide range of poetry and books using an appropriate speaking pace. • Read silently with good understanding. • Summarise a familiar story in their own words Year 5: • *Read and discuss a wide range of fiction.* • *Recognise how a character is represented in different ways (through action, description and dialogue).* • *Compare different characters from a text.* • *Predict what might happen from what is stated or implied in the text.* • *Identify and comment on structure and features of different non-fiction texts, e.g., explanations, recounts, persuasion, making comparisons.* • *Talk about their favourite authors and their writing.* • *Read accurately using comprehension to ensure correct and accurate pronunciation of unfamiliar words*

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	• *Identify and discuss underlying themes in narrative.* • *Raise questions about the text to improve. Understanding and clarifying the purpose for re-reading.* • *Infer from what is said and done with reference to the text.* • *Predict what might happen next from what is stated or what could be implied.* • *Summarise the content of a paragraph.*
Reading for pleasure texts	
Term	Spring
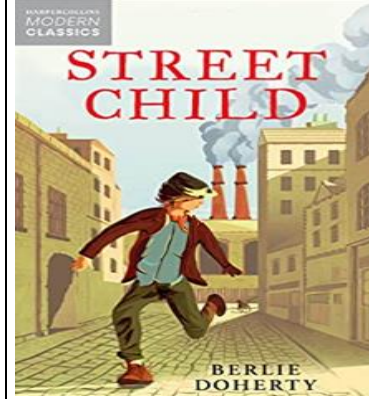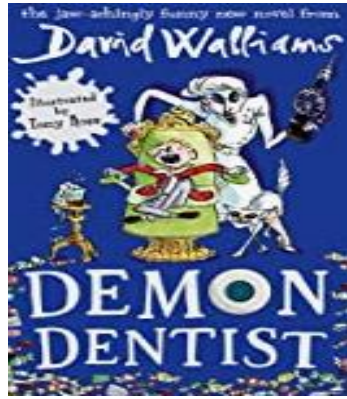
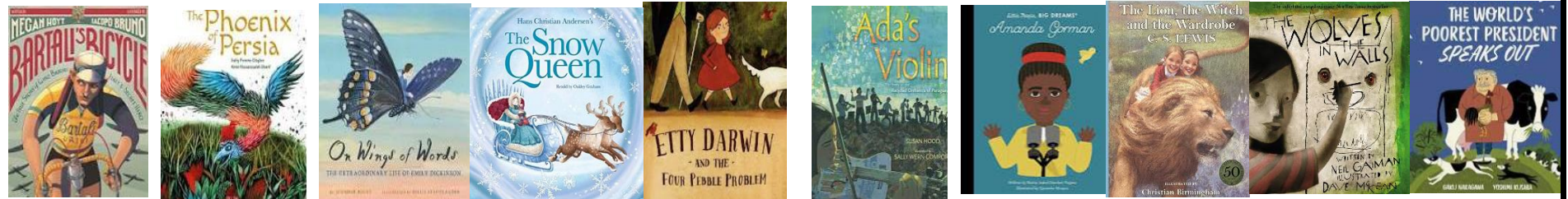| Love to Read texts		
Word reading	Pupils: • Can confidently read most words, understanding the impact of prefixes and suffices on root words.	
Comprehension	Pupils: • Can identify the individual genre text e.g., an explanation within an information text • Can discuss their understanding of a text by identifying the purpose of the author. • Can skim and scan non-fiction texts to speed up research. • Can make comparisons between books, commenting on similarities and differences. • Make notes and locate specific information using key skills (e.g. skimming and scanning, close reading, text marking, hyperlinking) • Know how to express personal responses to a text, expressing their likes/dislikes or why they have enjoyed a text.	
Language for effect	Pupils: • Can identify and articulate their response to the effect of figurative and descriptive language. • Understand the difference between literal and figurative language. • Can identify and comment on writer's choice.	
Reading for meaning (Inference)	Pupils: • Can explain what they think the character's personality is like referring to their behaviours. • Consider different accounts of the same event from the character's perspective. • State their predictions for the story, using evidence from the text.	

Outcome	Year 4: - Interpret the writer's use of expressive language. - Comment on how successful the choice of words is on creating moods or building tension in texts. - Scan to locate information quickly. e.g. specific words linked to an idea or event. - Summarise a paragraph or section of a text. - Determine the meaning of the word from its pronunciation or link to other words. - Infer the meaning of unfamiliar words. *Year 5:* - *Know how to express personal responses to a text- likes /dislikes or why they have enjoyed a text.* - *Infer meaning using evidence from texts e.g. from a character's feelings or thoughts.* - *Consider different accounts of the same event from the characters' perspective.* - *Understand the differences between literal and figurative language. Identify and comment on writers' choices.* - *Identify the conventions and structures.* - *Identify and discuss underlying themes in narrative.* - *Raise questions about the text to improve. Understanding and clarifying the purpose for re-reading.* - *Infer from what is said and done with reference to the text.* - *Predict what might happen next from what is stated or what could be implied.* - *Summarise the content of a paragraph.* - *Justify points of view with reference to the text using specific quotations.*
Reading for pleasure texts	

Term	Summer
Love to Read texts	
Word reading	Pupils: • Understand the history of words and the relationship between them to help read unknown polysyllabic words. • Understand the impact of prefixes and suffices on root words. • Can read all year 4/5 common exception words.
Comprehension	Pupils: • Can identify, collate and discuss the key ideas and information from range of sources. • Can talk confidently about the purpose of the text and the specific intentions of the author. • Can ask questions to clarify understanding. • Can use what they know about text structure to find information. • Can compare, contrast and evaluate different books. • Discuss, and evaluate, how the authors use language. • Can ask questions to improve their understanding. • Can make comparisons within and across books.
Language for effect	Pupils: • Can discuss the difference between literal and figurative language and the effects of imagery. • Can discuss and evaluate how authors use language, including figurative language considering the impact in the reader.

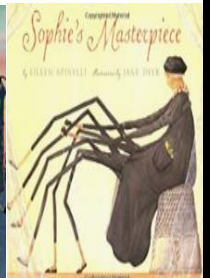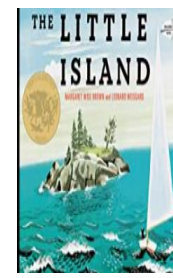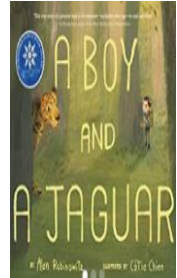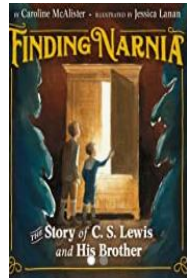|	
Reading for meaning (Inference)	Pupils: • Understand the thoughts and feelings of characters by referring to their actions. • Can justify their opinions. • Can explore texts to support and justify their predictions and opinions. • Can draw inferences such as inferring characters feelings, thoughts, and motives from their actions, and justifying inferences with evidence. • Can provide reasoned justifications for their views.
Outcome	Year 4: • Identify common features in fiction and non-fiction texts e.g. organisation, use of description to set the scene. • Independently locate information using scanning to locate key words. • Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. Year 5: • *Talk about the range of their reading, favourite authors and express the reasons for their choices.* • *Know how to discuss a character's motives and actions by inferring from references within the text.* • *Recognise underlying themes from what they read.* • *Summarise a complete short text or substantial section of a text.* • *Discuss, and evaluate, how authors use language.* • *Identify and discuss underlying themes in narrative.* • *Raise questions about the text to improve. Understanding and clarifying the purpose for re-reading.* • *Infer from what is said and done with reference to the text.* • *Predict what might happen next from what is stated or what could be implied.* • *Understand the difference between fact and opinion.* • *Participate in discussions listening carefully to the views of others and building on these with their own ideas.* • *Justify points of view with reference to the text using specific quotations to support.* • *Understand the terms: metaphor, simile, style and tone.* • *Identify the main purposes of different non-fiction texts and give reasons, referring to the text organisations and structure.*

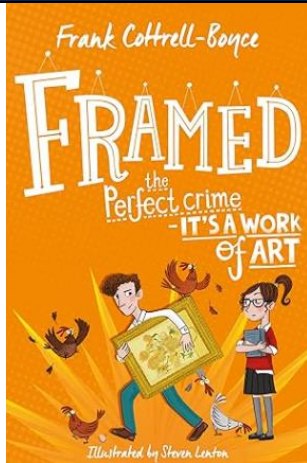|	
Reading for pleasure texts	ELVIS IS KING! · FINDING NARNIA The Story of C. S. Lewis and His Brother · A BOY AND A JAGUAR · Kites · The Day War Came · THE SOUND of SILENCE · THE DARK by LEMONY SNICKET · THE LITTLE ISLAND · WINDOWS · Sophie's Masterpiece

<u>Year 5/6 ~ Base 8</u>

Term	Autumn	
Love to Read texts	FRAMED the Perfect crime - IT'S A WORK OF ART Frank Cottrell-Boyce	TOM'S MIDNIGHT GARDEN PHILIPPA PEARCE

Word reading	Pupils: • Can discuss their understanding of a book. • Can explore the meaning of words in a context. • Know how to read most unfamiliar words.
Comprehension	Pupils: • Can identify and retrieve relevant points and key ideas from different points in a text and across a range of texts. • Can talk confidently about the purpose of the text and the specific intentions if the author, using examples from the text. • Can ask questions to confirm what they already know. • Can use their skills of skimming, scanning, text marking and knowledge of the genre to identify the main points. • Can compare and contrast the styles of different writers and provide examples. • Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
Language for effect	Pupils: • Can identify how the author has created messages, moods, feelings and attitudes through vocabulary choices. • Can discuss and evaluate how the authors use figurative language and its impact on the reader.

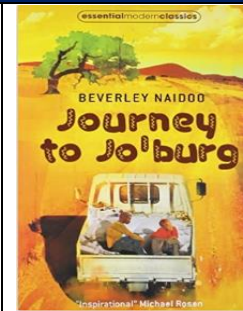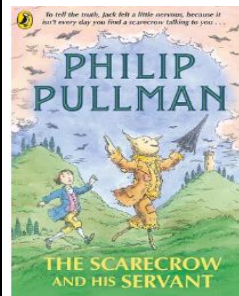|	
Reading for meaning (Inference)	Pupils: • Understand the motives of characters; explaining their personality, with evidence from the text, to justify this. • Can refer to the text to support predictions and provide examples.
Outcome	Year 5: - Read and discuss a wide range of fiction. - Recognise how a character is represented in different ways (through action, description and dialogue). - Compare different characters from a text. - Predict what might happen from what is stated or implied in the text. - Identify and comment on structure and features of different non-fiction texts, e.g., explanations, recounts, persuasion, making comparisons. - Talk about their favourite authors and their writing. - Read accurately using comprehension to ensure correct and accurate pronunciation of unfamiliar words - Identify and discuss underlying themes in narrative. - Raise questions about the text to improve. Understanding and clarifying the purpose for re-reading. - Infer from what is said and done with reference to the text. - Predict what might happen next from what is stated or what could be implied. - Summarise the content of a paragraph. *Year 6:* - *Comment on the overall effect of texts on the reader.* - *Discuss whether a writer has been successful in their purpose and how they might have wanted the reader to feel.* - *Identify how language and structure contribute to the meaning.* - *Read for a range of purposes including books that are structured in different ways.* - *Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.* - *Discuss pupils' understanding of a book and explore the meaning of words in context.*

Reading for pleasure texts	

Term	Spring

Love to Read texts		

Word reading	Pupils: • Can read common exception words for year 5/6 accurately. • Can use their knowledge of word history and the link between words to suggest meaning,

Comprehension	Pupils: • Can discuss the purpose, audience and organisation of different fiction/non-fiction texts. • Can use the way text types are organised to help sustain understanding over longer texts. • Can ask and respond to questions about a text to demonstrate understanding. • Can use their skills of skimming, scanning, text marking and knowledge of genre to identify and record the key features/information. • Can compare, contrast and explore styles of writers and poets.
Language for effect	Pupils: • Can identify the effect the writing has on a reader and begin to explain how this impact has been created.
Reading for meaning (Inference)	Pupils: • Understand why characters feel and act the way they do. • Can refer to their personality, using examples to justify their motives. • Understand how the author uses hidden messages to imply what might happen.
Outcome	Year 5: • Know how to express personal responses to a text- likes /dislikes or why they have enjoyed a text. • Infer meaning using evidence from texts e.g. from a character's feelings or thoughts. • Consider different accounts of the same event from the characters' perspective. • Understand the differences between literal and figurative language. Identify and comment on writers' choices. • Identify the conventions and structures. • Identify and discuss underlying themes in narrative. • Raise questions about the text to improve. Understanding and clarifying the purpose for re-reading. • Infer from what is said and done with reference to the text. • Predict what might happen next from what is stated or what could be implied. • Summarise the content of a paragraph. *Year 6:* • *Recognise underlying themes from what they read and how these might relate to their own lives or the real world.* • *Discuss and evaluate how authors use language and the overall impact on the reader.*

- Recognise more complex themes in what they read (such as loss or heroism).
- Read for a range of purposes including books that are structured in different ways.
- Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Discuss pupils' understanding of a book and explore the meaning of words in context.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Discuss and evaluate how authors use figurative language and its impact on the reader.
- Distinguish between statements of fact and opinion.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Reading for pleasure texts	

Term	Summer

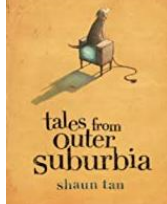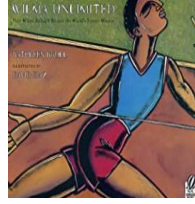|			
Love to Read texts	THE INDIAN IN THE CUPBOARD LYNNE REID BANKS		SECRETS OF THE TOMBS THE PHOENIX CODE HELEN MOSS
Outcome	Year 5: – Talk about the range of their reading, favourite authors and express the reasons for their choices. – Know how to discuss a character's motives and actions by inferring from references within the text. – Recognise underlying themes from what they read. – Summarise a complete short text or substantial section of a text. – Discuss, and evaluate, how authors use language. – Identify and discuss underlying themes in narrative. – Raise questions about the text to improve. Understanding and clarifying the purpose for re-reading. – Infer from what is said and done with reference to the text. – Predict what might happen next from what is stated or what could be implied. – Understand the difference between fact and opinion. – Participate in discussions listening carefully to the views of others and building on these with their own ideas. – Justify points of view with reference to the text using specific quotations to support. – Understand the terms: metaphor, simile, style and tone. – Identify the main purposes of different non-fiction texts and give reasons, referring to the text organisations and structure. *Year 6:* – *Comment on the overall effect of a poem or narrative on the reader with reference to the language, theme and style.* – *Discuss different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).* – *Explain and discuss their understanding of what they have read and provide justified reasons for their views.* – *Recognise underlying themes from what they read and how these might relate to their own lives or the real world.* – *Discuss and evaluate how authors use language and the overall impact on the reader.* – *Recognise more complex themes in what they read (such as loss or heroism).* – *Read for a range of purposes including books that are structured in different ways.*		

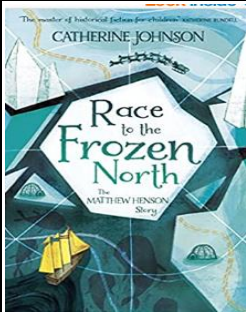|	
	- Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
	- Discuss pupils' understanding of a book and explore the meaning of words in context.
	- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
	- Discuss and evaluate how authors use figurative language and its impact on the reader.
	- Distinguish between statements of fact and opinion.
	- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
Reading for pleasure texts	

Year 6 - Base 9

Term	Autumn
Love to Read texts	
Outcome	Year 6: - Comment on the overall effect of texts on the reader. - Discuss whether a writer has been successful in their purpose and how they might have wanted the reader to feel. - Identify how language and structure contribute to the meaning. - Read for a range of purposes including books that are structured in different ways. - Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. - Discuss pupils' understanding of a book and explore the meaning of words in context.

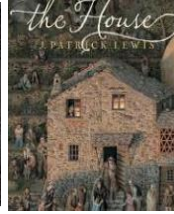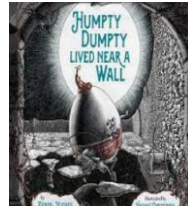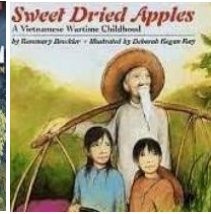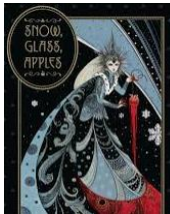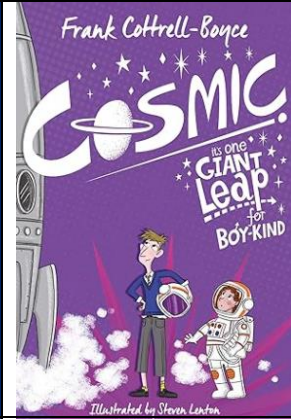|	
Reading for pleasure texts	
Term	Spring
Love to Read texts	
Outcome	Year 6: - Recognise underlying themes from what they read and how these might relate to their own lives or the real world - Discuss and evaluate how authors use language and the overall impact on the reader. - Recognise more complex themes in what they read (such as loss or heroism). - Read for a range of purposes including books that are structured in different ways. - Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. - Discuss pupils' understanding of a book and explore the meaning of words in context. - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - Discuss and evaluate how authors use figurative language and its impact on the reader. - Distinguish between statements of fact and opinion. - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Reading for pleasure texts	

Term	Summer	
Love to Read texts		
Outcome	Year 6:	

Year 6:
- Comment on the overall effect of a poem or narrative on the reader with reference to the language, theme and style.
- Discuss different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).
- Explain and discuss their understanding of what they have read and provide justified reasons for their views.
- Recognise underlying themes from what they read and how these might relate to their own lives or the real world.
- Discuss and evaluate how authors use language and the overall impact on the reader.
- Recognise more complex themes in what they read (such as loss or heroism).
- Read for a range of purposes including books that are structured in different ways.
- Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Discuss pupils' understanding of a book and explore the meaning of words in context.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Discuss and evaluate how authors use figurative language and its impact on the reader.
- Distinguish between statements of fact and opinion.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

| Reading for pleasure texts | | | | | | | | | |