

**NSCF Reading Progression Grid
KS2**

Purpose of Study

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

VIPERS progression is highlighted in the following colours

V- Violet

I – Blue (Indigo)

P- Pink

E- Yellow (ecru)

R- Red

S- Green (sage)

Year 3

Aspect	Autumn	Spring	Summer	National Curriculum Y3/4
Applying Phonics (NC word reading)	I know that phonics is one strategy to help me read unfamiliar words.	I apply knowledge of root words, prefixes and suffixes to read aloud and to understand	I use analogy, drawing on the pronunciation of similar known words to read others.	•apply their growing knowledge of root words, prefixes and suffixes

	<p>I know when phonic strategies will help me to read a word and when they will not</p> <p>I know what a root word is.</p> <p>I understand how to use a root word to help me read unfamiliar words.</p> <p>I use root words to help me read unfamiliar words.</p> <p>I use root words to help me understand the meaning of unfamiliar words.</p> <p>I know what prefixes and suffixes are.</p> <p>I understand how prefixes and suffixes can change the meaning of a word.</p> <p>I use prefixes and suffixes to read unfamiliar words.</p> <p>I use prefixes and suffixes to understand the meaning of unfamiliar words.</p>	<p>the meaning of unfamiliar words.</p> <p>I know that some words may have a similar pronunciation but may be written differently.</p> <p>I know that some of these are unusual.</p> <p>I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words.</p> <p>I know that unfamiliar words can be read by using knowledge of similar words (analogy).</p>		<p>(etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet</p> <ul style="list-style-type: none"> •read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
<p>Reading for Pleasure</p>	<p>I know there are different kinds of narrative stories.</p> <p>I understand that a sequence of events in a narrative is called the plot.</p> <p>I can identify the plot in a narrative.</p> <p>I use a dictionary to check or to find the meaning of new words.</p>	<p>I understand that narratives can have differently structured plots.</p> <p>I talk about the different plot structures in genres read.</p> <p>I know that writers choose words and language to create an effect on the reader.</p> <p>I find effective words and language in reading that</p>	<p>I recognise the literary language typical of narrative genres read.</p> <p>I recognise words and language that show the setting of the book – historical cultural or social.</p> <p>I explain why a writer makes choices about words and language used.</p>	<ul style="list-style-type: none"> •develop positive attitudes to reading, and an understanding of what they read •participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

	<p>I know that there are different kinds of non-fiction books.</p> <p>I know that non-fiction books are structured in different ways.</p> <p>I know how to use a non-fiction book to find identified information.</p> <p>I identify words that are unfamiliar.</p>	<p>writers have used to create effects.</p> <p>I discuss a range of narrative stories and their similarities and differences.</p> <p>I choose books for specific purposes.</p> <p>I discuss meaning of unfamiliar words identified.</p>	<p>I discuss meaning of specific or unusual words used by authors to create effects.</p> <p>I explain why a writer has chosen specific words and language.</p> <p>I record words and language from reading to use in my own writing.</p> <p>I make connections between books written by the same author.</p> <p>I re-tell some of the stories written by the same author by heart.</p>	
Reading for Pleasure - Poetry	<p>I know that there are different forms of poetry.</p> <p>I recognise and name different types of poems which have been introduced.</p> <p>I know that words and language in poems create effects.</p>	<p>I can discuss the meaning of words and language in poems.</p> <p>I understand that there can be more than one interpretation of a poem.</p> <p>I understand that the meaning of poems can be enhanced through performance.</p> <p>I watch performances of poems.</p>	<p>I discuss how the meaning is enhanced through performance.</p> <p>I identify that intonation, tone, volume and action can be used to enhance meaning.</p> <p>I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<ul style="list-style-type: none"> •preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Reading Accurately with Fluency and with Understanding (NC Reading Comprehension)	<p>I check understanding in any book or text that I read.</p> <p>I ask questions to ensure understanding of a text.</p> <p>I know that there will be unfamiliar words in a text.</p>	<p>I ask questions to deepen understanding of a text.</p> <p>I use the context of unfamiliar words to explain their meaning.</p> <p>I give a personal response to a text.</p>	<p>I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.</p> <p>I explain my personal response.</p>	<ul style="list-style-type: none"> •develop positive attitudes to reading, and an understanding of what they read, by: •listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

	<p>I know that texts will have a main idea.</p> <p>I identify the main idea of a text.</p> <p>I know that the organisation and layout of a book helps me to understand it.</p> <p>I know how to find key words or information in a non-fiction text.</p>	<p>I use evidence from the text to support my response.</p> <p>I use clues from the text to predict what might happen next.</p> <p>I know that the main idea in a narrative may also have a message for the reader.</p> <p>I know that the message in the book is called a theme.</p> <p>I recognise that books may have similar themes.</p> <p>I understand that the organisation and layout may be different according to the purpose of the book.</p> <p>I record key words or information found in a non-fiction text.</p>	<p>I listen to others' personal responses to a text.</p> <p>I adapt my own response in the light of others' responses.</p> <p>I know that characters' actions can tell the reader about their thoughts feelings and motives.</p> <p>I infer characters' feelings, thoughts and motives from their actions.</p> <p>I give reasons for predicting what might happen next.</p> <p>I identify the organisation and layout in books.</p> <p>I explain how the organisation and layout helps me to understand it.</p>	<ul style="list-style-type: none"> •reading books that are structured in different ways and reading for a range of purposes •using dictionaries to check the meaning of words that they have read •increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally •identifying themes and conventions in a wide range of books •discussing words and phrases that capture the reader's interest and imagination •recognising some different forms of poetry [for example, free verse, narrative poetry] •understand what they read, in books they can read independently, by: •checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context •asking questions to improve their understanding of a text
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				<ul style="list-style-type: none"> •drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •predicting what might happen from details stated and implied •identifying main ideas drawn from more than 1 paragraph and summarising these •identifying how language, structure, and presentation contribute to meaning •retrieve and record information from non-fiction
Year 4				
Aspect	Autumn	Spring	Summer	National Curriculum Y3/4
Applying Phonics (NC Curriculum)	<p>I know that phonics is one strategy to read unfamiliar words.</p> <p>I know when phonic strategies will help to read a word and when they will not.</p> <p>I use knowledge of root words to help me read unfamiliar words.</p> <p>I use root words to help me understand the meaning of unfamiliar word.</p>	<p>I apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words.</p> <p>I know that many words may have a similar pronunciation but may be written differently. I know that some of these are unusual.</p> <p>I use knowledge of unusual phoneme/grapheme</p>		<ul style="list-style-type: none"> •apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet •read further exception words, noting the unusual correspondences between

	<p>I use knowledge of learned prefixes and suffixes to help me read unfamiliar words.</p> <p>I use prefixes and suffixes to help me understand the meaning of unfamiliar words.</p>	<p>correspondences to help me read unfamiliar words.</p> <p>I know that unfamiliar words can be read by using knowledge of known similar words (analogy).</p> <p>I use analogy drawing on the pronunciation of similar known words to read others.</p>		<p>spelling and sound, and where these occur in the word</p>
<p>Reading for Pleasure</p>	<p>I know that there is a range of narrative stories.</p> <p>I discuss the range of narrative stories introduced so far and consider differences and similarities.</p> <p>I understand that these have different plot patterns.</p> <p>I know that the plot develops in different ways according to the plot pattern.</p> <p>I use a dictionary to check or find the meaning of new words.</p> <p>I find similarities in the books I read.</p> <p>I understand that writers open stories in different ways.</p>	<p>I understand that a writer can use patterned language for effect.</p> <p>I find examples of patterned language for effect.</p> <p>I identify words and language that show the setting of a book – historical, cultural or social.</p> <p>I know that writers choose words and languages to show atmosphere, mood or feelings.</p> <p>I find words and language in my reading that writers have used to show atmosphere, mood or feelings.</p> <p>I identify different openings in different books and I can compare different story openings.</p>	<p>I explain how the writer has used words and language to show the setting of a book.</p> <p>I explain how the words and language used show atmosphere, mood or feelings.</p> <p>I explain why a writer has chosen specific words and language to create mood, atmosphere or feelings.</p> <p>I record words and language from my own reading to use in my own writing.</p> <p>I find similarities in the use of language and openings in books experienced.</p>	<ul style="list-style-type: none"> • develop positive attitudes to reading, and an understanding of what they read • reading books that are structured in different ways and reading for a range of purposes
<p>Reading for Pleasure - Poetry</p>	<p>I know that there are different forms of poetry.</p>	<p>I recognise and name different types of poems which have been introduced to me.</p>	<p>I discuss how the meaning is enhanced through performance.</p>	<ul style="list-style-type: none"> •develop positive attitudes to reading, and an understanding of what they read, by: •listening to and discussing a

	<p>I know that words and language in poems create effects.</p>	<p>I explain the effect created by the poets' choice of words and language.</p> <p>I know that poems may have patterned language.</p> <p>I find examples of patterned language in the poems that I read.</p> <p>I explain the effect of patterned language in poems and why a poet might use it.</p> <p>I understand that the meaning of poems can be enhanced through performance.</p> <p>I <i>experience</i> watching performances of poems.</p>	<p>I identify that intonation, tone, volume and action can be used to enhance meaning.</p> <p>I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>
<p>Reading for Pleasure – Non-Fiction</p>	<p>I choose a specific non-fiction book for a specific purpose.</p> <p>I identify words that are unfamiliar to me.</p> <p>I use dictionaries to check or find the meaning of unfamiliar words.</p>	<p>I know where to find the specific information needed in my book.</p> <p>I know how to use a non-fiction book to find identified information.</p> <p>I discuss the meaning of the unfamiliar words identified.</p>		<ul style="list-style-type: none"> •develop positive attitudes to reading, and an understanding of what they read, by: •listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
<p>Reading with Understanding (NC Curriculum)</p>	<p>I empathise with a character.</p> <p>I identify the main idea/s of a text.</p> <p>I know that the main idea of a text can be summarised in a sentence.</p> <p>I know that many books have themes.</p>	<p>I understand that a reader needs to interact with a text to understand it fully.</p> <p>I check understanding in any book I read.</p> <p>I actively seek the meaning of any words or language not understood.</p>	<p>I ask questions to deepen understanding of a text – between and beyond the lines.</p> <p>I find where the writer has written to make the reader respond in a certain way.</p> <p>I adapt my own response in the light of others' responses.</p>	<ul style="list-style-type: none"> •develop positive attitudes to reading, and an understanding of what they read, by: •listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks •reading books that are structured in different ways

	<p>I discuss the possible theme/s in books.</p> <p>I identify a theme in a book.</p> <p>I know that the organisation and layout of books vary according to the purpose of the book.</p>	<p>I ask questions to ensure understanding of a text.</p> <p>I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.</p> <p>I understand that a writer wants the reader to respond in a certain way.</p> <p><i>I use evidence from the text to show how the writer made the reader feel.</i></p> <p>I compare with others' personal responses to a text.</p> <p>I understand why a character acted, responded or felt in a certain way.</p> <p>I make predictions based on the text and from knowledge from other books.</p> <p>I identify the main idea in paragraphs in a text.</p> <p>I summarise the main idea of a text in a sentence.</p> <p>I find evidence which shows what the theme is in a book.</p> <p>I explain why the evidence shows what the theme is.</p> <p>I use the organisation and layout of a book to find specific information.</p> <p>I record key words or information found.</p>	<p>I understand why a writer wanted the character to respond in a certain way.</p> <p>I infer meaning using evidence from events, description and dialogue.</p> <p>I make connections with books with similar themes.</p> <p>I skim to find specific information on a page or in a paragraph.</p> <p>I scan a page or paragraph to find key words or information.</p>	<p>and reading for a range of purposes</p> <ul style="list-style-type: none"> •using dictionaries to check the meaning of words that they have read •increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally •identifying themes and conventions in a wide range of books •discussing words and phrases that capture the reader's interest and imagination •recognising some different forms of poetry [for example, free verse, narrative poetry] <p>•understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> •checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context •asking questions to improve their understanding of a text •drawing inferences such as inferring characters' feelings, thoughts and motives from
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				<p>their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> •predicting what might happen from details stated and implied •identifying main ideas drawn from more than 1 paragraph and summarising these •identifying how language, structure, and presentation contribute to meaning <p>•retrieve and record information from non-fiction</p>
Year 5				
Aspect	Autumn	Spring	Summer	National Curriculum Y5/6
Applying Phonics	<p>I apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words.</p> <p>I read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.</p> <p>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>			<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet

<p>Reading for Pleasure – maintaining a positive attitude about reading</p>	<p>I know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and playscripts.</p> <p>I know that these are structured in different ways.</p> <p>I know that non-fiction texts are structured to guide the reader to information.</p> <p>I can explain how the structure guides the reader to find specific information.</p> <p>I find words and language that are used for effect.</p> <p>I can explain how words and language create a precise effect.</p>	<p>I discuss and explain how and why different books have different structures.</p> <p>I can explain why I enjoyed a book or poem and who might also enjoy it.</p> <p>I evaluate the usefulness of a non-fiction book to research questions raised.</p> <p>I understand that a writer moves events forward through a balance of dialogue, action and description.</p> <p>I record effective words and language from reading to use in my own writing.</p>	<p>I can explore how dialogue is used to develop character.</p> <p>I can explore how actions are added to dialogue to move events forward.</p> <p>I understand that writers use language for precise effect.</p> <p>I understand that this may include precise nouns, precisely chosen adjectives, well-developed noun phrases, similes, metaphors, personification etc.</p> <p>I understand that a writer uses different sentence structure and techniques to create effects.</p> <p>I can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks.</p> <p>I can record examples of effective techniques and structures from my reading to use in my writing.</p>	<ul style="list-style-type: none"> •maintain positive attitudes to reading and an understanding of what they read by: •continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks •reading books that are structured in different ways and reading for a range of purposes •increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions •identifying and discussing themes and conventions in and across a wide range of writing •making comparisons within and across books •learning a wider range of poetry by heart •preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
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<p>Reading for Pleasure – comprehension</p>	<p>I understand that there will be unfamiliar words in the texts that I read.</p> <p>I use dictionaries to check or find the meaning of unfamiliar words.</p> <p>I ask questions to improve my understanding.</p> <p>I re-read to check that the text is meaningful.</p> <p>I draw inferences such as inferring characters' feelings thoughts and motives from their actions of different points in the text.</p>	<p>I use meaning-seeking strategies to explore the meaning of words in context.</p> <p>I understand that inferences can be drawn from different parts of the text.</p> <p>I justify inferences with evidence from the text.</p> <p>I make predictions from evidence found and implied.</p> <p>I summarise main ideas drawn from a text.</p>	<p>I use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.</p> <p>I understand that inferences can be made by reading between and beyond the lines.</p> <p>I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.</p> <p>I explain how the context of a text reflects the reaction of the audience it was written for.</p>	<ul style="list-style-type: none"> •understand what they read by: <ul style="list-style-type: none"> •checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context •asking questions to improve their understanding •drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •predicting what might happen from details stated and implied •summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas •identifying how language, structure and presentation contribute to meaning
<p>Reading for Pleasure – justification for views</p>	<p>I give a personal point of view about a text.</p> <p>I explain the reasons for my viewpoint, using evidence from the text.</p> <p>I listen to others' ideas and opinions about a text.</p>	<p>I build on others' ideas and opinions about a text in discussion.</p> <p>I question others' ideas about a text.</p> <p>I compare different versions of texts.</p>	<p>I evaluate the effectiveness of different versions of texts.</p>	<ul style="list-style-type: none"> •recommending books that they have read to their peers, giving reasons for their choices •provide reasoned justifications for their views •distinguish between statements of fact and opinion

	<p>I make connections between other similar texts, prior knowledge and experience. I explain why there are connections, using evidence. I compare books with similar themes.</p>	<p>I explain the similarities and differences between different versions of texts. I explain how books written in different contexts can have similar themes.</p>		<ul style="list-style-type: none"> •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 •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 •discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
<p>Retrieving Information from Text</p>	<p>I identify key information from my text. I summarise key information in sentences. I find key information from different parts of the text. I understand the difference between fact and opinion. I find examples of fact and opinion in texts and explain why one is fact and the other is opinion.</p>	<p>I use skimming and scanning to find the information I need. I make notes on the information I need. I organise my notes and present information. I summarise key information from different parts of the text. I present an oral overview or summary of a text.</p>	<p>I explore how events are viewed from another perspective. I explain the writer's viewpoint with evidence from the text. I identify the writer's viewpoint, for example, how different characters are presented.</p>	<ul style="list-style-type: none"> •retrieve, record and present information from non-fiction

		<p>I understand that a narrative can be told from different points of view – narrator and character.</p> <p>I identify the point of view in a narrative.</p> <p>I understand that the writer may have a viewpoint.</p>		
Year 6				
Aspect	Autumn	Spring	Summer	National Curriculum Y5/6
Applying Phonics	<p>I apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words.</p> <p>I read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.</p> <p>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>			<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet</p>
Reading for Pleasure – maintaining a positive attitude about reading (NC reading comprehension)	<p>I am familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.</p> <p>I know that texts can have elements of more than one text type.</p>	<p>I know that non-fiction texts may include a creative, fictional element.</p> <p>I can explain how the choices a writer has made about the structure of a text support its purpose.</p>	<p>I know that the style and vocabulary are linked to the purpose of the text.</p> <p>I can explain how the style and vocabulary are linked to the purpose of the text, using evidence.</p>	<ul style="list-style-type: none"> •maintain positive attitudes to reading and an understanding of what they read by: •continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

	<p>I identify the elements included in a text type.</p> <p>I can explain why I enjoyed a book or poem and who else might enjoy it.</p> <p>I evaluate the usefulness of a non-fiction book to research questions raised.</p>	<p>I can make predictions using knowledge of the conventions of different genres and text types.</p> <p>I understand that non-fiction texts may present the same information with different viewpoints.</p> <p>I identify the characteristics of a writer's style.</p> <p>I know that the words and language choices support the writer's purpose.</p> <p>I can record examples of words and language from reading to use in my own writing.</p>	<p>I evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information.</p> <p>I can explain the characteristics of a writer's style, using evidence.</p> <p>I can explain how the word and language choices support the writer's purpose, using evidence.</p> <p>I can explain how the techniques and structures used support the writer's purpose, using evidence.</p> <p>I record examples of techniques and structures from reading to use in my own writing.</p> <p>I can comment on the effectiveness of the writer's use of language structures and techniques.</p>	<ul style="list-style-type: none"> •reading books that are structured in different ways and reading for a range of purposes •increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions •identifying and discussing themes and conventions in and across a wide range of writing •making comparisons within and across books •learning a wider range of poetry by heart •preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
<p>Reading for Pleasure – comprehension</p>	<p>I understand that there will be unfamiliar words in the texts that I read.</p> <p>I use dictionaries to check or find the meaning of unfamiliar words.</p>	<p>I ask questions to improve and deepen my understanding.</p> <p>I re-read to check that the text is meaningful.</p> <p>I know that text may need to be read slowly or re-read to deepen my understanding.</p>	<p>I can find the different layers of meaning in a text.</p> <p>I can explain how they contribute to the reader's understanding of the overall meaning, characters, themes.</p>	<ul style="list-style-type: none"> •understand what they read by: <ul style="list-style-type: none"> •checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

	<p>I use meaning-seeking strategies to explore the words in context.</p> <p>I use meaning seeking strategies to explore the meaning of idiomatic and figurative language.</p>	<p>I know that different texts have different layers of meaning – between the lines and beyond the lines.</p> <p>I summarise main ideas drawn from a text.</p>	<p>I make predictions from evidence found and implied.</p> <p>I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.</p> <p>I explain how the context of a text reflects the reaction of the audience it was written for.</p>	<ul style="list-style-type: none"> •asking questions to improve their understanding •drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence •predicting what might happen from details stated and implied •summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas •identifying how language, structure and presentation contribute to meaning •retrieve, record and present information from non-fiction
<p>Reading for Pleasure – justification for views</p>	<p>I give a personal point of view about a text.</p> <p>I explain the reasons for my viewpoint, using evidence from the text.</p> <p>I listen to others’ ideas and opinions about a text.</p>	<p>I build on others’ ideas and opinions about a text in discussion.</p> <p>I question others’ ideas about a text.</p> <p>I make connections between texts which may not initially seem similar.</p> <p>I can explain why there are connections, using evidence.</p> <p>I can explain the similarities and differences between different versions of texts.</p>	<p>I identify themes in books which have different social, cultural or historical contexts.</p> <p>I compare and contrast themes in a range of books.</p> <p>I can explain how there are common themes in different books, using evidence from reading.</p>	<ul style="list-style-type: none"> •recommending books that they have read to their peers, giving reasons for their choices •provide reasoned justifications for their views •distinguish between statements of fact and opinion •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
Explaining and Discussing own Understanding	<p>I identify key information from my text.</p> <p>I summarise key information in sentences.</p> <p>I find key information from different parts of the text.</p> <p>I summarise key information from different parts of the text.</p> <p>I present an oral overview or summary of a text.</p> <p>I understand the difference between fact and opinion.</p> <p>I find examples of fact and opinion in texts.</p> <p>I can explain why one is fact and the other is opinion.</p> <p>I use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts.</p>	<p>I understand that a narrative can be told from different points of view – narrator and character.</p> <p>I identify the point of view in a narrative.</p> <p>I explore how events are viewed from another perspective.</p> <p>I identify the techniques used to create feelings, atmosphere, mood or messages.</p> <p>I can comment on how the writer's intent affects the reader.</p>	<p>I know that points of view can also be implied.</p> <p>I identify implied points of view.</p> <p>I can explain implied points of view, with evidence.</p> <p>I understand that the writer might have a point of view.</p> <p>I identify the writer's viewpoint, for example, how different characters are presented.</p> <p>I explain the writer's viewpoint with evidence from the text.</p> <p>I can explain the effect of the writer's viewpoint on the reader.</p> <p>I can explain how the techniques used create feelings atmosphere, mood or messages.</p>	<ul style="list-style-type: none"> •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 •discuss and evaluate how authors use language, including figurative language, considering the impact on the reader