



Reading– Key Skills and Knowledge

	Year 3	Year 4	Year 5	Year 6
Decoding	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet; read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <ul style="list-style-type: none"> - Read words with unusual, infrequent patterns (254): Decode words with unusual grapheme-phoneme correspondences in a wider range of words, including words that are encountered less frequently (e.g. <i>precious, wrung, concert</i>) - Read and understand words with various prefixes (256): In reading, read and identify the meanings of words with a wider range of prefixes (e.g. dis-, mis-, in-) - Read / identify meanings of words with suffixes (257): In reading, read and identify the meanings of words with a wider range of suffixes (e.g. -ful, -less, -ly) - Read at a speed allowing focus on understanding (258): With occasional support, read age-appropriate books, both silently and out loud, typically with accuracy and usually at a speed that allows a focus on understanding rather than decoding - Apply a variety of reading correction strategies (294): Correct inaccurate reading by re-reading, looking ahead, looking for marginal / diagrammatic explanation (if available), slowing pace, trying out different pronunciations or using other available clues 	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet; read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <ul style="list-style-type: none"> - Match decoded words to those heard but not seen (350): Attempt to match what has been decoded to words that may have already been heard but not seen in print - Decode unusual sound-letter correspondences (348): Decode an increasingly wide range of words containing unusual grapheme-phoneme correspondences, including words that are encountered less frequently (e.g. <i>pigeon, bawl, weapons</i>) - Read at a speed allowing focus on understanding (353): Read an increasing range of age-appropriate books, both silently and out loud, with accuracy and at a speed that allows a focus on understanding rather than the decoding of individual words - Use a variety of strategies to correct reading (387): Correct inaccurate reading of fiction by speedily using available clues, looking back to confirm / deny inferences and / or adjust understanding to incorporate new information 	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p> <ul style="list-style-type: none"> - Understand words with a variety of affixes (442): Read and understand the meanings of a wide range of words with prefixes and suffixes, including those with multiple suffixes (e.g. skilfully) - Read aloud with accuracy / fluency / Expression (445): Read aloud and with accuracy, understanding and appropriate intonation, at a reasonable speaking pace, a progressively wider range of age-appropriate texts, including poetry 	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p> <ul style="list-style-type: none"> - Modify intonation, tone and volume for audience (568): Modify intonation, tone and volume to communicate clearly to an audience (e.g. develop distinct voices or accents to delineate characters)



<p style="text-align: center;">Range of Reading</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbook; reading books that are structured in different ways and reading for a range of purposes</p> <ul style="list-style-type: none"> - Know a range of stories, myths, and legends (264): Become familiar with an increasing range of stories, fairy stories, myths and legends 	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; reading books that are structured in different ways and reading for a range of purposes</p> <ul style="list-style-type: none"> - Understand how fiction can be adapted (514): Understand how fiction can be adapted for different audiences and purposes (e.g. by changing vocabulary and sentence structures) - Identify purpose for reading self-selected texts (371): Identify the purpose for reading specific fiction texts which have been chosen independently (e.g. reading all the books in a particular series) 	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; reading books that are structured in different ways and reading for a range of purposes; making comparisons within and across books</p> <ul style="list-style-type: none"> - Read a wide range of fiction / poetry / Plays (448): Continue to read a wide range of fiction, poetry and plays 	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; reading books that are structured in different ways and reading for a range of purposes; making comparisons within and across books</p> <ul style="list-style-type: none"> - Increase familiarity with a wide range of books (558): Increase familiarity with a wider range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Read in different ways depending on the purpose (575): Read in different ways depending on the purpose for reading and set task (e.g. re-reading relevant sections of text when completing comprehension questions) - Discuss conventions of a range of literary texts (634): Identify and discuss conventions in and across a wide range of literary texts, and across authors from different periods (e.g. sonnets, war fiction) - Compare literary texts (642): Compare literary texts, identifying common themes and characters
<p style="text-align: center;">Familiarity with Texts</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally; identifying themes and conventions in a wide range of books</p> <ul style="list-style-type: none"> - Identify conventions used in familiar stories (341): Identify conventions used in a range of familiar stories (e.g. magical events, heroic figures, pattern of three events) 	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally; identifying themes and conventions in a wide range of books</p> <ul style="list-style-type: none"> - Identify structure / presentation of literary text (407): Identify the typical structural and presentational features of a range of literary texts including novels, poetry and plays (e.g. the use of scenes in plays, the use of stanzas in poetry) 	<p>Increasing 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; identifying and discussing themes and conventions in and across a wide range of writing</p> <ul style="list-style-type: none"> - Identify key themes / main ideas in fiction (504): Identify key themes and discuss reasons for events in fiction and poems - Compare story aspects within and between genres (527): - Compare aspects of stories (e.g. plot, characters, settings, themes) within and between genres, with some awareness of purpose and effectiveness 	<p>Increasing 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*identifying and discussing themes and conventions in and across a wide range of writing</p> <ul style="list-style-type: none"> - Analyse structural features of literary texts (640): Analyse and compare the main structural features of a wide range of literary texts, using appropriate terminology in discussion (e.g. rhyme patterns, rhythm when discussing poetry; stage directions, scenes, when discussing plays)



<p style="text-align: center;">Poetry and Performance</p>	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action; recognising some different forms of poetry</p> <ul style="list-style-type: none"> - Express views about stories and poems (280): Express views about stories and poems, with a focus on specific words and phrases that captured the reader's imagination - With aid, justify views about stories and poems (327): With support, justify views about stories and poetry that have been read (e.g. "I think she's the nastiest because of how she treats the children.") 	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action; recognising some different forms of poetry</p> <ul style="list-style-type: none"> - Listen to poetry / prose above one's reading level (361): Listen to an increasingly wide range of contemporary and classic poetry and stories that are at a level beyond which could be read independently (e.g. poetry in specific forms [haiku, limericks], novels in different genres [fantasy, science fiction]) - Discuss an increasing range of poetry types (428): Read, discuss and identify an increasing range of poetry types (e.g. free verse, narrative poetry) - Prepare poems and plays to be read aloud (356): Prepare poems and plays to read aloud identifying how intonation, tone and volume can affect how meaning is conveyed 	<p>Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <ul style="list-style-type: none"> - Recite a wide range of poems from memory (447): Recite a wide range of poems from memory, spanning different forms and moods (e.g. narrative poems, nonsense verse) - Use drama techniques to understand what is read (510): Continue to use drama techniques to explore characters, support understanding of the meaning of what is read and to explore themes and ideas 	<p>Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <ul style="list-style-type: none"> - Summarise several sections of story / poem (615): Summarise the main ideas drawn from several paragraphs of a story / several verses of a poem, identifying key details that support the main ideas (e.g. explain how a theme is developed, illustrating with textual reference)
<p style="text-align: center;">Word Meanings</p>	<p>Using dictionaries to check the meaning of words that they have read</p> <ul style="list-style-type: none"> - Begin to use dictionaries to check the meaning of new words. 	<p>Using dictionaries to check the meaning of words that they have read</p> <ul style="list-style-type: none"> - Use dictionaries with increasing confidence (382): Use dictionaries with increasing confidence, to check the meaning of unfamiliar vocabulary from reading 	<p>Continue using dictionaries to check the meaning of words that they have read</p> <ul style="list-style-type: none"> - Identify roots /derivations / spelling patterns (443): Identify word roots, derivations and spelling patterns in order to extend vocabulary (e.g. remit, permit, permission) - Adapt reading style based on purpose / text type (457): - Adapt reading style depending on the purpose for reading, using knowledge of text organisation (e.g. use knowledge of the alphabetic organisation of dictionaries to efficiently search for a word) 	<p>Continue using dictionaries with growing confidence to check the meaning of words that they have read</p> <ul style="list-style-type: none"> - Read / understand meanings of words with affixes (555): Read and understand the meanings of a wide range of words with affixes, including those with multiple affixes (e.g. unbelievably, irreversibly)



Understanding	<p>Their understanding and explaining the meaning of words in context; asking questions to improve their understanding of a text; identifying main ideas drawn from more than one paragraph and summarising these</p> <ul style="list-style-type: none"> - Infer the meaning of unknown words from context (259): Begin to infer the meaning of unknown words from context and generate a range of possible meanings (e.g. for the word 'ochre' in a particular sentence, discuss which is the most likely meaning and why) - Identify main ideas drawn from stories (320): Identify main ideas drawn from more than one paragraph of a story (e.g. "Goldilocks finds lots of things that are too big, too small and just right.") - Summarise a story read independently (324): Summarise content from a sequence of paragraphs in a story that is read independently (e.g. events, aspects of characterisation and description) - Use drama techniques to extend understanding (309): Use drama techniques, including role-play and improvisation, to identify with and explore characters and to extend understanding of what is read 	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text; identifying main ideas drawn from more than one paragraph and summarising these</p> <ul style="list-style-type: none"> - Identify the meanings of words with affixes (349): In reading, identify the meanings of words with a wider range of prefixes and suffixes, including words with both a prefix and a suffix - Annotate and make short notes from texts (385): Mark and annotate texts (e.g. underline key facts) and make short notes (e.g. listing, abbreviating) from printed text or on screen - Show how chapters / scenes / stanzas build ideas (408): Identify how chapters, scenes or stanzas can be used to order and build up ideas in literary texts - Identify themes in a range of fiction / Poems (427): Identify themes in a wide range of fiction texts and poems (e.g. the triumph of good over evil or the use of magical devices in fairy stories and folk tales) - Identify and map the main stages of the Story (402): Explore narrative order by identifying and mapping the main stages of the story: introduction, build-ups, climaxes or conflicts and resolutions 	<p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding; summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <ul style="list-style-type: none"> - Support a hypothesis in a fiction text (491): Summarise evidence from a fiction text to support a hypothesis (e.g. about what a character will do next, how a story will end) - Justify personal opinions of a literary Text (460): Explain and justify personal opinions and views about literary texts, referring to some specific words and phrases from the text - Describe settings in detail (482): Describe settings in detail, taking into account key characteristics (e.g. "The most important thing about the castle is...") 	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <ul style="list-style-type: none"> - Note how organisation affects meaning of fiction (608): Identify how the organisational features of literary texts can contribute to their meaning (e.g. how the chronology of a novel contributes to its meaning) - Identify key details that convey the theme (614): Identify key details that convey the theme in literary texts - Summarise several sections of story / poem (615): Summarise the main ideas drawn from several paragraphs of a story / several verses of a poem, identifying key details that support the main ideas (e.g. explain how a theme is developed, illustrating with textual reference)
Inference	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> - Use text and prior experience for reasoning (305): Deduce reasons for events based on mostly relevant evidence from the text and personal experiences (e.g. "He hid the broken cup so he wouldn't get in trouble.") - Draw simple inferences, based on textual details (310): Draw simple / local inferences such as inferring characters' predictable feelings and thoughts from their actions - Draw simple inferences from information in text (311): Draw simple / local inferences such as inferring predictable consequences from facts read in information texts 	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> - Draw simple inferences / connect ideas in text (392): Draw simple / local inferences such as inferring predictable consequences from and making connections between facts read in a greater range of non-fiction texts, (e.g. newspaper articles, instructions) - Justify inferences from stories (398): Justify inferences from stories with limited but mostly relevant evidence 	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> - Draw simple inferences from multiple sections (485): Draw simple inferences, such as inferring characters' feelings, thoughts and motives from their actions, by drawing on more than one section of text - Infer feelings / motives of characters (488): Infer feelings, thoughts and motives of characters from their actions and the actions of other characters (e.g. "I think Jonny will be upset with his father's decision because he doesn't agree.") - Justify inferences with relevant evidence (489): Justify inferences from information texts with relevant evidence (may include extraneous / irrelevant detail) 	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> - Confidently infer meanings of unfamiliar words (556): Confidently infer the meanings of unfamiliar words - Infer implicit meanings in fiction texts (595): Make more complex inferences, such as inferring characters' feelings, thoughts and motives from their actions, by recognising implicit meanings at sentence and whole text level - Justify inferences from non-narrative text (600): Justify inferences from non-narrative texts with relevant evidence revealing reference (including quotation and / or paraphrase) to more than one section of text



<p style="text-align: center;">Prediction</p>	<p>Predicting what might happen from details stated and implied</p> <ul style="list-style-type: none"> - Begin to make predictions about what might happen in a story based on what has been read so far. 	<p>Predicting what might happen from details stated and implied</p> <ul style="list-style-type: none"> - Predict what might happen in a story (397): Make predictions about what might happen in a story drawing on what has been read so far and some details inferred (e.g. predict that two characters in conflict will end up as friends, drawing on evidence of their shifting attitudes) 	<p>Predicting what might happen from details stated and implied</p> <ul style="list-style-type: none"> - Use text features to make detailed predictions (477): Make predictions about the content and themes of stories, drawing on a variety of features e.g. title, cover, illustrations, blurb, author, genre 	<p>Predicting what might happen from details stated and implied</p> <ul style="list-style-type: none"> - Synthesise prior knowledge / reading to predict (580): Synthesise previous knowledge (e.g. knowledge of story setting or topic) and prior reading experience (e.g. knowledge of common themes, story structure, genre conventions) and apply to what has been read so far in order to make a prediction
<p style="text-align: center;">Authorial Intent</p>	<p>Discussing words and phrases that capture the reader's interest and imagination; identifying how language, structure, and presentation contribute to meaning</p> <ul style="list-style-type: none"> - Identify the use / meaning of figurative language (318): Identify the use, and meaning, of figurative language in prose and poetry (e.g. 'as fast as lightning') - Identify main features of narrative structure (298): Identify main features of narrative structure (e.g. beginning, conflict/issue, resolution) in a range of literary texts - Identify the main purpose of fiction texts (329): Begin to identify the main purpose of fiction texts (e.g. "It shows that it's bad to be greedy.") 	<p>Discussing words and phrases that capture the reader's interest and imagination; identifying how language, structure, and presentation contribute to meaning</p> <ul style="list-style-type: none"> - Comment on an author's use of words in fiction (400): Comment on simple features of the author's use of language in fiction and poetry (e.g. "All the words with 's' help to show how slippery it is.") - Discuss how descriptive language creates effects (410): Discuss how expressive and descriptive language can create particular effects in fiction and poetry (e.g. create moods, arouse expectations, build tension, describe attitudes and emotions) - Explain figurative language's use in non-fiction (413): Explain the use of expressive, descriptive and figurative language in a wide range of non-fiction texts (e.g. "The author uses a lot of description to emphasise how beautiful the rainforest is.") 	<p>Identifying how language, structure and presentation contribute to meaning; discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <ul style="list-style-type: none"> - Use technical terms from literary texts (462): Learn and use technical terms related to the language of literary texts (e.g. style, effect, imagery) - Use technical terms from non-fiction Texts (463): Learn and use technical terms related to the language of non-fiction texts (e.g. style, effect, imagery) 	<p>Identifying how language, structure and presentation contribute to meaning; discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <ul style="list-style-type: none"> - Discuss author's word choices in literary texts (590): Discuss the impact of the author's choices of expressive, descriptive and figurative language in literary texts on the reader - Discuss author's word choices in non-fiction (591): Discuss the impact of the author's choices of expressive, descriptive and figurative language in non-fiction texts on the reader (e.g. "Readers will be more willing to donate to the charity because of the way the author has described the problems in developing countries.") - Explore techniques authors use to develop ideas (639): Explore how authors develop ideas and themes through the use of language and techniques (e.g. plot devices, changing narrators) - Explain how author's experience affects writing (651): Explain how literary texts may be written differently by authors with different experiences (e.g. coming of age stories by authors of different cultures)



<p>Non-Fiction</p>	<p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none"> - Listen to nonfiction above one's reading level (262): Listen to a wide range of non-fiction, including reference books and textbooks, that is at a level beyond which could be read independently - Scan sections of nonfiction to find information (275): Scan sections of non-fiction texts in print or on screen, using contents pages, index, headings, subheadings, page numbers, hyperlinks, icons and drop-down menus, to locate information - Identify structure and organisation of text (276): Identify main features of structure and organisation (e.g. chronological and non-chronological organisation; use of alphabetical order) in a range of non-fiction texts (e.g. dictionaries, encyclopaedia) - Express views about non-fiction texts (281): Express views about non-fiction texts, with a focus on specific words and phrases that captured the reader's interest - Identify the impact of language in non-fiction (317): Identify where the choice of language in a non-fiction text has helped to give a precise description or persuade the reader - Identify the major points of non-fiction Texts (324): Talk about non-fiction texts, identifying major points and key themes - Identify the main purpose of informational texts (330): Begin to identify the main purpose of informational texts (e.g. "The author wants to show how special whales are.") - Identify conventions used in non-fiction texts (338): Identify conventions used in different non-fiction texts (e.g. presentational devices such as numbering and headings in instructions; organisational features such as tables of contents, indexes, glossaries) 	<p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none"> - Use information gained from reading non-fiction (364): Read a range of non-fiction texts and be able to use the information gained from them (e.g. reading relevant parts of non-fiction texts in order to answer specific questions) - Identify how structural features affect texts (409): Identify how the author's use of specific structural and presentational features contributes to meaning in non-fiction texts (e.g. how headlines are used in newspapers to introduce the reader to the topic of articles) - Summarise a paragraph in a non-fiction text (419): Summarise a paragraph in a non-fiction text by identifying the most important elements / key ideas - Summarise main ideas from a non-fiction text (421): Summarise main ideas drawn from more than one paragraph of a non-fiction text - Distinguish between fact and opinion (434): Understand and use the terms fact and opinion, and begin to distinguish the two when reading - Justify views and opinions of non-fiction texts (368): Justify views about non-fiction texts that have been read with increasing independence, drawing on the text and considering alternative opinions - Identify purpose for reading self-selected texts (364): Read a range of non-fiction texts and be able to use the information gained from them (e.g. reading relevant parts of non-fiction texts in order to answer specific questions) 	<p>Distinguish between statements of fact and opinion; retrieve, record and present information from non-fiction</p> <ul style="list-style-type: none"> - Increase familiarity with a range of non-fiction (451): Increase familiarity with a wide range of information and non-fiction texts, in order to support understanding (e.g. of science topics/processes) - Use strategies to find / understand Information (466): Use different techniques to aid understanding and to locate information in a text quickly and accurately (e.g. skimming, scanning and close reading) - Use text features to resolve inconsistencies (476): Know how to resolve inconsistencies in understanding (e.g., navigating straight back to the source of the inconsistency, looking at tables of contents / indices / headings to confirm / reject understanding) - Identify how text structures present Meaning (497): Identify how an author's use of different text structures presents meaning in non-fiction (e.g. how a cause and effect structure is used to present information in biographies of influential figures) - Identify the purpose for reading non-Fiction (500): Identify the purpose for reading non-fiction texts, describing how the text is structured to fulfil that purpose (e.g. understand that an instructional text may be presented in bullet points in order to efficiently convey information) - Identify key themes / main ideas in non-Fiction (505): Identify key themes and discuss main ideas in non-fiction texts - Understand how informational texts are adapted (515): Understand how informational writing can be adapted for different audiences and purposes (e.g. by changing vocabulary and sentence structures) - Compare information in non-fiction texts (522): Compare information in books on a topic or books on two similar topics to find out important details (e.g. life cycles of mammals vs. amphibians) - Consider different accounts of the same event (539): Consider different accounts of the same event in non-fiction writing (e.g. eyewitness accounts) Explain and justify opinions about non-Fiction (461): Explain and justify personal opinions about non-fiction texts, referring to some 	<p>Distinguish between statements of fact and opinion; retrieve, record and present information from non-fiction</p> <ul style="list-style-type: none"> - Read an increasing wide range of non-fiction (561): Read an increasingly wide range of non-fiction (e.g. simple biographies, magazine articles) - Read non-fiction with a range of Structures (563): Confidently read non-fiction texts with a range of structural and presentational features (e.g. formal notices, text books) - Make /organise notes of relevant Information (576): Make notes of relevant information, using simple abbreviations and organise notes (e.g. arranging note cards in order) - Infer implicit meanings in non-narrative texts (594): - Make more complex inferences from non-narrative texts by recognising implicit meanings at sentence and whole text level (e.g. deducing that a journalist is against foxes because of labelling them as 'pests') - Identify key details that support the main idea (603): Identify key details that support the main ideas in non-fiction texts - Identify how structural devices organise texts (612): Identify how authors use structural devices to organise non-fiction texts, with some awareness of impact and effect on the reader (e.g. how well a headline captures interest and summarises the article content) - Summarise main ideas from multiple paragraphs (616): Summarise the main ideas drawn from more than one paragraph of a non-fiction text, identifying key details that support the main ideas - Discuss conventions of a range of non-fiction (633): Identify and discuss conventions in and across a wide range of non-fiction, and across authors from different periods (e.g. the use of first person in autobiographies, differing conventions in different styles of news reports - online vs. tabloid vs. broadsheet) - Analyse structural features in non-fiction (641): Analyse the main structural and organisational features of a wide range of non-fiction texts, using appropriate terminology in discussion (e.g. comparison/contrast, cause/effect, problem/solution when discussing organisational structures)
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			<p>specific words and phrases from the text</p> <ul style="list-style-type: none">- Use strategies to find / understand Information (466): Use different techniques to aid understanding and to locate information in a text quickly and accurately (e.g. skimming, scanning and close reading)	<ul style="list-style-type: none">- Compare non-fiction texts (644): Compare non-fiction texts, identifying common themes and ideas- Integrate information from several texts (571): Integrate information on a topic from several texts to develop a base of knowledge on a subject- Choose non-fiction considering purpose / context (578): Use awareness of purpose and context when choosing non-fiction texts (e.g. use an encyclopaedia/information text to gather factual information rather than a diary or article)
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Discussing Reading

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

- Participate in group discussions about books (286): Participate in discussion about books that are read independently, taking turns and listening to what others say; taking an active role in developing and agreeing on the rules for effective discussion (e.g. agreeing to include and respond to all members of the group)
- Describe plot, justify opinions, refer to text (304): Describe events in stories and begin to justify opinions and preferences with reference to the relevant parts of the text (e.g. "I think they should have stayed home because it said it was cloudy outside.")
- With aid, justify views about information read (326): With support, justify views about information that has been read (e.g. "I think more people should use trains because it says they use less energy.")

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

- Justify views and opinions of stories and poetry (367):
- Justify views about stories and poetry that have been read with increasing independence, drawing on the text and considering alternative opinions

Recommending books that they have read to their peers, giving reasons for their choices; participate in discussions about books, building on their own and others' ideas and challenging views courteously; explain and discuss their understanding of what they have read, including through formal presentations and debates; provide reasoned justifications for their views

- Compare story aspects within and between genres (527): Compare aspects of stories (e.g. plot, characters, settings, themes) within and between genres, with some awareness of purpose and effectiveness
- Understand subject matter for literary Response (549): Demonstrate awareness of some of the subject matter to be included in independent written response to a literary text (e.g. synopsis of plot, description of characters and own opinion)

Recommending books that they have read to their peers, giving reasons for their choices; participate in discussions about books, building on their own and others' ideas and challenging views courteously; explain and discuss their understanding of what they have read, including through formal presentations and debates; provide reasoned justifications for their views

- Begin to take part in informal debates (661): Begin to take part in informal debates about books, poems and other works building on own and others' ideas and challenging views courteously
- Discuss author viewpoint within / across texts (648): Discuss author viewpoint within a non-fiction text and across more than one non-fiction text (e.g. compare how different authors treat the same issue)
- Discuss personal reading of literary texts (625): Discuss personal reading of literary texts with others, recommending fiction books and offering reasons and evidence for personal views
- Discuss reading of non-fiction / recommend books (626): Discuss personal reading of non-fiction with others, recommending books and offering reasons and evidence for personal views