



Year 1		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Book Bands	Yellow/Dark blue	Dark blue/Green	Green	Green/Orange	Orange	Orange/Turquoise
	Word Reading	<p>Apply phonic knowledge from phase 4, but not necessarily accurately as the route to decode words.</p> <p>Respond speedily with correct sound to graphemes for some phonemes; secure within phase 4 and working within phase 5.</p> <p>Recognise and read at least 15 common exception words.</p> <p>Still using picture cues at times to guess but begin to use contextual cues to decode texts.</p> <p>Use taught phonic knowledge to read and blend simple words within their home reading books, CVC/CVCC/CCVC.</p> <p>Start to exhibit fluency and confidence when re-reading known texts and applying word reading/decoding skills appropriate for level.</p>		<p>Start to accurately apply phonic knowledge from phase 5 and skills as their primary route to decode words.</p> <p>Start to blend sounds in unfamiliar words (not always accurately) that contain GPCs that they have been taught.</p> <p>Recognise and read at least 30 common exception words.</p> <p>Read words containing taught GPCs and -s & -ing endings.</p> <p>Decode words that have similar letter patterns to other known words</p> <p>Apply developing phonic knowledge to read aloud accurately books that are consistent with their growing phonic knowledge.</p> <p>Exhibit fluency and confidence when rereading known texts.</p>		<p>Apply phonics knowledge as route to decode words; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; at least up to phase 5.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught in an unknown text.</p> <p>Recognise and read at least 50 common exception words.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read words of more than one syllable that contain taught GPCs.</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to decode words.</p> <p>Reread these books to build up their fluency and confidence in word reading.</p> <p>Use simple punctuation (full stop and capital letter) when reading to pause appropriately</p>	
	Reading for Pleasure	Choose books with guidance, encouragement and support.		Motivated to read independently		Read books of own choice for pleasure and can share and discuss why they like them with adults	
	Reading Skills	<p>Group texts with similar characters and themes together when sorting books</p> <p>Talk very simply about what a character is like, e.g <i>he is kind</i></p> <p>Retell simple known stories from memory.</p> <p>Pick out the title from the other text.</p> <p>Repeat what is read to them</p> <p>With support, identify a word that is unfamiliar and read around it.</p> <p>Listen to some poems, stories and nonfiction beyond a level at which they can read independently.</p> <p>Join in with a group to recite predictable rhyming text.</p>		<p>With prompting, make simple links between what they've read or heard</p> <p>Say how a character might feel because of an event</p> <p>Retell key stories, traditional tales and fairy stories.</p> <p>Discuss the significance of titles and events.</p> <p>Explain clearly what is read to them.</p> <p>Identify words they do not understand and make plausible guesses at meaning.</p> <p>Listen to and discusses some poems, stories and non-fiction at a level beyond which they can read independently.</p> <p>Recite simple rhymes.</p>		<p>Link what they've read or heard to their own experiences and can explain this orally.</p> <p>Suggest what a character might do next because of what has taken place in the text.</p> <p>Discuss the particular characteristics of key stories, traditional tales and fairy stories.</p> <p>Draw on what they already know and background information to understand books they have read.</p> <p>Check that the text makes sense to them by rephrasing back key words and sentences.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Use vocabulary extracted from books to show they understand context</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which they can read independently.</p> <p>Has stamina to retain information from text.</p> <p>Recite simple short poems.</p>	
Year 2		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Book Bands	Turquoise	Turquoise/Purple	Purple	Purple/Gold	Gold/White	White
	Word Reading	<p>Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes</p> <p>Apply phonic knowledge and skills, including the blending of sounds in unfamiliar words, to decode appropriate texts accurately</p> <p>Sound out many unfamiliar words accurately</p> <p>Read many common exception words</p> <p>Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)</p> <p>Recognise and read words with contractions</p> <p>Read aloud many words quickly and accurately without overt sounding and blending (In books matched to GPC knowledge)</p>		<p>Apply phonic knowledge and skills, including the blending of sounds in unfamiliar words, to decode appropriate texts accurately</p> <p>Start to develop awareness of alternative sounds for graphemes</p> <p>Sound out most unfamiliar words accurately, without undue hesitation</p> <p>Read most common exception words</p> <p>Read accurately most words of two or more syllables</p> <p>Recognise some words with common suffixes</p> <p>Sound out most unfamiliar words accurately, without undue hesitation</p>		<p>Apply phonic knowledge and skills consistently to consistently decode age appropriate texts quickly and accurately.</p> <p>Recognise and effortlessly decode alternative sounds for graphemes</p> <p>Sound out all unfamiliar words accurately (within age appropriate range)</p> <p>Read accurately most words of three or more syllables</p> <p>Read most words with common suffixes</p> <p>Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</p>	



	Reading for Pleasure	With books that match their interests, regard reading as a pleasurable activity		Read a range of books with pleasure, and make preferences	Able to talk about and share books of their own choosing with other members of the class		
	Reading Skills	<p>Make simple predictions on what might happen from what they have read so far</p> <p>Answer questions in discussion with the teacher and make simple inferences</p> <p>Demonstrate understanding of a wide range of poetry, stories, and non-fiction that has been read and listened to by verbal explanations linked to own experiences, background information and vocabulary provided.</p> <p>Recognise the beginning, middle and end in a simple text</p> <p>Check that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies</p> <p>Use recurring literary language in discussing or retelling stories and joining in with poetry Shows understanding of the meaning of words through discussion, and makes links to those already known.</p> <p>Learn some simple poems by heart and recite them with others, using appropriate intonation to help make the meaning clear</p> <p>Demonstrate increasing familiarity with, and retell, a range of stories, fairy stories and traditional tales.</p> <p>Recognise that non-fiction books can be structured in different ways</p>		<p>Make simple predictions on what might happen, based on what has been read so far.</p> <p>Answer questions and make some inferences (in a book they can already read fluently)</p> <p>Demonstrate understanding of simple stories and non-fiction that is read independently, and of more challenging books that are listened to, through identification of key aspects of the text</p> <p>Recognise sequences of events in simple texts</p> <p>Explain what has happened so far in what they have read</p> <p>Check that the text makes sense whilst reading, correcting any inaccurate reading</p> <p>Recognise and use repeating lines that authors have put in for effect</p> <p>Clarify the meaning of new words through discussion</p> <p>Know more than one poem as part of a group and participate in discussion about making comparisons about poetry</p> <p>Demonstrate increasing familiarity with, and can retell, a range of stories, fairy stories and traditional tales.</p> <p>Use indexes and contents pages in non-fiction texts</p>	<p>Make a plausible prediction about what might happen on the basis of what has been read so far</p> <p>Make inferences (in a book they are reading independently)</p> <p>Demonstrate understanding of a wide range of poetry, stories and non-fiction that is read independently, and of more challenging books that are listened to, through identification of key aspects of the text, explanation, and active discussion that takes account of what others say</p> <p>Identify sequences of events in texts and offers simple explanations of how items of information relate to one another</p> <p>Demonstrate understanding of what is read independently, or listened to, by drawing on own knowledge, and information and vocabulary provided.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Clarify the meaning of new words through discussion, and by making links to known vocabulary.</p> <p>Recite a repertoire of poems by heart, using appropriate intonation to help make meaning clear</p> <p>*Make links between the book they are reading and other books they have read Recognise and understand the different structures of non-fiction books that have been introduced</p>		
Year 3		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Book Bands/Texts	Guided Reading: White	Guided Reading: White	Whole-Class Reading: <i>Fortunately the Milk</i> (Neil Gaiman)	Whole-Class Reading: <i>The Secrets of the Stone Age</i> (Mick Manning and Brita Grantstrom) Whole-Class Reading: <i>Ug: Boy Genius of the Stone Age</i> (Raymond Briggs)	Whole-Class Reading: <i>Old Possum's Book of Practical Cats</i> (TS Eliot) Whole-Class Reading: <i>Gobolino the Witch's Cat</i> (Ursula Williams)	Whole-Class Reading: <i>The Story of Tutankhamun</i> (Patricia Cleveland-Peck) Whole-Class Reading: <i>Cinderella of the Nile</i> (Beverly Naidoo) Whole-Class Reading: <i>Bluebird</i> (Bob Staake)
	Word Reading	<p>Apply phonic knowledge to decode age appropriate texts quickly and accurately with only a few mistakes.</p> <p>Recognise and read common exception words: words with -s, -es, -ing, -ed, -er and - est endings; and words of more than one word syllable containing taught GPCs</p> <p>Read accurately most words of two or more syllables</p>		<p>Apply phonic knowledge to consistently decode unknown age appropriate texts quickly and accurately</p> <p>Begins to use knowledge of common suffixes and root words to begin to read new words</p> <p>Decode words of two or more syllables with common suffixes and root words</p> <p>Sound out unfamiliar words when reading aloud and is developing fluency when reading beyond age related texts.</p>	<p>Read fluently to decode most words in age-related texts, pausing only to ensure the correct pronunciation is being used.</p> <p>Recognise some common suffixes and root words and uses this knowledge to read new words.</p> <p>Recognise and effortlessly decode words of two or more syllables and words with common suffixes and root words</p> <p>When reading aloud, sound out unfamiliar words accurately without undue hesitation, and read age related texts with confidence and fluency.</p>		
	Reading for Pleasure	Choose to read without being prompted		Speak positively about books they have read.		Demonstrate a positive attitude towards a variety of different reading material and able to make recommendations to peers.	
	Reading Skills	<p>Use own knowledge and available information to make simple inferences on what has been read</p> <p>Make predictions about what might happen next based on what had been read</p> <p>Identify key aspects of a range of fiction and non-fiction, including challenging texts that are listened to.</p>		<p>Use own knowledge, available information and vocabulary associated with emotions to make inferences</p> <p>When questioned, make predictions about what is likely to happen next.</p> <p>Begin to independently identify key aspects of age appropriate, challenging fiction and non-fiction books</p>		<p>Offer plausible inferences and predictions and explain them, referring to key parts of the text</p> <p>Offer some predictions about what might happen next based on what has been read</p> <p>Identify key aspects of age appropriate, challenging fiction and non-fiction books</p>	



		<p>Identify sequences of events and offers simple explanations about how they relate</p> <p>Recognise and understand the structures of familiar non-fiction books</p> <p>Clarify meaning of new words through discussion and making links to known vocabulary</p> <p>Recognise simple recurring literacy language in stories and poetry</p> <p>Demonstrate familiarity with a wide range of stories, fairy stories and traditional tales</p> <p>Make simple comparisons about characters within the text</p>	<p>Sequence events and explains how they relate and lead on from one another</p> <p>Recognise and understands that different texts are structured differently and, when prompted, is beginning to offer explanation as to why</p> <p>By making links to known vocabulary, understand unfamiliar words.</p> <p>Through discussion and questioning, select words which have been used to have a specific effect</p> <p>Familiar with a wide range of stories; including fairy and traditional tales, and some common non-fiction texts.</p> <p>Make comparisons within text about characters and settings.</p>	<p>Offer simple explanations of how and why texts are structured according to their purpose</p> <p>Use the structure of a non-fiction book to navigate a simple information text confidently</p> <p>New words are understood by making links to known vocabulary</p> <p>Recognise when the author has used a word for impact and may use the language of grammar to support this, e.g. adjective, adverb or verb</p> <p>Familiar with a wide range of fiction and non-fiction, including information books that may have a narrative feel to them</p> <p>Use comparisons within text to analyse and start identifying patterns or themes.</p>
Year 4	Texts	<p>Migration: Animal Stories (Mike Uniwin and Jenni Desmond)</p> <p>The Day No One Was Angry (Toon Tellegen)</p> <p>Alice in Wonderland (Lewis Carroll)</p> <p>The Snowman (Raymond Briggs/Michael Morpurgo)</p>	<p>The Roman Record - Newspaper Histories (Paul Dowswell)</p> <p>The Rotten Romans - Horrible Histories (Terry Deary)</p> <p>The Polar Bear Explorer's Club (Alex Bell)</p> <p>Overheard in a Tower Block (Joseph Coelho)</p>	<p>The Last Magician (Piers Torday)</p> <p>The Lost Book of Adventure (Teddy Keen)</p> <p>Classic Poetry (edited by Michael Rosen)</p> <p>The Fate of Fausto (Oliver Jeffers)</p>
	Word Reading	<p>Apply phonic knowledge and skills to consistently decode age appropriate texts quickly and accurately.</p> <p>Recognise and read all common exception words from KS1 list</p> <p>Recognise and effortlessly decode words of two or more syllables and words with common suffixes</p> <p>Read some unfamiliar texts accurately, drawing upon more than one strategy</p>	<p>Accurate decoding established to read a range of age appropriate texts</p> <p>Recognise common prefixes, suffixes and root words to try to establish meanings of new words.</p> <p>When reading aloud, read, with increasing fluency, most words from the National Curriculum year 3 and 4 word list</p> <p>When reading aloud, successfully sound out unfamiliar words to read age appropriate texts with increasing fluency</p>	<p>Automatic decoding established to read a range of age appropriate texts.</p> <p>Begin to use growing knowledge of prefixes, suffixes and root words to read and determine meaning from new words.</p> <p>When reading aloud, read fluently and accurately without undue hesitation all words from the National Curriculum year 3 and 4 word list.</p> <p>When reading aloud, sound out unfamiliar words accurately without undue hesitation, and read age related texts with confidence and fluency for an increasing period of time</p>
	Reading for Pleasure	<p>Make considered choices about books to read for pleasure.</p> <p>Explain why they have chosen a book and what they like about it</p>	<p>Make positive, independent decisions about the books they read.</p> <p>Identify a preference in reading material, e.g. an author or genre</p>	<p>Regard reading both fiction and non-fiction as a pleasurable activity and make recommendations to peers.</p> <p>Read a book and explain, giving reasons and comparing to other books, what they like and dislike.</p>
	Reading Skills	<p>Offer plausible inferences and explain them using text and previous book knowledge.</p> <p>Offer predictions about what might happen next based on what has been read and extract from text to back up opinion.</p> <p>Demonstrate understanding of a wide range of poetry, stories and non-fiction that is read independently, and of more challenging books that are listened to, through identification of key aspects of the text, explanation, and active discussion that takes account of what others say.</p> <p>With support to navigate, use dictionaries to check meaning.</p> <p>Use the features of a non-fiction book, e.g. contents and index to navigate confidently</p> <p>Identify unfamiliar words and start to make sense in context.</p> <p>Choose words from the text that add to meaning, e.g. <i>the word 'loomed' suggests the building is a tower</i></p> <p>Familiar with a wide range of fiction and non-fiction and uses this knowledge to make comparisons with known texts.</p>	<p>Begin to infer characters' possible feelings and thoughts from actions in the text.</p> <p>Offer predictions based on own experience, and using knowledge of structure of text to support.</p> <p>Demonstrate understanding of a wide range of poetry, stories and non-fiction that is read independently, and of more challenging books that are listened to, through identification of key aspects of the text, explanation, and identify that different texts are structured differently.</p> <p>Become more confident in navigating dictionaries to check the meaning of words they have read.</p> <p>Locate relevant sections of non fiction texts to attempt to retrieve answers to specific questions.</p> <p>Use their knowledge of the content of a text to suggest a meaning of unfamiliar words.</p> <p>Identify words from the text that add to meaning and begin to explain the effect of the chosen vocabulary e.g. <i>the word 'loomed' suggests the building is a</i></p>	<p>Draw accurate inferences such as characters' feelings and thoughts from their actions.</p> <p>Make predictions based on own experience and knowledge of the text and how texts of this genre may work.</p> <p>A good understanding of age appropriate, challenging texts is demonstrated through the identification of key aspects of fiction and non fiction; and simple explanations of how and why texts are structured according to their purpose</p> <p>Use dictionaries accurately to check the meaning of words they have read.</p> <p>Use non-fiction texts to retrieve and record answers to specific questions efficiently.</p> <p>Draw upon context and knowledge of words around and within sentence to make meaning.</p> <p>Identify and discuss words and phrases that capture the reader's interest and imagination.</p> <p>Familiar with fiction and non-fiction, including books by the same author.</p> <p>Identify key details that support main ideas, and use them to summarise content from a paragraph.</p>



				<p><i>tower and it makes me feel small as a reader</i></p> <p>Identify books by the same author and explain the similarities and differences</p> <p>Begin to accurately summarise sections of a text they have read.</p> <p>Re-tell the key features of familiar stories</p>	<p>Re-tell well-known stories, or stories with familiar formats that they may have heard once.</p>		
Year 5	Texts	<p>The Explorer (Katherine Rundell)</p>	<p>The Secret of the Tattered Shoes (Jackie Morris)</p>	<p>The Invention of Hugo Cabret (Brian Selznick)</p> <p>The Listeners (Walter De La Mare)</p>	<p>Smith (Leon Garfield)</p> <p>The Incredible Ecosystems of Planet Earth (Rachel Ignotofsky)</p>	<p>Cosmic Disco (Grace Nichols)</p> <p>The Silk Roads (Peter Frankopan)</p>	<p>Who Let the Gods Out (Maz Evans)</p> <p>Planetarium (Raman Prinja)</p> <p>The Dam (David Almond)</p>
	Word Reading	<p>Recognise and effortlessly decode alternative sounds for all graphemes.</p> <p>Begin to determine meaning of new words by applying knowledge of the root words, prefixes and suffixes as listed in the Year 5 and 6 word list (Appendix 1) e.g <i>words ending in ible/able</i></p> <p>Recognise and effortlessly decode words of three or more syllables and words with common suffixes.</p> <p>When reading aloud, read fluently and accurately without undue hesitation all words from the National Curriculum year 3 and 4 word list (Appendix 1), and some of the words from the National Curriculum year 5 and 6 list</p> <p>Read age related texts with confidence and fluency for an increasing period of time by themselves, with little or no prompting.</p>		<p>Tackle any new word, using all the letters in a word</p> <p>Come up with a definition/meaning of a new word by identifying the context and can apply this to the growing knowledge of homophones, as listed in Appendix 1 for Y5/6</p> <p>When reading aloud, read fluently and accurately without undue hesitation some words from the National Curriculum year 5 and 6 word list.</p> <p>Read age related texts and poems confidently starting to recall and recite key parts.</p>		<p>Determine the meaning of new words by applying knowledge of the root words, prefixes and suffixes as taught so far from Appendix 1</p> <p>When reading aloud, read fluently and accurately without undue hesitation most words from the National Curriculum year 5 and 6 word list.</p> <p>Read at length for long periods of time.</p> <p>Recite poems as part of a group</p>	
	Reading for Pleasure	<p>Recommend books to others based on own reading preferences, giving reasons for choice.</p>		<p>Recommend books to others based on own reading preferences, giving reasons for choice and express views formed through independent reading and books that are read to them, explaining and justifying personal opinions.</p>		<p>Actively demonstrate a positive attitude to reading by frequently reading for pleasure both fiction and non-fiction</p>	
	Reading Skills	<p>Begin to justify inferences with evidence, drawing on their own experiences.</p> <p>With support, ask questions to develop their understanding of the text</p> <p>Check a text makes sense to them by discussing their understanding of words in context</p> <p>Use non-fiction texts to retrieve and record answers to specific questions.</p> <p>Capture whole phrases which depict a mood or describe a scene.</p> <p>Identify words that are particularly effective and start to discuss why they work in a sentence.</p> <p>Draw upon knowledge from a range of texts, such as longer narratives and non-fiction text types to answer questions about genre features.</p> <p>Summarise the main point of a piece of writing</p>		<p>Draw inferences from characters portrayed in books regarding their motives from their actions.</p> <p>With appropriate questioning, make predictions based on implied details</p> <p>Ask questions to develop their understanding of the text.</p> <p>Check a text makes sense to them by drawing on own experience., e.g, <i>I know this because...</i></p> <p>Answer questions that draw upon more than one text to make comparisons</p> <p>Pick out paragraphs or sections which have a particular effect on the reader and explain why.</p> <p>Identify why a word is particularly effective and how it compares to similar words</p> <p>Read both fiction and non-fiction, identifying how different texts have different features that are specific to text type.</p> <p>Identify key details that support main ideas, and use them to summarise content drawn from more than one paragraph.</p>		<p>Draw inferences from characters portrayed in books regarding motives and use these to make plausible predictions.</p> <p>Ask complex (multi-layered) questions to enhance understanding of the text.</p> <p>Check that the book makes sense to them by drawing on knowledge of similar books and plots.</p> <p>Record answers to questions concisely, where they are asked to summarise or précis events taken place</p> <p>Identify phrases within text that are used to compare, such as similes or simple analogies.</p> <p>Choose words that have effects that are subtle, such as when an author has used particular verbs to present bias towards a character</p> <p>Read different genres of fiction and can make comparisons, e.g fantasy and science fiction</p> <p>Identify themes and conventions demonstrating, through discussion and comment, their understanding of their use in and across a wide range of writing</p>	
Year 6	Texts	<p>The Lost Words (Robert Macfarlane)</p> <p>The Caged Bird (Maya Angelou)</p>	<p>The Silver Sword (Ian Serrailier)</p> <p>A Christmas Carol (Charles Dickens)</p>	<p>Fairy Tales (Hans Christian Andersen)</p> <p>When the Stars Come Out (Nicola Edwards)</p>	<p>The Wolves of Currumpaw (William Grill)</p> <p>On The Origin of the Species (Sabina Radeva)</p>	<p>The House with Chicken Legs (Sophie Anderson)</p>	<p>The Raven (Edgar Allen Poe)</p> <p>Suffragette: The Battle for Equality (David Roberts)</p> <p>A Child of Books (Oliver Jeffers)</p>



	<p>Word Reading</p>	<p>Determine the meaning of most new words by applying knowledge of the root words, prefixes and suffixes as taught from (Appendix 1) as well as context.</p> <p>When reading aloud, read fluently and accurately words with related spelling patterns to those in the Y5/6 word list, e.g. <i>words ending in – ence, - ancy</i></p> <p>Read completely independently for up to half an hour.</p> <p>Recall and recite verses from poems by themselves</p>	<p>Differentiate between all homophones as listed in Appendix 1 for Y5/6</p> <p>Tackle unusual words, or words from other languages, using rules, context and a knowledge of words from the Year 5 and 6 list.</p> <p>Read age-appropriate books with confidence and fluency (including whole novels)</p> <p>Recite favourite poems by heart without prompting.</p>	<p>Determine the meaning of all new words by applying knowledge of the root words, prefixes and suffixes as taught from (Appendix 1) as well as context.</p> <p>When reading aloud, read fluently and accurately - without undue hesitation - all words from the National Curriculum year 5 and 6 word list.</p> <p>Read aloud with intonation that shows understanding</p> <p>Learn a wide range of poetry by heart and quote from poems.</p>
	<p>Reading for Pleasure</p>	<p>Actively enjoy reading, making choices about books that are interest-led in both fiction and non-fiction.</p>	<p>Express views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others</p>	<p>Form strong viewpoints on subjects that are informed through independent reading of fiction and non-fiction, extracting relevant facts and justifying these when engaging in debate with others.</p>
	<p>Reading Skills</p>	<p>Draw inferences from the text by identifying what characters might be thinking from their actions. Predict what might happen from details stated and implied</p> <p>Identify obvious differences between fact and opinion Can explain, in written form, what they have read and extract what information they need to answer a question in fiction from extracts</p> <p>Retrieve information from non-fiction</p> <p>Pick out examples of figurative language, such as metaphors and personification.</p> <p>Work out the meaning of words from the context</p> <p>Draw upon knowledge of a range of books to make comparisons and answer questions which require longer answers.</p> <p>Make comparisons between known texts through character, setting and language</p> <p>Identify the main point of each paragraph, précising an overall piece of text.</p>	<p>Explain and discuss their understanding of what they have read, drawing inferences, and justifying inferences with evidence from the text.</p> <p>Predict beyond what is implied, drawing upon knowledge of other books.</p> <p>Distinguish between statements of fact and opinion; and in non-fiction.</p> <p>Explain, in written form, what they have read and extract what information they need to answer a question in fiction from longer texts</p> <p>Retrieve information from non-fiction and order or rank it</p> <p>Comment on how language, including figurative language, is used to contribute to meaning.</p> <p>Explain how language, structure, and presentation, can contribute to the meaning of a text.</p> <p>Demonstrates familiarity through answering questions with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions).</p> <p>Able to make comparisons within and across different texts using character, setting and language</p> <p>Summarise main ideas, identifying key details and using quotations for illustration</p> <p>Identify general themes presented in narrative, such as love or hope.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from across a whole text where evidence is built up over time.</p> <p>Make plausible predictions that are in style of author and genre, drawing upon wide knowledge of reading</p> <p>Identify the difference between fact and opinion and can identify where a viewpoint is presented through an author's bias towards a subject.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where possible.</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Identify how an author's style of presentation can contribute to the overall meaning and theme of the text.</p> <p>Talk at length in a discussion about a wide range of books, including myths, legends, traditional stories, modern fiction and classical fiction, as well as books from other cultures and traditions and longer narrative poems.</p> <p>Make comparisons of theme, genre and layout within and across texts and different authors</p> <p>Identify themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a range of writing.</p>