	Year 1	Year 2
Develop Positive attitudes to reading	- Select book for personal reading and give reasons for choices. - Read independently and in groups and enjoy listening to books read to them. - Discuss books they like and give reasons for their choices.	- Read and listen to whole books, making choices for their personal reading. - Read independently and in groups and enjoy listening to books read to them. - Justify their choices of book and their preferences. - Make choices from a selection of texts.
VOCABULARY	- Make collections of interesting words and use them when talking about books and stories. - Use simple dictionaries to understand the alphabetical organisation. - Explain the meaning of words the find in a text.	- Develop understanding of new words they come across. - Speculate possible meanings of unfamiliar words. - Use dictionaries to locates words by initial letter. - Use words such as definition. - Discuss definitions in dictionaries and agree which is most useful in context. - Learn to find meaning of unfamiliar words where it is explained somewhere in the text or glossary. - Check suggested meaning of words in context of passage.
INFERENCE	-Speculate about characters from what they say and do. - Discuss what is suggested about a character from the way he or she speaks. - Use titles, cover pages, pictures and opening sequences to predict what may happen in unfamiliar texts. - Ask questions about what characters say and do. - Link reading to their own experiences.	- Make inference about characters from what the say and do, focusing on important moment in a text. - Make plausible prediction showing an understating of the ideas, events or characters they are reading about. - Investigate traditional story language which give clues to the type of story it is. - Ask questions to understand more about characters and events in narratives or the topic in fiction. - Talk about a topic prior to reading. - Re-read sections of texts to find answers to questions that are not directly evident.
PREDICT & SUMMARISE	- Think about what they know about events of topics prior to reading. - Listen to their own reading and to others and make a 'sense check.' - Ask questions about aspects of texts they do not understand. - 'Skim read' by looking for significant parts i.e. names, captions, titles, labels etc. -Speculate about possible meaning of words read based on context. - Annotate – marking significant incidents in a piece of text. - Visualise what they have been reading through acting or drawing. - Make predictions based on clues such as pictures, illustrations and titles	- Link events or topics from a text to their own experiences/ information they know. - Recognise how boos are similar to others they have read or heard. - Check texts make sense as they read, pausing when reading to check their and understanding. - Ask questions about a text to ensure they understand events or ideas in a text. - Scan – scan pages to find specific information using key words, phrases of headings. - Speculate the meaning of a text by skim reading. - Read sections of text closely to answer specific questions. - Annotate - Make simple notes on a text i.e underline key words, add a heading etc. - Use illustrations or diagrams to represent a series of events. - Use what has already been read to make predictions about what may happen next. - Retell a story giving main events - Summarise several sentences to sum up what is known about a character, event or idea. - Put what they have read into their own words.
EXPLAIN	- Discuss reasons why things happing in the text. - Express understanding orally, in words or illustrations to share understanding. - Match events to characters in narrative and detail and information to objects or topics in non-fiction.	- Discuss themes, plots, events and characters comparing stories by the same or different authors. - Compare information given about topics in non-fiction texts. - Retrieve information from a text a present in a variety of ways i.e. ordering, flow diagram, tabulating. - Use different formats i.e. matching or ordering to answer questions on a text.

	- Answer simple questions where they recall information from a text. - Retell stories and parts of stories using features and language from text just read. - Learn and recite simple poems and rhymes with actions.	- Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from the text. - Retell stories fiving the main plot points in sequence. - Retell stories through role play using some direct dialogue. - Learn and recite favourite poems conveying meaning by considering punctuation.
RETIREIVE	- Discuss character appearing and behaviour as well as events that happen to them using detail from the text. - Find specific information in simple texts. -Ask questions to understand what has happened in the text. - Find information in a text about and event, character or topic. - Pose questions and use text to find the answers. - Comparing fiction and non-fiction books. - Discuss language used in labels and captions. - Notice how language is used in instructional writing and recounts. - Locate parts of text which give particular information in non-fiction writing.	- Identify what is known for certain from the text. - Give reasons why things happen when this is directly explained in the text. - Locate information using contents, index, sub headings and page numbers. - Express and record understand of information orally, using graphics or in writing. - Learn to read or re-read sentences to find the meaning of words which are explained in the text. - Notice how information is presented. - Ask what, where and when questions about a text to support and develop understanding. - Locate information using title, contents page, index, page numbers, illustrations, heading, sub-headings etc. - Express and record understanding of information orally, in writing or in pictures. - Pose questions prior to reading something to find whilst reading. - Ask follow up questions about the topics they've read. - Identify and explain the use of different organisational features in non-fiction texts i.e. captions, bullet points etc. - Notice some of the language features of non-fiction texts i.e. direct speech, explanation, time connectives etc. - Scan a text to find specific section using key words, phrases or sub-headings.
Understand the Whole Text	- Pick out significant events, incident or information in a text. - Link familiar story themes to their own experiences. -Identify and compare basic story elements i.e. beginning middle and ending. - Note some features of non-fiction text i.e pictures, diagrams, contents page. - Recite poems with predictable and repeating patterns. Extending and inventing patterns and play with rhymes. - Discuss and compare events or topics that have read about. - Explore the impact patterns of language has through repeated words and phrases. - Talk about aspects of text that they like.	- Discuss familiar story themes that they have read or heard. - Give reasons why things happen or change over the course of a narrative. - Identify and discuss story elements such as setting, characters and the way problems develop and get solved. - Explain organisational features of non-fiction texts i.e. diagrams, captions, hyperlinks, bullet points. - Identify and discuss patterns of rhythm, rhyme and other features which influence sound of a poem. - Identify, collect and compare common themes in stories or poems. - Compare characters or events from narratives. - Compare the information about different topics in non-fiction texts. - Speculate why an author may have chosen a particular word by looking at synonyms and then looking at the impact of the chosen word. - Explain why they like a text.

	Year 3	Year 4
Develop Positive attitudes to reading	- Sustain reading for enjoyment and reading for finding out. - Read independently and in groups and enjoy listening to books read to them. - Discuss why they like particular books or authors giving reasons. - Extend the range of books read by browsing and selecting texts, including poetry.	- Read independently complete short texts and sections from information books - Read independently and in groups and enjoy listening to books read to them. - Describe and review their own reading habits - Develop their reading stamina as they read longer texts
VOCABULARY	- Use contextual and grammatical knowledge, as well as background knowledge and understand to word meanings, to make sense of what they have read. - Practise re-reading a sentence and reading on in order to locate or infer the meaning of a word. - Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence passage. - Identify where an author uses alternatives and synonyms for common or overs used words and speculate about the shades of meaning implied. - Locate words in a dictionary by the first two lotters, know the quartiles of the dictionary.	- Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning. (E.g.re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) - Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them. - Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. - Investigate the meaning of technical or subject specific words they meet in their reading. - Locate words in a dictionary by the third and fourth place letters. Use the quartiles of the dictionary efficiently to locate words quickly.
INFERENCE	- Understand how what a character says or does impacts on other characters, or on the events described in the narrative. - Infer characters' feelings in fiction. - Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded. - Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells. - Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic. - Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts. - Make regular predictions and brief summaries as they read, thinking about the clues and hints they've picked up, as well as what is directly stated. -Re-read sections of texts carefully to check their ideas about the text.	- Deduce the reasons for the way that characters behave from scenes across a short story. - Use information about characters to make plausible predictions about their actions. - Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions. - Discuss the meaning of similes and other comparisons that they read - Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read. - Link what they are reading to prior knowledge and experience and to their knowledge of similar texts. - Make predictions and brief summaries at regular intervals when reading Think about what they've read, re-read sections of texts carefully to find 'evidence' to support their speculations and interpretation of characters and events.
PREDICT & SUMMARISE	- Link the events or topic from a text to their own experience or information they have previously gathered. - Begin to make links to similar books they have read. - Put into their own words their understanding of what they have read. - Ask questions to clarify meaning of events or ideas introduces or explored in a text that they do not understand. - Skim opening sentences of each paragraph to get an overview of a page or section of text. - Scan contents, indexes and pages to locate specific information accurately.	- Link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts. - Monitor their understanding of a text and take steps to retrieve the meaning if comprehension has been lost. - Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text. - Skim read a text to get an overview of it, scan for key words, phrases and headings. - Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text. - Annotate - Mark texts to identify vocabulary and ideas which they need to clarify. - Annotate - Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.

	- Identify sections of a text that they need to read carefully in order to find specific information. - Annotate – mark a text to identify things unsure on to be clarified or explored later. - Annotate – Main points of gist of the text through key words or phrases. - Re-present information gathered from a text as a picture or graphic labelling it with material from the text. - Update and modify prediction about events, characters or ideas in a text on a regular basis whilst reading. - Retell main points of a story in sequence. - Identify a few key points from across a non-fiction passage. - Identify where they don't understand what they've read, stope reading and take steps to solve the problem.	- Visualise the information they have read about, e.g. by mapping, illustrating, representing information graphically, and acting out. - Use information from the text to justify their visual representations. - Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on. - Summarise a sentence or paragraphs by identifying the most important elements. - Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated. - Adapt reading strategies to the different sorts of text read, including IT texts, and different purposes for reading. - Take steps to re-establish understanding when comprehension is lost.
EXPLAIN	- Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas. - Use simple graphics or illustrations to record and explain their understanding of information. - Use different formats to retrieve, records and explain information about what they have read in both fiction and non-fiction texts e.g. flow charts, for and against columns, matrices and charts of significant information. - Record their understanding of a text in different ways, using a range of formats. - Re-read sections of texts carefully to find evidence to support their ideas about a text. - Answer simple retrieval and inference questions by making a point and supporting it with evidence from a text. - Present stories, showing awareness of the different voices by dramatizing readings, showing different between the narrator and characters. - Read, prepare and present poems and play scripts.	- Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so. - Compare and contrast stories, justifying their preferences and opinions. - Retrieve and collect information from different important use of shared reading. Then ask children almost the same question again and expect them to do likewise. sources and re-present it in different forms, e.g. chart, poster, diagram. - Answer questions on a text using different formats (matching, ordering, tabulating, etc.) - Support their ideas about a text by quoting or by paraphrasing from it. - Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it. - Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds. - Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.
RETRIEVE	- Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). - Take information from diagrams, flow charts and forms where it is presented graphically. - Express and record their understanding of information orally, using simple graphics or in writing. - Notice how information is presented across a range of texts. - Clarify their understanding of events, ideas and topics by asking questions about them. - Take information from diagrams, flow charts and forms where it is presented graphically. - Express and record their understanding of information orally, using simple graphics, or in writing.	- Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. - Pick out key sentences and phrases that convey important information. - Take information from diagrams, flow charts and forms where it is presented graphically. - Decide where unfamiliar words are explained in the text or where they need to use a dictionary or glossary to find a word meaning. - Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate the meaning, including rereading surrounding sentences and/ or paragraphs to identify an explanation. - Use knowledge of different organisational features of texts to find information effectively. - Identify elements of a text which they do not understand and ask questions about it.

	- Prepare and list questions as the basis for enquiry and decide which are the most important to follow up. - Identify how different non-fiction texts are organised. - Use the organisational features of non-fiction texts in their own reading and research. - Begin to identify some of the language differences between fiction and non-fiction texts. - Develop their understanding of key words met in reading non-fiction texts. - Skim and scan a text to locate information quickly and accurately. - Draw together ideas and information from across a text, using simple signposts (contents, index, sub headings, page numbers etc.) in the text.	Pick out key sentences and phrases that convey important information. - Take information from diagrams, flow charts and forms where it is presented graphically. - Collect information from different sources and present it in a simple format, e.g. chart, poster, diagram. - Prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search. - Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how to use to find information efficiently. - Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on. - Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read. Summarise 'evidence' from across a text to explain events or ideas. Summarise their current understanding about a text at regular intervals. - Make sensible decisions in order to read most effectively for a specific purpose, e.g. knowing when it is useful to gain an overview of a text and how best to do it, or identify which part of the text needs to be read more carefully to find particular information.
Understand the Whole Text	- Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish. Discuss how characters' feelings, behaviour and relationships change over a text. - Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved. - Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic. - Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout. - Make comparisons between events in narrative or information texts on the same topic or theme. - Compare and contrast writing by the same author. - Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs - Say why they prefer one text to another. - Begin to identify why one non- fiction text is more useful than another, according to their purpose.	- Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. - Link cause and effect in narratives and recounts. - Explain how ideas are developed in non-fiction texts. Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue. - Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these supports the reader in gaining information efficiently. - Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively. - Collect information to compare and contrast events, characters or ideas. - Compare and contrast books and poems on similar themes. - Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions. - Discuss the meaning of similes and other comparisons they have read. - Identify aspects or features that make a text entertaining, informative or useful.

	Year 5	Year 6
Develop Positive attitudes to reading	- Listen to texts read to them. - Read favourite authors and choose books to read on the recommendation of others. - Read independently and in groups and enjoy listening to books read to them. - Talk about books referring to details and examples in the text. - Plan personal reading goals which reflect their interests and extend their range.	- Listen to texts read to them and sustain their reading of longer and more challenging texts. - Read independently and in groups and enjoy listening to books read to them. - Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader. - Develop their reading stamina and complete the independent reading of some longer texts.
VOCABULARY	- Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. - Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. - Check the plausibility and accuracy of their explanation or inference of the word meaning. - Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts. - Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context. - Use a dictionary to check a suggested meaning.	- Check the plausibility and accuracy of their explanation of or inference about a word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning. - Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries. - Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading. Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.
INFERENCE	- Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions. - Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. - Discuss the plausibility of their predictions and the reason for them. - Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them. - Consider the language used in a text and pick up the implications and associations being made by the writer. - Recognise where they don't understand why something happens in a text and ask questions to clarify their understanding. - Link what they read to what they know (prior knowledge and experience), their knowledge of texts, and to what they have read in previous sections, to make inferences and deductions.	- Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters. - Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. Discuss the plausibility of their predictions and the reason for them. - Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text. - Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark. - Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas. - Ask questions to clarify and explore their understanding of what is implied in the text. - Link what they have just read to what they know (prior knowledge and experience), their knowledge of texts, and what they have read in previous sections, to make inferences and deductions. - Know how to gain a rapid overview of a text, e.g. by skimming and scanning and how and when to read slowly and carefully. Build 'thinking time' into their reading, identifying questions that they want answered. - Summarise their current understanding at regular intervals when reading an extended text.

	- Know how to gain a rapid overview of a text, e.g. by skimming and scanning, and how and when to read slowly and carefully. - Build 'thinking time' into their reading, identifying questions that they want answered. - Summarise their current understanding at regular intervals when reading an extended text.	
PREDICT & SUMMARISE	- Use background knowledge or information about the topic or text type to establish expectations about a text. - Compare what is read to what was expected. - Develop an active attitude towards reading seeking answers, anticipating events, empathising with characters and imagining events that are described. - Identify aspects of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more. - Locate information accurately through skimming to gain an overall sense of the text. - Scan a text to gain specific information. - Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/ read on as appropriate. - Annotate a text to identify key information or identify elements they don't understand or want to revisit or explore further. - Annotate - key points of what has been read, using simple abbreviations, diagrams or other simple marking system. Use these as the basis of follow up and discussion if appropriate. - Re-present information from a text graphically. Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself - Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text. - Make regular, brief summaries of what they've read, identifying the key points. - Summarise a complete short text or substantial section of a text. Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text - Apply the range of reading strategies to different reading tasks or circumstances, e.g. skimming a text to gain an overview, slow careful reading and re-reading to grapple with the meaning of a poem, presentation skills in order to perform it.	- Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc. Make comparisons between a text and others they have read. - Link parts of a text together in order to understand how details or specific sections support a main idea or point. Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning. - Identify where they do not fully understand a text. - Ask effective questions that will help them clarify their understanding of the text or the topic they are researching. - Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning. Read carefully sections of texts to research information and to answer questions. - Annotate- Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading. - Annotate- As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful. - Re-present information from a text graphically. - Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself. - Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on. - Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read. Summarise 'evidence' from across a text to explain events or ideas. Summarise their current understanding about a text at regular intervals. - Make sensible decisions in order to read most effectively for a specific purpose, e.g. knowing when it is useful to gain an overview of a text and how best to do it, or identify which part of the text needs to be read more carefully to find particular information.
EXPLAIN	- Contribute to a discussion where a group explore their understanding of a topic raised through reading.	- Contribute constructively to a discussion about reading, responding to and building on the views of others.

	- Discuss and comment on texts, and present their ideas in appropriate and helpful formats, including graphically. - Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information. - Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text. - Vary the reading strategies they use to answer questions, depending on the different types asked. - Answer questions by explaining their ideas orally and in writing, including questions requiring open- ended responses. - Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. - Identify and summarise evidence from a text to support a hypothesis. - Annotate a text to identify to identify key information or identify elements they don't understand or want to revisit or explore further. - Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system. Use these as the basis of follow up and discussion if appropriate. - Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters. - Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion.	- Comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read. - Record details retrieved from the text about important use of shared reading. Then ask children almost the same question again and expect them to do likewise. characters, events and ideas, e.g. by making a comparisons table, true or false grid etc. - Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer will be explicitly stated or implied in the text. - Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. Identify and summarise evidence from a text to support a hypothesis. - Annotate - Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading. - Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language. - Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience.
RETRIEVE	- Establish what is known about characters, events and ideas in narrative and non- fiction texts, retrieving details and examples from the text to back up their understanding or argument. - Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. - Use a range of strategies, including the context and where necessary a dictionary, to make sense of the words used in a text. - Explain the meaning of words used in a text. - Use knowledge of different organisational features of texts to find information effectively. Comment on how information is presented on the page.	- Use evidence from across a text to explain events or ideas. - Identify similarities and differences between characters, places, events, objects and ideas in texts. - Retrieve information from texts and evaluate its reliability and usefulness. - Apply appropriate strategies (re-reading, reading on, visualising, word knowledge, syntax) in order to find the meaning of unfamiliar vocabulary met in independent reading. Check the plausibility and accuracy of their suggestions. - Use knowledge of different organisational features of texts to find information effectively. - Identify and explain how complicated information is presented on the page to make reading easier. - Ask questions to clarify their understanding of words, phrases, events and ideas in different texts. - Evaluate texts for their reliability and usefulness when researching a topic.

- Ask questions to clarify their understanding of words, phrases, events and ideas in different texts. - In persuasive writing and other texts investigate how language is used to present opinion. - Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument. - Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. - Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information. - Prepare for research by identifying what they already know and what they need to find out. Plan their inquiry or research in the light of these questions. Adapt their questions as they read. - Identify the features of different non-fiction texts, e.g. recounts, instructions, explanations, persuasive writing and argument, including content, structure, vocabulary, style, layout and purpose. - Discuss the way that writers of non-fiction match text structure to their intentions. - Investigate the use of language in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority. - Compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts. - Clarify unfamiliar vocabulary met in information texts. - Apply the range of reading strategies to reading information texts i) thinking about what they already know; ii) skimming to gain an overall sense of the text; iii) scanning to locate specific information; iv) close reading to develop understanding; v) text marking. - Plan research in other subjects, considering how best to read different sources, and find and record the information they need. - In persuasive writing and other texts investigate how language is used to present opinion. - Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.	-Record important details retrieved from a text using an appropriate format, e.g. by making a comparisons table. - Locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information. - Refine research questions in the light of initial findings. - Understand and explain how different conventions and presentational features are used across a range of information or non-narrative texts. - Compare different types of information texts, including texts which are a mix of text types or were written for a number of purposes simultaneously, and identify differences in the way that they are structured. - Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc. - Explain and use accurately the subject specific vocabulary used in different non-fiction texts. - Clarify unfamiliar vocabulary met in information texts. - Read effectively for different research purposes, e.g. skim and scan a text to gain an overview of a text, identify which part of the text needs to be read more carefully to find particular information, read slowly and carefully a section, annotating the text as appropriate. - Plan research in other subjects, considering how best to read different sources, and find and record the information they need. - In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction. In non-fiction texts distinguish between explicit and implicit points of view.

Understand the Whole Text	-Begin to distinguish between plot events/ details and the main themes in the texts they read. - Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative. - Explain how a detailed picture can emerge from a nonfiction text by examining different aspects of the topic. - Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. - Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument. - Read poems by significant poets and identify what is distinctive about the style or presentation of their poems. - Make comparisons between the ways that different characters or events are presented. - Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text. - Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices. - Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue. - Analyse the features of engaging or useful texts e.g. effective openings or endings, the presentation and resolution of problems (in narratives), clarity and enthusiasm for a topic in nonfiction.	- Understand how a writer develops themes, ideas or points of view over a text. - Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over the course of a text. In non- fiction texts distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies. - Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together. - Understand how writers use the features and structure of information texts to help convey their ideas or information. - Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes. -- Make comparisons and draw contrasts between different elements of a text and across texts. - Compare and contrast the work of a single author. - Investigate different versions of the same story or different books on the same topic, identifying similarities and differences. - Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary. - Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them. - Comment critically on how a writer uses language to imply ideas, attitudes and points of view. - Identify the features that make some texts more effective than others.