Year 1 Reading Knowledge

	Vocabulary	Identify vocabulary	Explain the meanings of words	Explain the intended impact of words and phrases on the reader	NC End points
		Identify simple patterns in language e.g. repetition, rhyme Identify simple synonyms. E.g. Which word means the same as? Which word/s tell us they are e.g at the beach?	Explain the meaning of words in given contexts Show curiosity about the meaning of new words.	Discuss words and phrases that they enjoy and say why. Find a word that tells you the character is funny they are feeling upset the weather is nice etc	 discuss word meanings, linking new meanings to those already known draw on what they already know or on background information and vocabulary provided by the teacher
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Age appropriate texts:

Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books. Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes



Question stems for vocabulary:

- What do the words and suggest about the character/setting?
- Which word tells you that....?
- Which keyword tells you about ...?
- Find one word in the text which means......
- Find and highlight the word that is closest in meaning to......
- Find a word or phrase which makes you feel...?

Retrieval	Checking	Retelling	Sequencing	Answering 'find it'	Summarising	Visualising	Skimming and	NC End points
skills				questions			scanning	
	Self correct when reading to ensure the text makes sense.	Retell stories orally using actions and visual cues	Sequence 3 to 5 pictures from a story or nonfiction text read	Find a word, phrase or sentence to answer a basic retrieval question. e.g. where did the character go next? What did they eat? Who did they meet at the shop? Who what where when how	Make some general statements e.g. this story had a happy ending.	Draw a picture to represent a character or part of the text. Include some accurate details e.g. brown hair.	Go back to the text not the pictures when answering a 'find it' question.	Ilisten to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently check that the text makes sense to them as they read and correcting inaccurate reading explain clearly their understanding of what is read to them. draw on what they already know or on background information and vocabulary provided by the teacher
Pupils' reading their developin exception word confidence in the comprehension Reading for the myths and lege nonfiction and	Age appropriate texts: Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books. Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes				Question stems for retrie How did? How often What happened to? What can you learn abo Give one example of Can you sequence these What happened after What was the first thing	.? Who had? Who is? What does do? • How ut from this section? e pictures 1-5 in the orde ?	r that they happened?	

Inference skills	Predicting	Cause and Effect	Identifying evidence to support and justify opinion	Drama/ writing in role	Asking and answering inference questions	NC End points
	 Make a prediction before reading based upon the title and cover. Make simple predictions based upon events and actions of characters so far in a story Make simple predictions based on what a character says or does. 	Identify the cause of an event – why did the character do?	Make simple inferences about characters e.g. I know they are sad because they cried.	Use different voices/expression for characters and to show emotion.	Answer simple inference questions on the basis of what a character has said or done.	discuss the significance of the title and events predict what might happen on the basis of what has been read so far make inferences on the basis of what is being said and done
closely matched t	exts: d re-reading of books that are o their developing phonic		Question stems for inferer How do the descriptions How can you tell that	of show that they are?		

knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books. Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes

for a range of purposes



- What impression of do you get from these words/this sentence?
- What voice might these characters use?
- What was thinking when..... ? Who is telling the story?
- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What do you think will happen next? What makes you think this?
- Do you think... will happen? Yes, no or maybe? Why do you think this?

Text Structure	Use and function of structural organisers	Features of different text types	Audience and purpose	Supporting meaning	NC End points
	Identify the title of a book and other structural features such as headings in non-ficiton.	 Recognise and name some different fairytales and traditional tales. Know and identify some features of traditional tales e.g. royal characters, good and bad characters, making a wish. 	Know that stories are written for people to read and enjoy. (an audience)	Recognise that pictures/photographs can give us information as the text in non- fiction.	become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
closely matched to knowledge and kn words supports th their confidence in reading greatly as when pupils come Reading for thems including fairy sto to a wide range of and reference boo	exts: d re-reading of books that are o their developing phonic nowledge of common exception neir fluency, as well as increasing n their reading skills. Fluent word sists comprehension, especially to read longer books. selves a wide range of books, ries, myths and legends listening f fiction, poetry, plays, nonfiction oks or textbooks Reading books d in different ways and reading	• Why is	stems for text structure: the text arranged in this way? ses the title/heading help us?		

Compare and	Compare and Contrast • Compare and contrast features of stories read with things that have happened to them. E.g. a time they ere happy like a character/their birthday if a character has a birthday.			and contrast vocabulary	Mak	ing links	NC Er	nd points
Contrast			Identify once upon a time and happily ever after in different stories.		Make links between their life and events in stories. Make links between other stories read to them.		•	Begin to link what they read or hear read to their own experiences
things that have happened to them. E.g. a time they ere happy like a character/their birthday if a character has a			Question stems for compare and contra What is similar about these storie Has this ever happened to you? Have you ever felt like this charac Which section was the most inter	s/boo ter?				

for a range of purposes

Discussion	Discussing and debating	Evaluating and Reviewing	Presenting and performing	NC End points
and performance	Give an opinion on a text read e.g. likes/dislikes Take turns, listen to what others say	State their favourite parts of a text and why.	Join in with repeated phrases in stories. Learn and recite some simple poems by heart.	 recognise and join in with predictable phrases learn to appreciate rhymes and poems, and to recite some by heart. participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.
closely matched to knowledge and kn words supports th their confidence ir reading greatly ass when pupils come Reading for thems including fairy stor to a wide range of and reference boo	d re-reading of books that are their developing phonic owledge of common exception eir fluency, as well as increasing their reading skills. Fluent word sists comprehension, especially to read longer books, elves a wide range of books, ries, myths and legends listening fiction, poetry, plays, nonfiction ks or textbooks Reading books d in different ways and reading	Question stems for discussion ar • What did you think of the book • Did you like the central charact • Explain why you liked	<br ter? Why/why not?	

Year 2 Reading Knowledge

Vocabulary	Identify vocabulary	Explain the meanings of words	Explain the intended impact of words and phrases on the reader	NC End points
	Identify simple patterns in language e.g. repetition, rhyme Identify words and phrases used to describe characters or settings in narrative. Identify technical vocabulary in non-fiction texts.	Explain the meaning of words in given contexts Show curiosity about the meaning of new words. Understand tier 2 words.	Discuss words and phrases that they enjoy and say why. Find a word that tells you the character is funny they are feeling upset the weather is nice etc	Recognise simple recurring literary language in stories and poetry Discuss and clarifying the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases Traw on what they already know or on background information and vocabulary provided by the teacher
Ago oppropriate to		O		

Age appropriate texts:

Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books. Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes



Question stems for vocabulary:

- What do the words and suggest about the character/setting?
- Which word tells you that....?
- Which keyword tells you about...?
- Find one word in the text which means......
- Find and highlight the word that is closest in meaning to......
- Find a word or phrase which makes you feel...?

Retrieval skills	Checking	Retelling	Sequencing	Answering 'find it'	Summarising	Visualising	Skimming and	NC End points
SKIIIS	Self correct when reading to ensure the text makes sense.	Retell a wide range of stories orally using actions and visual cues	Sequence pictures or texts from a story or nonfiction text read	questions Find a word, phrase or sentence to answer a basic retrieval question. e.g. where did the character go next? What did they eat? Who did they meet at the shop? Who what where when how	Select from a choice of 3 the most appropriate summary of a text. e.g. This text was about how to bake a cake. This text was a story about baking a cake. This text was a recipe for how to bake a cake.	Draw a picture to represent part of the text that includes some accurate details.	scanning Use titles in non fiction to find information. Begin to find words or phrases in a text (see 'find it' questions.)	Listen to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Check that the text makes sense to them as they read and correcting inaccurate reading Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
Pupils' reading a their developing exception word: confidence in th comprehension, Reading for thei myths and leger nonfiction and r	Age appropriate texts: Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books. Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes				Question stems for retrieve How did? How often What happened to? What can you learn abo Give one example of Can you sequence these What happened after What was the first thing	.? Who had? Who is What does do? • How ut from this section e pictures 1-5 in the orde ?	v is? ? er that they happened?	

Inference skills	Predicting	Cause and Effect	Identifying evidence to support and justify opinion	Drama/ writing in role	Asking and answering inference questions	NC End points
	Make a predictions before reading based upon the title, cover and blurb. Make simple predictions based upon events and actions of characters so far in a story Make simple predictions based upon background knowledge of the topic Make simple predictions based on synonyms. E.g. I think she will shout at him because it says she is angry.	 Identify the cause of an event Say why something has happened. 	Make a simple inference using vocabulary provided by the teacher. E.g. if I am livid, how am I feeling? What might have happened? Make simple inferences about characters e.g. I know they are sad because they cried.	Freeze frame a character at part of the text. Use different voices/expression for characters and to show emotion. Write a speech bubble as a character at a point in the story.	Answer simple inference questions on the basis of what a character has said or done. Ask a simple inference question e.g. how dos the character feel when	draw on what they already know or on background information and vocabulary provided by the teacher make inferences on the basis of what is being said and done answering and asking questions, predicting what might happen on the basis of what has been read so far Check that the text makes sense to them as they read and correcting inaccurate reading

Age appropriate texts:

Text

Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books. Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes

Use and function of structural



Features of different text types

Question stems for inference:

- How do these words make the reader feel?
- How do the descriptions of show that they are ?
- How can you tell that..... ?
- What impression of do you get from these words/this sentence?
- What voice might these characters use?

Audience and purpose

- What was thinking when..... ? Who is telling the story?
- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?

Supporting meaning

NC End points

- What do you think will happen next? What makes you think this?
- Do you think... will happen? Yes, no or maybe? Why do you think this?

Structure	organisers	reatures of universit text types	Addience and purpose	Supporting meaning	Ne End points
	Start to read fiction and non- fiction texts that are structured in different ways Name and describe the function of a range of common organisers in nonfiction texts (Y2: title, contents, headings, index, glossary) Use a range of structural organisers (see previous bullet point) to retrieve information from nonfiction texts		Begin to identify that you can read for a range of purposes e.g. instruction, pleasure, locate specific information, entertainment	Recognise that pictures/photographs can give as much information as the text in non-fiction.	become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales be introduced to non-fiction books that are structured in different ways
closely matched to knowledge and knr words supports the their confidence in reading greatly ass when pupils come Reading for thems including fairy stor to a wide range of and reference boo	d re-reading of books that are their developing phonic owledge of common exception eir fluency, as well as increasing a their reading skills. Fluent word sists comprehension, especially to read longer books. elves a wide range of books, ries, myths and legends listening fiction, poetry, plays, nonfiction ks or textbooks Reading books d in different ways and reading	• Why is • What s • What is • Is the u	n stems for text structure: the text arranged in this way? structures has the author used? s the purpose of this text feature? use of effective? re these sections linked?		

Compare and	Identify, discuss and record	similarities and differences	Identify, compare	and contrast vocabulary	Ma	king links	NC End points
Contrast	Compare and contrast features of stories read e.g. characters, settings, openings, endings Compare and contrast two or more versions of the same story e.g. comparing a play script of a story to the narrative or 2 versions of Cinderella from different countries.			 Compare and contrast language within fairy tales e.g. Once Upon a time Identify and compare themes of fairy tales. Compare how different non-fiction texts are laid out. 		Discuss the sequence of events in books and how items of information are related	
,				Question stems for compare and contra What is similar about these storie What is similar about these chara Are there any common words, pl Which section was the most inte How are these texts linked?	es/boo icters, irases	/settings? What is different? or themes?	,

Discussion	Discussing and debating	Evaluating and Reviewing	Presenting and performing	NC End points	
and performance	Discuss a range of fiction, poetry, plays, non-fiction books that they have read themselves and which have been read to them Take turns, listen to what others say Discuss specific events, characters or sections of a text Give an opinion about a story, poem or non-fiction text.	Create a short review of a text, stating which were their favourite parts and why.	Prepare poems to read aloud and to perform Use intonation and expression.	Ilisten to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	
closely matched to knowledge and kr words supports to their confidence is reading greatly as when pupils come Reading for thems including fairy sto to a wide range of and reference boo	d re-reading of books that are o their developing phonic nowledge of common exception neir fluency, as well as increasing in their reading skills. Fluent word sists comprehension, especially e to read longer books. selves a wide range of books, ries, myths and legends listening f fiction, poetry, plays, nonfiction obs or textbooks Reading books d in different ways and reading	Question stems for discussion a • What did you think of the boo • Did you like the central charac • Explain why you liked • Why did you choose to raise/k	k? kter? Why/why not?		

Year 3 Reading Knowledge

Vocabulary	Identify vocabulary	Explain the meanings of words	Explain the intended impact of words and phrases on the reader	Recognise and explain how language is linked to audience and purpose	NC End points
	repetition, rhyme, alliteration Identify and generate words with similar meanings or linked to a specific focus Words, prefixes and suffixes to understand the meaning of new words they meet Explain the meaning of words in a contexts Begin to discuss language to extee their interest in the meaning and o of words Begin to use dictionaries to check meaning of words that they have results the state of the s		Discuss words and phrases that capture the reader's interest and imagination	Begin to recognise key vocabulary and language features from different genres and apply to writing. Apply their growing knowledge words, prefixes and suffixes to understand the meaning of new they meet Using dictionaries to check the of words that they have read Explaining the meaning of word context Discussing words and phrases to capture the reader's interest and imagination Identifying how language continue meaning Checking that the book makes them, discussing their understand exploring the meaning of words context Control of the proving knowledge words, prefixes and suffixes to understand the meaning of words words, prefixes and suffixes to understand the meaning of words words, prefixes and suffixes to understand the meaning of words words, prefixes and suffixes to understand the meaning of words words, prefixes and suffixes to understand the meaning of words words that they have reader they meet Output Development of the prefixes and suffixes to understand the meaning of words words that they have reader they meet Discussing words and phrases to capture the reader's interest and imagination Output Development of the prefixes and suffixes to understand the meaning of words words and phrases to the prefixes the prefixes and they words and phrases to the prefixes the prefixes and the prefixes	
themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes			n stems for vocabulary: do the words and suggest about the cl word tells you that? keyword tells you about the character/setting ne word in the text which means nd highlight the word that is closest in meanin, word or phrase which shows/suggests that words and phrases diduse effectively? ood of the character changes throughout the t	g/mood? g to	nis.

Retrieval	Retelling	Sequencing	Answering and asking	Summarising	Visualising	Skimming and scanning	NC End points	
skills			'find it' questions					
	Retell a wide range of	Sequence pictures or texts	Find and select the	Summarise orally and in	Produce an annotated	Skim and scan to identify	Increasing their familiarity with a wide	
	stories orally using	from a story or nonfiction	word/s in a section of a	writing the main points	picture or visual map to	and use headings and	range of books and retelling some of	
	actions and visual cues	text read justifying reasons	text to answer find it	from a paragraph using a	represent a text that has	sections in books	these orally	
		for choices	questions	wider range of prompts	been read	(glossaries, indexes,	 Asking questions to improve their 	
						contents) to retrieve	understanding of a text	
			Generate find it questions			information	 Identifying main ideas drawn from more 	
			for a section of fiction and				than one paragraph and summarising	
			non-fiction texts (which				these	
			are relevant)				 Retrieve and record information from 	
							non-fiction	
Age appropriate texts: Reading for				n stems for retrieval:				
	themselves a wide range of books,			ould you describe this story/tex		ou know?		
	tories, myths and legends	THE THE THE	• How o	lid? How often? Who had	? Who is? Who did?			
_	de range of fiction, poetry,		• What	happened to? • What does	. do? • How is?			
	n and reference books or			What can you learn about from this section?				
	textbooks Reading books that are		• Give o	Give one example of • The story is told from whose perspective?				
	structured in different ways and reading for		• Can yo	an you number these events 1-5 in the order that they happened?				
a range of purpo	a range of purposes		• What	What happened after?				
(Care In)		• What	What was the first thing that happened in the story?					
			• Can yo	Can you summarise in a sentence the opening/middle/end of the story?				
			• In wha	In what order do these chapters occur in the text?				

reading based upon the title, cover and skim reading of illustrations, contents page and headings • Make predictions drawing upon knowledge from other • Infer an effect of a specific event or action • Infer characters' feelings, thoughts and motives • Infer characters' feelings, thought role play such as hot seating • Create short improvisations in role • Create short improvisations in role • Predicting what might happen from details stated and implied explaining the meaning of words in context • Predicting what might happen from details stated and implied explaining the meaning of words in context • Drawing inferences such as inferring characters' feelings, thoughts and motives	Inference skills	Predicting	Cause and Effect	Identifying evidence to support and justify opinion	Drama/ writing in role	Asking and answering inference questions	NC End points
Make predictions based upon background knowledge of the topic	SKIIIS	reading based upon the title, cover and skim reading of illustrations, contents page and headings • Make predictions based upon events and actions of characters so far in a story • Make predictions drawing upon knowledge from other texts • Make predictions based upon background knowledge of the	Infer an effect of a specific	Justify inferences with evidence • Infer characters' feelings,	feelings through role play such as hot seating • Create short improvisations in	Ask and answer inference/ detective relevant questions about a story or non-fiction text which begins to develop	context • Predicting what might happen from details stated and implied • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Asking questions to improve their

Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes



Question stems for inference:

Find and copy a group of words which show that...

- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are?
- How can you tell that..... ?
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....? Who is telling the story?
- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Text	Use and function of structural	Feature	s of different text types	Audience and purpose	Supporting meaning	NC End points
Structure	organisers Read fiction and non-fiction texts are structured in different ways Name and describe the functior range of common organisers in nonfiction texts (Y2: contents, he index, glossary + Y3: sub-heading diagrams) Use a range of structural organi (see previous bullet point) to retrinformation from nonfiction texts	forms o forms o Comp stories themes gs, sisers rieve	se and name some different f poetry are and contrast features of ead e.g. characters, settings,	Begin to read for a range of purposes e.g. research, pleasure, locate specific information • Recognise the intended audience and purpose of some non-fiction genres	Recognise that pictures/photographs can give as much information as the text • Describe how each successive parts of a text builds on the meaning of earlier sections	Recognising some different forms of poetry Retrieve and record information from non-fiction Identifying how structure, and presentation contribute to meaning Reading books that are structured in different ways and reading for a range of purposes
Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes			Why isWhat sWhat iIs the u	n stems for text structure: the text arranged in this way? structures has the author used? s the purpose of this text feature? use of effective? re these sections linked?		

Compare and	pare and Identify, discuss and record similarities and differences		Identify, compare and con	trast vocabulary	Making links	NC End points
characters, settings, openings, endings • Compare and contrast two or more versions of the same story e.g. comparing a play script of a story to the narrative		Compare and contrast lar read e.g. fairy tales and plan	nguage within a type of story ys	Identify and compare themes of fictional stories	Identifying themes and conventions in a wide range of books Reading books that are structured in different ways and reading for a range of purposes	
Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes		How a What How a Which Which Which	on stems for compare and contra are the authors points of view dif- effect does each text have on the do the authors engage the reade n words and phrases did each oth a section was the most interesting are these texts linked?	fferent? ne audience? Do they differ? r here? Do they use different strategies? her use most effectively?		

Discussion	Discussing and debating	Evaluating and Reviewing	Presenting and performing	NC End points
Discussion and performance	Discussing and debating Discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them Take turns, listen to what others say Discuss specific events, characters or sections of a text Discuss words and phrases which captures the readers interest and imagination	Create reviews of a text, stating which were their favourite parts and why	Presenting and performing Prepare poems and play scripts to read aloud and to perform, showing understanding through volume and action	NC End points Listening to and discussing a wide range of fiction poetry, plays, non-fiction and reference books or textbooks Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 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 Asking questions to improve their understanding of a text Ask relevant questions to extend their
				understanding and knowledge • Articulate and justify answers, arguments and opinions • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Participate in discussions, presentations, performances, role play/improvisations and debates • Consider and evaluate different viewpoints, attending to and building on the contributions of others
themselves a wincluding fairy silistening to a wiplays, nonfiction textbooks Reactions.	e texts: Reading for ride range of books, stories, myths and legends ide range of fiction, poetry, n and reference books or ling books that are fferent ways and reading purposes	Question stems for discussion are What did you think of the boo bid you like the central chara Explain why you liked Why did you choose to raise	ok? cter? Why/why not?	

Year 4 Reading Knowledge

Vocabulary	Identify vocabulary	Explain the meanings of words	Explain the intended impact of words and phrases on the reader	Recognise and explain how language is linked to audience and purpose	NC End points
	Identify and generate words with similar and opposite meanings	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet Explain the meaning of words in given contexts Discuss language to extend their interest in the meaning and origin of words Use dictionaries to check the meaning of words that they have read	Discuss words and phrases that capture the reader's interest and imagination giving reasons for their choices Explain why the author has used a particular word or phrase	Recognise key vocabulary and language features from different genres and apply to writing	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet Using dictionaries to check the meaning of words that they have read • Explaining the meaning of words in context Discussing words and phrases that capture the reader's interest and imagination Identifying how language contributes to meaning Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
themselves a w including fairy listening to a w	themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry,		stems for vocabulary: do the words and suggest about the cl word tells you that? keyword tells you about the character/setting		

plays, nonfiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Retrieval Retelling



Sequencing

• Find one word in the text which means......

Answering and asking find Summarising and note

- Find and highlight the word that is closest in meaning to......
- Find a word or phrase which shows/suggests that......
- Which words and phrases diduse effectively?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.

Recasting

Skimming and scanning

NC End points

skills			it questions	making			
	Retell a wide range texts orally which is balanced and clear	Show understanding of the text by sequencing a selection of unknown text so that they make sense as a whole, justifying reasons for choices	Find and select words and phrases to answer find it questions from different sections of unknown texts Generate relevant find it questions from different sections of fiction and non- fiction texts	Summarise orally and in writing the main points from several paragraphs or sections of a text	Produce an annotated drawing/ diagram to represent/ summarise a section of a text (nonfiction) Complete diagrams, tables and charts to summarise information	Scan different sections of unknown texts (fiction and nonfiction) to find missing information	Increasing their familiarity with a wide range of books and retelling some of these orally Asking questions to improve their understanding of a text • Identifying main ideas drawn from more than one paragraph and summarising these Retrieve and record information from non-fiction
Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes		• Hov • Hov • Wh • Wh • Hov • Wh • Give • The • Can • Wh • Wh	ion stems for retrieval: v would you describe this story/te v did? How often? Who had at happened to? at does do? v is? at can you learn about from te e one example of story is told from whose perspec you number these events 1-5 in at happened after? at was the first thing that happen you summarise in a sentence the that order do these chapters occu	? Who is? Who did? his section? tive? the order that they happened? ed in the story? opening/middle/end of the st			

Inference skills	Predicting	Cause and Effect	Identifying evidence to support and justify opinion	Drama/ writing in role	Asking and answering inference questions	NC End points
reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and different genres of writing • Make plausible predictions based upon events and actions of characters so far in a story – identifying evidence in the text • Make predictions drawing upon knowledge from other texts		Identify the multiple causes of an event	Justify inferences with evidence from within the text and experiences and/or reading beyond the text Infer characters' feelings, thoughts and motives from their actions at different points in a story	dence from within the text dexperiences and/or reading rond the text defer characters' feelings, ughts and motives from ir actions at different points		Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Predicting what might happen from details stated and implied Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Asking questions to improve their understanding of a text
Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes			Find and copy a group of How do these words mai How does this paragraph How do the descriptions How can you tell that What impression of What voice might these What was thinking wi From the cover what do What is happening now? What does this paragrap Do you think the choice	f words which show that ke the reader feel? n suggest this? of show that they are? .? do you get from these paragraphs? characters use? hen? Who is telling the story? you think this text is going to be ab What happened before this? What sh suggest will happen next? What of setting will influence how the plo	out? t will happen after? nakes you think this?	

Text Structure	Use and function of structural organisers	Features of different text types	Audience and purpose	Supporting meaning	NC End points
Structure	Read fiction and non-fiction texts that are structured in different ways Name, use and describe the function of a wider range of common organisers in nonfiction texts (Y2/3: contents, headings, index, glossary, subheadings, diagrams + Y4: captions and labels, bibliography) Use a range of structural organisers (see previous bullet point) to retrieve information from non-fiction texts Identifying how structure and presentation contribute to meaning (e.g. more independently and on Y4 texts)	Recognise and describe the typical features of a wider range of forms of poetry Recognise and describe some features of fiction genres Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza	Read for a range of purposes e.g. research, pleasure, locate specific information	Recognise and explain how presentational devices impact on reading and support meaning e.g. italics, bold, diagrams, bullet points Explain how topic sentences (first sentence of section) help cue the reader into the content of paragraphs	Recognising some different forms of poetry Retrieve and record information from non-fiction Identifying how structure, and presentation contribute to meaning Reading books that are structured in different ways and reading for a range of purposes
themselves a w including fairy s listening to a w plays, nonfictio textbooks Read	te texts: Reading for vide range of books, stories, myths and legends vide range of fiction, poetry, on and reference books or ding books that are ourposes	• Why is • What s • What is • Is the u	stems for text structure: the text arranged in this way? tructures has the author used? the purpose of this text feature? use of effective? the these sections linked?		

Compare and	Identify, discuss and record	similarities and differences	Identify, compare	and contrast vocabulary	Making links	NC End points
Contrast	to characterisation in storie Compare and contrast inf	ormation from different bic, identifying similarities in npare and contrast the	· ·	ntrast language across different types . fairy tales, myths and legends and	Identify and compare themes in a wider range of fiction and non-fiction	Identifying themes and conventions in a wide range of books Reading books that are structured in different ways and reading for a range of purposes
Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes			Question stems for compare and contra How are the authors points of view di What effect does each text have on th How do the authors engage the reade Which words and phrases did each ot Which section was the most interestir How are these texts linked?	fferent? ne audience? Do they differ? or here? Do they use different strategies? her use most effectively?		

Discussion	Discussing and debating	Evaluating and Reviewing	Presenting and performing	NC End points
and performance	Discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks that they have read themselves and which have been read to them Take turns, listen to what others say and ask follow up questions to contributions made by others Identify and discuss the purpose of a text and the intended impact on the reader Identify and discuss the difference between fact and opinion Discuss the impact words and phrases which capture the readers interest and imagination	Create structured reviews of a text, evaluating the overall text as well as reviewing specific elements	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 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 Asking questions to improve their understanding of a text Ask relevant questions to extend their understanding and knowledge Articulate and justify answers, arguments and opinions Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play/improvisations and debates Consider and evaluate different viewpoints, attending to and building on the contributions of others
themselves a wincluding fairy slistening to a winglays, nonfiction textbooks Reactions	e texts: Reading for vide range of books, stories, myths and legends vide range of fiction, poetry, on and reference books or ding books that are ifferent ways and reading purposes	Question stems for discussion a What did you think of the boo Did you like the central charace Explain why you liked Why did you choose to raise/I	ok? cter? Why/why not?	

Year 5 Reading Knowledge

Vocabulary	Identify vocabulary	Explain the meanings of words	Explain the intended impact of words and phrases on the reader	Recognise and explain how language is linked to audience and purpose	NC End points
	Identify figurative language devices	Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context Ask questions about vocabulary to improve their understanding	Discuss how language contributes to the overall meaning Discuss how authors use figurative language and the impact of these on the reader Compare the impact of different language devices within a text	Recognise language and vocabulary used by an author for a specific genre and compare to another author, considering impact on reader.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet Identifying how language contributes to meaning Asking questions to improve their understanding Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Age appropriate texts: Reading for themselves 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 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



Question stems for vocabulary:

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means......
- Find and highlight the word that is closest in meaning to......
- Find a word or phrase which shows/suggests that......
- Which words and phrases diduse effectively?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.

Retrieval skills	Retelling	Sequencing	Answering and asking find it questions	Summarising and note making	Recasting	Skimming and scanning	Note making skills	Determining validity and importance	NC End points
	See summarising	Sequence	Find and select words	Identify the main	Summarise in	Scan different texts	Retrieve and	Prior to reading,	 Increasing their familiarity with a
	and sequencing	sections/	and phrases from	ideas from several	different ways	to find evidence to	record information,	select from a range	wide range of books and retelling
	boxes	outlines of	across a whole text to	paragraphs and	including key	support answers to	producing a set of	of texts/ sources of	some of these orally
		unknown texts	answer find it questions	provide key	information e.g.	questions	notes to support a	information with a	Asking questions to improve their
		based upon	Ask relevant questions	additional	written summary,	 Speed read or 	presentation	key question or	understanding of a text
		knowledge of	which explore the detail	information from a	key words,	skim the text to		heading in mind.	 Identifying main ideas drawn from
		genre features	of a text or which	section of the text	pictures/ diagrams,	gain the gist or			more than one paragraph and
			require comparison	to support this	charts and making	main idea			summarising these
			across fiction and		notes for				Retrieve and record information
			nonfiction		presentations				from non-fiction
D	/C			0					

Range of Texts/Genres: Reading for themselves 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 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





Question stems for retrieval:

- How would you describe this story/text? What genre is it? How do you know?
- How did...? How often...? Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is?
- \bullet What can you learn about from this section?
- Give one example of......
- The story is told from whose perspective?
- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapters occur in the text?

Inference skills	Predicting	Cause and Effect	Identifying evidence to support and justify opinion	Drama/ writing in role	Asking and answering inference questions	NC End points
	Make predictions about characters based upon reading so far – identifying a range of evidence within and beyond the text to support opinion Categorise predictions as likely/unlikely based upon what has been read so far	Infer and comment on the possible causes of events and actions Identify which causes are most/least likely based upon evidence in the text and beyond	Justify inferences backed by one type of textual evidence from across the text Infer and explain how a character's thoughts, feelings or motives have changed over the course of the text Identify statements of fact and opinion.	Explore contrasting characters' feelings, thoughts, actions and motives through role play such as hot seating • Create improvisations in role e.g. creating a new or alternative scenes	Ask and answer relevant inference/ detective questions for a range of fiction and nonfiction texts In discussion and role ask/answer relevant inferences/ detective questions about characters' feelings, actions, thoughts and motives	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 Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Distinguish between statements of fact and opinion Provide reasoned justifications for their views
themselves an fiction, poetry, reference book	/Genres: Reading for increasingly wide range of plays, non-fiction and so or textbooks reading		Question stems for inferer • Find and copy a group of • How do these words mal • How does this paragraph	words which show that ke the reader feel?		

Range of Texts/Genres: Reading for themselves 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 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



- How do the descriptions of show that they are?
- How can you tell that..... ?
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when..... ? Who is telling the story?
- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text

Text	Use and function of structural	Features of different text types	Audiend	e and purpose	Supporting meaning	NC End points
Structure	organisers					
	 Read fiction and non-fiction texts that 	 Identify, compare and contrast the 	• Read f	or a range of purposes e.g.	 Explain how a series of chapters, 	 Reading books that are structured in
	are structured in different ways.	features of a range of poetry, non-fiction	research	n, pleasure, locate specific	scenes, or stanzas fits together to	different ways and reading for a range of
	 Identify structural organisers and make 	and fiction genres	informa	tion, gain an overview	provide the overall structure of a	purposes
	comparisons within and across books.				particular story, drama, or poem	 Identifying and discussing conventions
	 Explain why the author has chosen to 					in and across a wide range of writing
	structure/present the text in particular					 Identifying how structure and
	way or use a particular structural					presentation contribute to meaning
	organiser					
Range of Texts	Genres: Reading for themselves an increasing	У		Question stems for text structure	2:	
wide range of	fiction, poetry, plays, non-fiction and reference			 Why is the text arranged in this 	s way?	
	ooks reading books that are structured in differ			What structures has the author	r used?	
,	ing for a range of purposes a wide range of boo			What is the purpose of this tex	t feature?	
	ns, legends and traditional stories, modern fiction	The state of the s		• Is the use of effective?		
	ur literary heritage, and books from other cultur	es		How are these sections linked?		
and traditions						

Compare and	Identify, discuss and record similarities and differences	Identify, compare and contrast vocabulary	Making links	NC End points
Contrast	Identify, compare and contrast the features of a range of different forms of ¬ Poetry ¬ Non-fiction ¬ Fiction Compare and contrast purpose and viewpoint and evaluate the usefulness of each source Begin to compare and contrast authors' styles	Compare the language of poetry, prose and nonfiction for the same theme or information	Compare how a common theme is presented in a range of texts	Making comparisons within and across books Reading books that are structured in different ways and reading for a range of purposes Identifying and discussing themes and conventions in and across a wide range of writing (text types) Non statutory - Pupils should be shown how to compare characters, settings, themes and other aspects of what they read
themselves an i fiction, poetry, reference book	Genres: Reading for ncreasingly wide range of plays, non-fiction and s or textbooks reading structured in different ways	Question stems for compare and contra • How are the authors points of view di • What effect does each text have on ti • How do the authors engage the reade • Which words and phrases did each ot	ifferent? he audience? Do they differ? er here? Do they use different strategies?	

How are these texts linked?

• Which section was the most interesting/exciting part from each text?

and reading for a range of purposes 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

Discussion	Discussing and debating	Evaluating and Reviewing	Presenting and performing	NC End points
and	 Participate in discussions about books, 	 Recommend to their peers orally and in 	 Learn a range of poetry by heart 	Learning a wider range of poetry by heart
performance	Participate in discussions about books, building on their own and others' ideas Ask questions to clarify others' opinions Explain and discuss their understanding of what they have read Provide reasoned justifications for their views Identify and discuss themes and points of view within and across texts	Recommend to their peers orally and in writing books that they have read Give reasons for recommendations Create independent reviews of a text	Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Explain their understanding by presenting some of their ideas to others	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 Asking questions to improve their understanding 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, Ask relevant questions to extend their understanding and knowledge Articulate and justify answers, arguments and opinions Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role
				play/improvisations and debates • Consider and evaluate different viewpoints, attending to and building on the contributions of others
themselves an in fiction, poetry, p reference books books that are s and reading for range of books, and traditional s fiction from our	Genres: Reading for creasingly wide range of plays, non-fiction and cor textbooks reading tructured in different ways a range of purposes a wide including myths, legends tories, modern fiction, literary heritage, and er cultures and traditions	What did you th Did you like the Explain why you	central character? Why/why not?	

Year 6 Reading Knowledge

Vocabulary	Identify Vocabulary	Explain the meanings of words	Explain the intended impact of words and phrases on the reader	Recognise and explain how language is linked to audience and purpose	NC End points
	Identify words and phrases that create a particular mood, feeling or attitude including figurative language	Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context Ask questions to help clarify their understanding of vocabulary	Explain how words and phrases create a particular mood, feeling or attitude Consider the impact on the reader of a range of vocabulary and language devices Compare the impact of language devices across texts	Recognise and compare language and vocabulary features across different text types and between authors and consider impact on reader. Suggest how language would need to change for different audiences	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet Identifying how language contributes to meaning Asking questions to improve their understanding Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Range of texts/Genres: Reading for themselves 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 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



Question stems for vocabulary:

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means......
- Find and highlight the word that is closest in meaning to......
- Find a word or phrase which shows/suggests that......
- Which words and phrases diduse effectively?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.

Retrieval skills	Retelling	Sequencing	Answering and asking find it questions	Summarising and note making	Recasting	Skimming and scanning	Note making skills	Determining validity and importance	NC End points
	See summarising and sequencing boxes	Manipulate sections of stories to create and explore more complex narratives e.g. dual narration, flash back	Find, select and combine relevant words and phrases from more than one text/source to support answers to find it questions Generate find it questions relevant to different sections of a non-fiction text Ask relevant find it questions about different sections of a story read	Identify the main idea from across several paragraphs or sections of the text and provide key additional information from the text to support this Summarise the themes or viewpoints for different texts	Summarise in different ways for different audiences and purposes	Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum e.g. history and geography	Generate find it questions relevant to different sections of a nonfiction text Ask relevant find it questions about different sections of a story read	Appraise a text quickly, deciding on its value, quality or usefulness	Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph Identifying key details to support the main ideas Retrieve, record and present information from non- fiction
increasingly w	Genres: Reading for the	try, plays, non-		• How v	•	story/text? What genre	is it? How do you know	v?	

increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes 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





- How did...? How often...? Who had...? Who is...? Who did....?
- What happened to...? What does.... do? How is?
- What can you learn about from this section? Give one example of......
- The story is told from whose perspective?
- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapters occur in the text?

Inference skills	Predicting	Cause and Effect	Identifying evidence to support and justify opinion	Drama/ writing in role	Asking and answering inference questions	NC End points
	Make predictions about characters, plots and themes of stories based upon knowledge of fiction genres and other books by the same author Make predictions using evidence stated and implied	Infer, comment on and make links between the cause and effects of events and actions Evaluate the impact of different causes and effects on people and places	Justify inferences backed by a range of types of evidence from across the text • Infer and compare different characters' thoughts, feelings and motives at the same points in a story Distinguish between statements of fact and opinion using evidence to justify.	Create improvisations in role e.g. for a different point in time to that in the text Present ideas in role as an expert authority e.g. debate	Ask find it inference/ detective questions which explore the detail of a text or which require comparison across the text	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 Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Distinguish between statements of fact and opinion Provide reasoned justifications for their views
themselves ar fiction, poetry reference boo books that are	increasingly wide range of plays, non-fiction and plays, non-fiction and plays, rotation in textbooks reading estructured in different ways	D	Question stems for inferer • Find and copy a group of • How do these words ma • How does this paragraph • How do the descriptions	f words which show that ke the reader feel?		

and reading for a range of purposes 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



- How can you tell that..... ?
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when..... ? Who is telling the story?
- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text

Text	Use and function of structural	Features of different text types	Audienc	ce and purpose	Supporting meaning	NC End points
Structure	organisers					
	Read fiction and non-fiction texts that	• Identify, compare and contrast the • Read for a ra		or a range of purposes e.g.	Use text structure to help summarise	Reading books that are structured in
	are structured in different ways	features of a range of fiction genres research,		n, pleasure, locate specific	the text (linked to AF2)	different ways and reading for a range of
	 Identify structural organisers and make 	Explain major differences between text			 Analyse how a particular sentence, 	purposes
	comparisons within and across books	types	and contrast		chapter, scene, or stanza fits into the	 Identifying and discussing conventions
	 Discuss the effectiveness of different 				overall structure of a text and	in and across a wide range of writing
	structures/ presentations of fiction and				contributes to the development of the	 Identifying how structure and
	non-fiction				theme, setting, or plot	presentation contribute to meaning
Range of texts/	Genres: Reading for themselves an increasingl	У		Question stems for text structure	e:	
_	fiction, poetry, plays, non-fiction and reference			Why is the text arranged in this	s way?	
	ooks reading books that are structured in diffe			What structures has the author used?		
	ways and reduing for a range of parposes a wide range of books,			What is the purpose of this text feature?		
υ,	including myths, legends and traditional stories, modern fiction,			• Is the use of effective?		
	r literary heritage, and books from other cultur	res		How are these sections linked?		
and traditions						

Compare and	Identify, discuss and record similarities and differences	Identify, compare and contrast vocabulary	Making links	NC End points
Contrast	Identify, compare and contrast the features of a range of fiction genres (e.g. contemporary v traditional) including poetry Compare information, ideas, values and attitudes represented within and across texts Analyse how an author develops and contrasts the points of view of different characters or narrators in a text Compare and contrast authors' style, purpose and viewpoint.	Compare and contrast different language within and across books	Compare and contrast themes and topics in stories of the same genre e.g. mysteries and adventure stories Explain the relationship between characters, plot, setting, point of view and theme	Making comparisons within and across books Reading books that are structured in different ways and reading for a range of purposes Identifying and discussing themes and conventions in and across a wide range of writing (text types) Non statutory - Pupils should be shown how to compare characters, settings, themes and other aspects of what they read
themselves an i	Genres: Reading for number of collars, non-fiction and sor textbooks reading	Question stems for compare and cont How are the authors points of view of What effect does each text have on How do the authors engage the read	lifferent?	

books that are structured in different ways and reading for a range of purposes 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



- How do the authors engage the reader here? Do they use different strategies?
 Which words and phrases did each other use most effectively?
- Which section was the most interesting/exciting part from each text?
- How are these texts linked?

Discussion	Discussing and debating	Evaluating and Reviewing	Presenting and performing	NC End points
and	5 5	ŭ ŭ		
and performance	Participate in discussions about books, building on their own and others' ideas Challenge views courteously Explain and discuss their understanding of what they have read through formal debates Provide reasoned justifications and a wider range of evidence to support their views Comment on the overall impact of a text on the reader	Recommend books that they have read to wider audiences e.g. online, local library Write independent reviews and give reasons for specific recommendations	Learn a wider range of poetry by heart Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Explain and discuss their understanding of what they have read through presentations	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 Asking questions to improve their understanding 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 Ask relevant questions to extend their understanding and knowledge Articulate and justify answers, arguments and opinions Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play/improvisations and debates
themselves an ifiction, poetry, reference books books that are and reading for range of books, and traditional fiction from our	Genres: Reading for increasingly wide range of plays, non-fiction and s or textbooks reading structured in different ways a range of purposes a wide including myths, legends stories, modern fiction, r literary heritage, and er cultures and traditions	What did you ti Did you like the Explain why you	for discussion and performance: hink of the book? e central character? Why/why not? u liked part of the story. loose to raise/lower your voice when reading alou	Consider and evaluate different viewpoints, attending to and building on the contributions of others d here?