



Good Reading at Nursery

By the end of Nursery a good reader will be able to:

Rhythm and Rhyme Activities	Book Skills and Decoding	Interpretation	Retrieval
Have some favourite stories, rhymes, songs, poems or jingles. Fill in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. Enjoy rhyming and rhythmic activities. Show an awareness of rhyme during activities, with support. Show an awareness of alliteration during activities, with support.	Listen well to stories and repeat words or phrases from familiar stories. Listen to and join in with stories and poems, one-to-one and also in small groups, with increasing attention and recall. Join in with repeated refrains in rhymes and stories. Look at books independently and handle them carefully. Hold books the correct way up and turn pages. Show interest in illustrations and print in books and print in the environment. Recognise familiar words and signs, such as own name and advertising logos.	Discriminate between pictures and text. Know information can be relayed in the form of print. Describe pictures. Tell a story from the pictures. Begin to make predictions based on illustrations, story content and title. Through teacher modelling, knows that print carries meaning and, in English, is read from left to right and top to bottom.	Sequence a simple story or event. Use gestures and actions to act out a story, event or rhyme. Say how they feel about stories and poems. Recall the main points in texts/pictures in the correct sequence. Use the structure of a simple story when re-enacting and retelling. Act out a story through role play.

Good Reading at Reception

By the end of Reception a good reader will be able to:



Decoding	Retrieval	Interpretation	Organisation
Differentiate between text and illustration. Understand that print conveys meaning. Understand what a letter and a word are. Name some letters. Recognise some capitals and lower case letters. Recognise own name. Distinguish between a word, a letter and a space. Use picture clues to help in reading simple text. Make 1 to 1 correspondence between written and spoken words. Use phonic knowledge to attempt unknown words then read the sentence back, developing fluency.	Sequence a simple story or event. Use gestures and actions to act out a story, event or rhyme. Say how they feel about stories and poems. Recall the main points in texts in the correct sequence. Use the structure of a simple story when re-enacting and retelling. Act out a story in role play.	Describe pictures. Tell a story from the pictures. Make predictions based on illustrations, story content and title. Predict storyline and some vocabulary, aided by the illustrations. Use knowledge of simple sentence structures and repeated patterns to make predictions and check reading. Make simple predictions about what might happen next in a story based on what they have already read. Talk about the main events in a text and relate story settings and incidents to own experience.	Retell narratives in the correct sequence, drawing on language patterns of stories. Show an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how. Understand, and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line. Identify aspects of texts – e.g. contents page, author, labels in a book. Begin to talk about the differences between fiction and non-fiction. Identify bullet points and numbers in instructional texts.

Choice	Viewpoint	Context	Oral retelling and performance
Recognise rhyming words with support. Recognise alliteration with support.	Return to favourite books, songs, rhyme to be re-read and enjoyed. Recognise use of humour but may find it difficult to explain. Begin to state preferences about what is read.	Notice relationships between one text and another Talk about the type of book. Distinguish between good and bad characters	Learn some poems and rhymes by heart Retell simple stories orally

Good Reading at Year 1

By the end of year 1 a good reader will be able to:



Decoding	Retrieval	Interpretation	Organisation
Apply phonic knowledge and skills to decode words Match all 40+ graphemes to their phonemes Blend sounds in unfamiliar words based on known GPC (Grapheme to Phoneme Correspondence) Read common words using phonic knowledge where possible Read words containing taught GPCs and s, es, ing, ed, er, est endings Read words of more than one syllable which contain taught GPCs Read words with contractions e.g. I'm, I'll, we'll Read phonetically decodable texts with confidence Read accurately and confidently words of 2 or more syllables Read a number of signs and labels in the environment drawing from phonic knowledge when doing so Show an awareness of the grammar of a sentence to help to decipher new or unfamiliar words.	Use prior knowledge to understand texts Use context and vocabulary provided to understand texts Check that the text makes sense to them as they read and self-correct errors Talk about the title and the events Use illustrations as an important feature in aiding reading Identify main events or key points in texts Highlight the main events in a text and the most important parts Pick out relevant information Answer literal questions about the text Retell stories orally using story language, using a storyboard or a story map Re-read a passage if unhappy with own comprehension Aware of mistakes made because reading does not make sense	Begin to draw inferences from the text and/or the illustrations Make predictions based on the events in a text Link what they read or hear read to their own experiences Explain what they understand about a text Say what they like or dislike about a text Talk about their responses in a group Link to others' ideas about a text Predict what happens next in familiar stories Focus on the thoughts of a character	Understand and talk about the main characteristics of the key stories known Growing awareness of how non-fiction texts are organised Begin to talk about the differences between fiction and non-fiction Identify print effects e.g. bold, italic, capitalisation Understand the way that information texts are organised and use this when reading simple texts Navigate texts and comment on the purpose of some organisational features

Choice	Viewpoint	Context	Oral retelling and performance
Retell stories orally using narrative language Have a growing awareness of why writers use particular words Recognise repetition and rhyme Comment on repetition and rhyming patterns with support	Understand and talk about the main characteristics of the key stories shown Tell someone about likes and dislikes related to story that they have read or has been read to them Talk about favourite authors or genre of books Choose and talk about a favourite book from a selection Identify favourite characters and parts of a story	Develop pleasure in reading Respond to a range of texts – narrative, non-fiction and poems Say what they like or dislike about a text Talk about their responses in a group Listen to others' ideas about a text Know some key stories, including traditional and fairy tales Experience poems and rhymes Tell someone about likes and dislikes related to story that they have read or has been read to them Begin to make links between texts and own experiences Make links between stories and characters e.g. wolves in Little Red Riding Hood and Three Little Pigs	Learn some poems and rhymes by heart Retell key stories orally using narrative language Happy to read aloud in front of others

Good Reading at Year 2

By the end of year 2 a good reader will be able to:



Decoding	Retrieval	Interpretation	Organisation
Decode automatically and fluently Read accurately by blending the sounds in words that contain the graphemes taught Recognise and read alternative sounds for graphemes Accurately read words of two or more syllables Read words containing common suffixes Read common exception words Read and notice unusual correspondence between grapheme and phoneme Read most words accurately and quickly when they have been frequently encountered without overt sounding and blending Read aloud books closely matched with their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Read these books fluently and confidently Use the grammar of a sentence to decipher new or unfamiliar words. Apply phonic knowledge confidently	Use prior knowledge and context and vocabulary explored to understand texts Read for meaning, checking that the text makes sense and correct inaccurate reading Understand both the books that they can already read accurately and those that they listen to Identify and discusses the main events or key points in a text. Locate specific information in the text to find answers to simple questions. Recall straightforward information about characters. Make predictions using experience of reading books written by the same author or based on similar themes. Generate questions before reading Recall the qualities of characters Extract information from non-fiction texts, appropriately using contents, index, chapters, heading and glossary Self-correct, look backwards and forwards in the text and search for meaning	Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions Draw simple inferences from illustrations and text on the basis of what is being said and done Draw simple inferences from the events and characters' actions and speech Make simple predictions on the basis of what has been read so far Answer and ask appropriate questions Relate story settings and incidents to own experience. Make sensible predictions about what is likely to happen in the story and to different characters Comment on the way characters relate to one another Identify and comment on main characters in stories and the way they relate to one another Recognise similarities in the plot or characters within different stories	Be aware that non-fiction books are structured in different ways Discuss the sequence of events in books and how they are related to each other Identify and discusses the way information texts are organised and use this in reading simple texts. Recognise the main differences between fiction and non-fiction. Understand how to use alphabetically ordered texts to retrieve information. Understand that photographs can give as much information as text. Know how suspense and humour is built up in a story, including the development of the plot

Choice	Viewpoint	Context	Oral retelling and performance
Know and recognise simple recurring literary language in stories and poetry Talk about favourite words and phrases Answer and ask appropriate questions Explain why they like particular words and phrases	Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions Continue to choose and talk about a favourite book from a selection. Make personal comments on what has been read. Make choices about which texts to read based on prior reading experience and bibliographic knowledge. Be clear about the purpose of a book; e.g. to entertain, instruct or inform. Show understanding of the main points of the text and re-tell the story	Develop pleasure in reading, motivation to read, vocabulary and understanding Listen and respond to a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently Know a wider range of stories, fairy stories and traditional tales Talk about and give an opinion on the above range of texts Answer and ask appropriate questions Recognise the publishing style of particular authors Predict the different sorts of information that might be found in a book. Talk about the context of a text and how it affects the story	Retell key stories orally using narrative language Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Read aloud with intonation and expression, taking account of the punctuation, e.g. speech marks and exclamation marks. Enhance meaning through expression and intonation Read poetry, using intonation and expression, and handle humour appropriately when needed

Good Reading at Year 3

By the end of year 3 a good reader will be able to:



Decoding	Retrieval	Interpretation	Organisation
Apply phonic knowledge and skills to read unfamiliar words Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words Recognise a range of prefixes and suffixes to construct the meanings of words in context. Repeat short phrases if sense is lost.	Check the text is meaningful Discuss responses to text Explain the meaning of words in context Use dictionaries to check the meaning of unfamiliar words Retrieve and record information from non-fiction Retell a story clearly and with appropriate detail. Extract and summarises information from the text and discuss orally with reference to the text. Locate and talks about information from different texts when prompted and independently. Show understanding of main points with reference to the text. (Point + Evidence) Make notes from information located in texts. Identify the key idea in a paragraph. Use the features of non-fiction texts to locate information Use text marking to identify key information Read longer texts, using independent strategies	Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Predict what might happen from details stated Ask questions to improve understanding of a text Identify key themes and discusses reasons for events in stories. Show awareness of underlying themes and ideas within a text. Begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere. Summarise the main points from a passage or a text. Use clues from action, dialogue and description to establish meaning Infer reasons for actions and events based on evidence from the text Make plausible predictions and justify them by referring to the text Deduce from the evidence in the text what characters are like	Identify how structure and presentation contribute to the meaning of texts Know and recognise some of the literary conventions in text types covered Know that non-fiction books are structured in different ways and be able to use them effectively Begin to understand that narrative books are structured in different ways e.g. quest, stories with dilemmas Make comparisons between books, noting similarities and difference, e.g. layout theme, characters and setting. Gain an overall impression of a text by making predictions about content/subject of a book by skim reading, title, contents and illustrations. Recognise different media layouts e.g. newspaper, web page, leaflet. Use navigational features to locate information. Use the features of non-fiction texts to locate information Understand how paragraphs are used to organise and build up ideas

	to ensure full understanding		
Choice	Viewpoint	Context	Oral retelling and performance
Discuss and record words and phrases that writers use to engage and impact on the reader Know and recognise some of the literary conventions in text types covered. Begin to explore and comment on the impact of unexpected word choices and humour. Identify technical language choices Identifies where language is used to create mood or build tension. Understand how paragraphs are used to organise and build up ideas Show awareness of writers' use of figurative language and how it is used to create effects e.g. simile and metaphor	Begin to understand that narrative books are structured in different ways e.g. quest, stories with dilemmas Choose books for specific purposes Continue to make choices about which texts to read based on prior reading experience and bibliographic knowledge. Is clear about the purpose and audience of a book. Give reasons for personal choices. Relate events and characters' feelings to their own reading and personal experiences Evaluate how effectively specific text types have been written	Develop pleasure in reading, motivation to read, vocabulary and understanding Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks Know a wider range of stories including fairy stories and legends Begin to recognise some different forms of poetry – list poems, shape poems, free verse Compare stories and identifies common themes, e.g. the repetition of three in traditional tales. Compare and contrast different information books saying what is the same and what is different. Make predictions using experience of reading books by the same author or book with similar themes. Connect different characters and plots across two or three texts. Make connections of the same character across texts Investigate what is known about a historical setting and events and how they affect a text	Orally retell some known stories Prepare poems to be read aloud and to perform, showing understanding through intonation, tone, volume and action Pause appropriately in response to punctuation and/or meaning

Good Reading at Year 4

By the end of year 4 a good reader will be able to:



Decoding	Retrieval	Interpretation	Organisation
Apply phonic knowledge and skills to read unfamiliar words Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words Read longer texts independently and uses self-help strategies to decode and comprehend. Re-read and reads ahead to look for clues to determine meaning.	Check the text is meaningful Discuss responses to text Explain the meaning of words in context Use dictionaries to check the meaning of unfamiliar words Retrieve and record information from non-fiction Identify and discuss issues locating evidence in the text. (Point + Evidence). Justify predictions by referring to the text (Point + Evidence). Link own personal comments to the text. Extract information from the text and make notes using quotation and reference to the text. Use scanning and text marking to find and identify key information	Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently Ask questions to improve understanding of a text Infer meanings and begin to justify them with evidence from the text Predict what might happen from details stated and deduced information Express a personal point of view about a text Raise queries about texts Make connections between other similar texts and with prior knowledge and experience Listen to and build on others' ideas and opinions about a text in discussion Explain ideas and opinions, giving reasons Distinguish between fact and opinion. Use inference and deduction to work out the characteristics of different people in a story	Know and recognise some of the literary conventions in text types covered Understand and explain that narrative books are structured in different ways Know that non-fiction books are structured in different ways and be able to use them effectively Identify some text type organisational features Identify some text type language features Explain why text types are organised in a certain way Begin to consider how the language contributes to the organisation of a text Interpret information presented as a table or labelled diagram.

		Identify how a writer uses language and punctuation to convey character Make relevant points to compare and contrast characters, finding evidence in the text	
Choice	Viewpoint	Context	Oral retelling and performance
Discuss and record words and phrases that writers use to engage and impact on the reader Know and recognise some of the literary conventions in text types covered Identify some text type language features Identify the language used to create moods and build tension. Identify formal and informal language Recognise how the meaning of sentences is created by word order and punctuation Identify how a writer uses language and punctuation to convey character Find and talk about how a writer uses vocabulary and grammatical features to create effects	Begin to understand simple themes in books Identify and summarise main ideas of a text Identify overview of the theme of a text Give an opinion, find evidence in the text to justify it. (Point, evidence, explain) Evaluate specific texts with reference to text-types. e.g. whether the texts conform or deviate from the conventions of the text type and whether this is successful.	Develop pleasure in reading, motivation to read, vocabulary and understanding Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks Know a wider range of stories including fairy stories and legends Recognise some different forms of poetry – list poems, shape poems, free verse Identify formal and informal language Compare the language in older texts with modern Standard English Talk widely about different writers, giving some information about their backgrounds and the type of literature they produce Compare fictional accounts in historical novels with the factual account Make connections between texts and the wider world, e.g. stories from other cultures and historical settings. Identify, compare and contrast a range of plots and character types across a range of texts.	Orally retell some known stories Prepare poems to be read aloud and to perform, showing understanding through intonation, tone, volume and action Show an awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest Use different voices to convey mood and meaning.

Good Reading at Year 5

By the end of year 5 a good reader will be able to:



Decoding	Retrieval	Interpretation	Organisation
Apply phonic knowledge and skills to read unfamiliar words Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words Use knowledge of word derivations and word formation to construct the meaning of words in context.	Understand books that are read independently Check that the book is meaningful and discuss what has been understood Use meaning-seeking strategies to explore the meaning of words in context. Use meaning – seeking strategies to explore the meaning of unfamiliar words and idiomatic and figurative language Retrieve, record and present information from non-fiction Retrieve and record information. Collate information retrieved. Distinguish between statements of fact or opinion Use scanning and text marking to find and identify key information Justify opinions and elaborate by referring to the text. (Point + Evidence +Explanation). Show understanding of significant ideas, themes, events and characters. Locate information using skimming for gist, scanning for specific information and text marking to make research fast and efficient.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Justify inferences with evidence from the text Make predictions from details stated and implied information Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Express a personal point of view about a text, giving reasons linked to evidence from texts Raise queries about texts and ask questions to improve understanding Make connections between other similar texts, prior knowledge and experience Compare different versions of texts Listen to others' ideas and opinions about a text Build on others' ideas and opinions about a text in discussion Recommend books to peers, giving reasons for their choices Make comparisons between books Identify implicit and explicit points of view. Identify key points when reading an appropriately challenging text. Infer meaning using evidence from the text and wider reading and	Identify how language, structure and presentation contribute to the meaning of a text Read books that are structured in different ways Identify features of a wider range of fiction text-types, e.g. science fiction, issues and dilemmas. Compare, contrast and evaluates different non-fiction texts. Recognise how organisational features support the purpose of a text. Recognise texts that contain features from more than one text-type. e.g. persuasive play script; information/explanation Identify links within and between paragraphs. Use structural and organisational features of a range of text-types to support understanding. Know the features of different narrative text types Know how the way a text is organised supports the purpose of the writing

	Summarise key information from different parts of a text.	personal experience Empathise with different character's points of view Adapt own opinion in the light of further reading or others' ideas	
Choice	Viewpoint	Context	Oral retelling and performance
Discuss and evaluate how authors use language, including figurative language, considering the impact Identify and comment on the writer's choice of language for effect Identify grammatical features used by writer Identify how language, structure and presentation contribute to the meaning of a text Explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader Identify how punctuation can convey character, e.g. exclamation marks to affect tone of voice. Find and comment on examples of how authors express different moods, feelings and attitudes. Identify and describe the styles of individual writers and poets. Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose. Explain how punctuation marks the grammatical boundaries of a sentence and gives meaning Identify formal and informal language	Summarise the main ideas drawn from a text Present an oral overview or summary of a text Identify and discuss themes and conventions in and across a wide range of writing Present the author's viewpoint of a text Present a personal point of view based on what has been read Listen to other's personal point of view Provide reasoned justifications for their views Explain a personal point of view Give reasons for a personal point of view Recommend books to peers, giving reasons for their choices Express opinions about a text using evidence from the text, giving reasons and explanations. Summarise key information from different texts Compare texts by the same writer Compare texts by different writers on the same topic Adapt own opinion in the light of further reading or others' ideas	Maintain positive attitudes to reading and understanding of what they read Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books Become familiar with a range of books, including myths, legends and traditional stories and books from other cultures and traditions Identify the effect of the context on a text. Read for a range of purposes Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Express a personal point of view about a text, giving reasons Raise queries about texts Make connections between other similar texts, prior knowledge and experience Compare different versions of texts Listen to and build on others' opinions and ideas about a text in discussion Identify formal and informal language Understand how personal experience will affect how the reader interprets and responds to a text	Present an oral overview or summary of a text Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action Learn poems by heart e.g. narrative verse, haiku Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Good Reading at Year 6

By the end of year 6 a good reader will be able to:



Decoding	Retrieval	Interpretation	Organisation
Apply phonic knowledge and skills to read unfamiliar words Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words Use a combined knowledge of phonemes and etymology to pronounce words correctly	Understand books that are read independently Check that the book is meaningful and discuss what has been understood Use meaning – seeking strategies to explore the meaning of unfamiliar words and idiomatic and figurative language Retrieve, record and present information from non-fiction Find relevant information and evidence from a range of texts Record, collate and organise information or evidence appropriately Distinguish between statements of fact or opinion Refer to the text to support predictions and opinions (Point + Evidence + Explanation). Select pertinent quotations to support own opinions. Use a combination of skimming, scanning and text marking to find and collate information Re-present collated information	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and develop explanations Predict what might happen from details stated and implied from across a text Express a personal point of view about a text, giving reasons linked to evidence from texts Raise queries and questions about texts Make connections between other similar texts, prior knowledge and experience and explain the links Make comparisons within and across books Listen to and build on others' ideas and opinions about a text in discussion Ask questions to extend understanding Draw inferences from subtle clues across a complete text Give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them Explain how and why a text has an impact on a reader Identify how characters change during the events of a longer novel Compare and contrast the styles of different writers with evidence and explanation Evaluate the styles of different writers with evidence and explanation	Identify how language, structure and presentation contribute to the meaning of a text Read books that are structured in different ways Identify and discuss the conventions of different text types Explain and comment on the structural devices used to organise a text Read several texts on the same topic to find and compare information Use structural and organisational features of a range of text-types to sustain understanding over extended texts. Comment and evaluate the effectiveness of the presentation of a text. Explain the structural devices the author has used to organise the text. Comment on the genre-specific language features the author has used to convey information in a non-fiction text. Identify and use text specific metalanguage and the features to which it refers.

		Explain the key features, themes and characters across a text Compare and contrast characters, themes and structure in texts by the same and different writers	
Choice	Viewpoint	Context	Oral retelling and performance
Discuss and evaluate how authors use language, including figurative language, considering the impact Identify and comment on the writer's choice of language Identify and explain how writers use grammatical features for effect Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts Identify how language, structure and presentation contribute to the meaning of a text Identify and discuss the conventions of different text types Compare and contrast the language used in two different texts Identify and evaluate the impact of the grammatical features/techniques used to create mood, atmosphere and attitudes Identify how writers manipulate grammatical features for effect Analyse why writers make specific vocabulary choices	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Present an oral overview or summary of a text Identify and discuss themes and conventions in and across a wide range of writing and longer texts Present the author's viewpoint of a text Present a personal point of view based on what has been read Listen to other's personal point of view Provide reasoned justifications for their views Explain a personal point of view, giving reasons and evidence from text Recommend books to peers, giving reasons for their choices Explain the main purpose of a text and summarise it Present and explain the author's viewpoint in a text Present a personal point of view based on what has been read Present a counter-argument in response to others' points of view Explain the author's viewpoint in a text and present an alternative point of view Comment on the development of themes in longer novels Explain the main purpose of a text and summarise it succinctly Explain an opinion, referring to the text to justify it (point, evidence, explain) Present a counter-argument in response to others' points of view using evidence from the text and explanation Compare and contrast the styles of different writers with evidence and explanation	Maintain positive attitudes to reading and understanding of what they read Read and discuss an increasingly wide range of fiction, poetry, texts from our literary heritage and books from other cultures and traditions Become familiar with a range of books, including modern fiction, poetry and plays Identify and explain the effect of the context on a text (historical or geographical) Read for a range of purposes Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Express a personal point of view about a text, giving reasons Raise queries about texts Make connections between other similar texts, prior knowledge and experience Compare different versions of texts Listen to and build on others' opinions and ideas about a text in discussion Ask questions to extend understanding Recognise the impact of the social, historical and cultural on the themes in a text Recognise how authors use names of creatures and characters to	Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action Learn poems by heart Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience

Compare and contrast the styles of individual writers and poets providing examples.	Evaluate the styles of different writers with evidence and explanation Explain the key features, themes and characters across a text Compare and contrast characters, themes and structure in texts by the same and different writers	convey character Show an understanding of how context impacts upon the reader, e.g. stories in the war, developing countries, history Identifies themes across a range of texts.(Social, cultural and historical)	
---	--	--	--