Reading End points.

End points for reading, according to the National Curriculum. At St Bede’s, we do not believe reading comprehension ‘skills’ can be isolated from one another. It is important to teach pupils how to draw on key reading strategies to approach a task. Reading will always draw on a wider reserve of reading knowledge and competencies. Please see the below matrix of end points and reading competencies.

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| Year | Reading comprehension in the National Curriculum: expected end points. |
| Y1 | Children will be able to:   * listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * be encourage to link what they read or hear read to their own experiences * become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * recognise and joining in with predictable phrases * learn to appreciate rhymes and poems, and to recite some by heart * discuss word meanings, linking new meanings to those already known * participate in discussion about what is read to them, taking turns and listening to what others say * explain clearly their understanding of what is read to them.   understand both the books that they can already read accurately and fluently and those that they listen to by:   * understand both the books they can already read accurately and fluently and those they listen to by: * drawing on what they already know or on background information and vocabulary provided by the teacher * checking that the text makes sense to them as they read and correcting inaccurate reading * discussing the significance of the title and events * making inferences on the basis of what is being said and done * predicting what might happen on the basis of what has been read so far |
| Y2 | Children will be able to:   * Discuss the sequence of events in books and how items of information are related * become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales * be introduced to non-fiction books that are structured in different ways \*NF texts are explored throughout all units in the supplementary text lessons * recognise simple recurring literary language in stories and poetry * discuss and clarifying the meanings of words, linking new meanings to known vocabulary * discuss their favourite words and phrases * continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear * participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say * explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.   understand both the books that they can already read accurately and fluently and those that they listen to by:   * drawing on what they already know or on background information and vocabulary provided by the teacher * checking that the text makes sense to them as they read and correcting inaccurate reading * making inferences on the basis of what is being said and done * answering and asking questions * predicting what might happen on the basis of what has been read so far |
| Y3 | Children will be able to:   * develop positive attitudes to reading and understanding of what they read by: * listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * read books that are structured in different ways and reading for a range of purposes * use dictionaries to check the meaning of words that they have read * increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally * identify themes and conventions in a wide range of books * prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * discuss words and phrases that capture the reader’s interest and imagination * recognise some different forms of poetry [for example, free verse, narrative poetry] * retrieve and record information from non-fiction * 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.   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 * 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 one paragraph and summarising these * identifying how language, structure, and presentation contribute to meaning |
| Y4 | Children will be able to:   * develop positive attitudes to reading and understanding of what they read by: * listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * read books that are structured in different ways and reading for a range of purposes * use dictionaries to check the meaning of words that they have read * increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally * identify themes and conventions in a wide range of books * prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * discuss words and phrases that capture the reader’s interest and imagination * recognise some different forms of poetry [for example, free verse, narrative poetry] * retrieve and record information from non-fiction * 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.   understand what they read by:   * 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 * 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 one paragraph and summarising these * identifying how language, structure, and presentation contribute to meaning |
| Y5 | Children will be able to:   * maintain positive attitudes to reading and understanding of what they read by: * continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * read books that are structured in different ways and reading for a range of purposes * increase 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 * recommend books that they have read to their peers, giving reasons for their choices * identify and discuss themes and conventions in and across a wide range of writing * make comparisons within and across books * learn a wider range of poetry by heart * prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader * distinguish between statements of fact and opinion \*This is explored implicitly in all units * retrieve, record and present information from non-fiction * 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 * provide reasoned justifications for their views.   understand what they read by:   * 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 one paragraph, identifying key details that support the main ideas * identifying how language, structure and presentation contribute to meaning |
| Y6 | Children will be able to :   * maintain positive attitudes to reading and understanding of what they read by: * continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * read books that are structured in different ways and reading for a range of purposes * increase 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 * recommend books that they have read to their peers, giving reasons for their choices * identify and discussing themes and conventions in and across a wide range of writing * make comparisons within and across books * learn a wider range of poetry by heart * prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader * distinguish between statements of fact and opinion \*This is explored implicitly in all units * retrieve, record and present information from non-fiction * 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 * provide reasoned justifications for their views.   understand what they read by:   * 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 one paragraph, identifying key details that support the main ideas * identifying how language, structure and presentation contribute to meaning |

**Reading Competencies: End points.**

Reading comprehension ‘skills’ cannot be isolated from one another. It is important to teach pupils how to draw on key reading strategies to approach a task. It is too binary to believe that this will not draw on a wider reserve of reading knowledge and competencies.

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| Year | Language meaning | Retrieving key details | Summarising, reframing and performance | Making meaning | Thematic and structural understanding | Authorial intent | Comparison and connection | Reading behaviours | Personal response |
| Y1 | Make collections of interesting words and use them when talking about books and stories.  Understand simple alphabetical order.  Speculate about the possible meanings of new or unfamiliar  words met in reading.  Explain the meaning of the words they meet in a text.  Discuss the language used in labels and captions.  Notice how language is used in instructional writing and recounts.  Discuss the meaning of significant words met in reading linked to particular topics.  Build a knowledge of simple root words, prefixes and suffixes.  Make connections between language in a text  and other vocabulary.  Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme. | Discuss characters’ appearance, behaviour and the events that happen to them, using details from the text.  Find specific information (e.g. items, weather, clothes etc.) in simple  texts they’ve read or that has been read to them.  Find information in a text about an event, character or topic (e.g. who, what, where, when, how, why, which questions).  Identify  simple structures in texts (e.g. beginning, middle, end or setting, characters). | Retell a story, including the main events.  Orally rehearse some important information they have found out from a text.  Retell stories and parts of stories, using some of the features  of story language.  Learn and recite simple stories, poems and rhymes, with actions.  Sequence key events from the text. | Make simple inferences about characters from what they say and do.  In simple terms, discuss what is suggested about a character from the way they speak, move or behave.  Draw simple conclusions based on language used in a text.  Pose simple questions about a text.  Make predictions based on clues such as dialogue, pictures, illustrations, titles.  Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts.  Make simple predictions based on what has happened  so far in a narrative.  Draw on previous experience or reading to inform predictions. | Pick out significant events, incidents or information that occur through a text.  Link familiar story themes to their own experiences.  Notice how information is presented.  Discuss  different ways pages from an information book can be laid out and how this is different from story books.  Note some of the features of non-fiction texts, including layout,  contents, use of pictures, illustrations and diagrams. | Identify and compare basic story elements in different stories.  Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.  Explore  the effect of patterns of language and repeated words and phrases | Discuss and compare events or topics they have read about or have listened to.  Talk about reading experiences in relation to real life experiences.  Discuss books on the same theme or by the same author in simple terms. | Link what they are reading to their own experiences.  Build stores of familiar reading experiences such as traditional tales or a favourite book.  Navigates books correctly,  depending on their type.  Talks about reading positively.  Understand that we can read for different reasons e.g. for pleasure, to find information, to follow instructions.  Can join in  with the recitation of a poem from memory led by an adult and can join in with repeated refrain independently. | Talk about aspects of the text that they particularly enjoy, like or dislike.  Discuss their favourite book. Know the names of some key authors.  Can explain the impact that a book  has had on them.  Develop creative responses based on a reading experience. |
| Y2 | Develop understanding of words met in reading.  Speculate about the possible meaning of unfamiliar words they have read.  Use terms such as definition.  Discuss the definitions of words.  Learn how  to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary.  Check whether a suggested meaning of an unfamiliar word makes sense in  the context of the passage.  Notice some of the language features of non-fiction texts, e.g. direct language, the language of explanation, time conjunctions etc.  Speculate about the meaning of  unfamiliar words in non-fiction texts and use glossaries effectively to help understanding.  Build a knowledge of simple root words, prefixes and suffixes.  Make connections between language in a text and other vocabulary. | Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non - fiction.  Give reasons why things happen where  this is directly explained in the text.  Express and record their understanding of information orally, using simple graphics or in writing.  Learn to read on and re-read sentences to  find the meaning of unfamiliar words which are explained in the text.  Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc.  Show  an adult where in the text they have found this information.  Find specific information in a text about an event, character or topic, including multiple items (e.g. who, what, where,  when, how, why, which questions). Identify simple structures in texts (e.g. beginning, middle, end or significant changes in time or location). | Draw together information from across a number of sentences to sum up what is known about a character, event or idea.  Retell stories giving the main points or events in sequence  and highlighting significant moments or incidents.  Retell stories individually and through role play in groups, orally rehearsing dialogue and narrative from the text.  Learn, re-read  and recite favourite poems, conveying meaning through performance strategies.  Accurately sequence the main events from a text. | Make inferences about characters from what they say and do, focusing on significant events or interactions text.  Pose questions to help them understand a text better.  Know the  main purpose of a text.  Begin to understand the concepts of audience and author and know that the author will have made deliberate choices about the text.  Use what they have  read already to make predictions about what is going to happen or what they will find out.  Make plausible predictions showing an understanding of the ideas, events or  characters they are reading about.  Draw on a wider range of previous experiences or reading to inform predictions. | Discuss familiar story themes that they have read or heard.  Give reasons why things happen or change over the course of a narrative.  Notice how information is presented across  a range of texts.  Identify and explain the use of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions and  bullet points. | Identify and discuss story elements, for example, setting, plot, characters, dilemma.  Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.  Explore why an author might have chosen a particular word and the effect they were wanting to achieve, for example, by considering alternative synonyms that might have been  used.  Investigate traditional story language and how this is used to signal key parts of a story. | Identify, collect and compare common themes in stories and poems.  Make comparisons of characters and events in narratives.  Compare the information about different topics in  non-fiction texts.  Discuss books on the same theme or by the same author in simple terms. | Share understanding of a topic or theme before commencing reading.  Re-read sections of texts carefully to find answers to questions about characters and events.  Build stores of  familiar reading experiences including poetry, a favourite book or a favourite author.  Navigates a range of texts correctly, depending on their type.  Talks about reading  positively. Lists some of the different purposes for reading.  Begins to read longer, more challenging texts, including simple chapter books.  Can recite a simple poem from memory. | Explain why they enjoy, like or dislike a particular text.  Discuss their favourite book or author. Know the names of some key authors.  Can use their reading experiences to collect  ideas to use in their own writing, explaining how they have been inspired.  Develop creative responses based on a reading experience. |
| Y3 | Locate words in a dictionary by the first two letters.  Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.  Discuss unfamiliar words and their  possible meaning to clarify their understanding of a sentence or passage.  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.  Build a knowledge of key root words, prefixes and suffixes.  Make connections between language in a text and other vocabulary. | Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics).  Read closely to retrieve specific details,  including multiple details.  Draw information from simple diagrams, flow charts and tables where it is presented graphically.  Express and record their understanding of information  orally, using simple graphics or in writing.  Practise re-reading a sentence and reading on and back in order to find key details in a text.  Discuss what has been read to clarify  understanding of a sentence or passage.  Develop the necessary skills to skim and scan a text.  Use the features of a non-fiction text to navigate it efficiently.  Explain how a text  has been structured or organised e.g. paragraphing, story structure, letter structure etc. | Retell the main points of a story in sequence. Identify key points from across a non-fiction passage.  Present stories, showing awareness of the different voices by using performance strategies within readings, showing an awareness of the differences between the narrator and characters.  Read, prepare and present poems, explaining the key  theme or idea.  Draw information from more than one text. | Understand how what a character says or does impacts on other characters, or on the events described in the narrative.  Infer characters’ feelings and motivations in fiction.  Use  evidence from the text to explain a character’s actions or responses.  Speculate about the responses of a character based on known information.  Describe the mood or atmosphere  of a text in simple terms.  Predict from what they have read or had read to them how incidents, events, ideas or themes will develop or be resolved.  Refine predictions about the  events, characters or ideas in a text on a regular basis throughout their reading. | Identify typical story themes, e.g. overcoming adversity, good and evil, weak over strong, wise and foolish.  Discuss how characters’ feelings, behaviour and relationships change  over a text.  Use the organisational features of non-fiction texts to navigate efficiently in their own reading and research.  Recognise historical and cultural references in a text. | Identify where an author uses synonyms for common words and explore the shades of meaning implied.  Explain how the organisational features of non-fiction texts support the reader in  finding information or researching a topic.  Distinguish between different types of poetry and comment on the intended impact of the poem’s layout and structure.  Discuss authors’ choice of words and phrases that describe and create impact.  Discuss how language use changes throughout a text and how an author implies meaning as well as explicitly states it. | Make comparisons between events in narrative or information texts on the same topic or theme.  Compare and contrast writing by the same author.  Make simple comparisons  between characters within a narrative. | Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts.  Re-read sections of texts carefully to check their ideas about the text.  Participate in rich discussions and debates about books, characters and themes.  Presents own ideas about what they have read.  Navigates a range of texts efficiently, depending  on their type.  Reads more challenging texts, including simple chapter books. Understands the concept of a series.  Can recite and perform a poem from memory. | 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.  Discuss favourite books, authors or  performances.  Explain the impact of a text on their thinking and writing.  Develop and refine creative responses based on a reading experience. |
| Y4 | Investigate the meaning of technical or domain specific words they meet in their reading.  Locate words in a dictionary by the third and fourth letters.  Identify unfamiliar vocabulary in a text and  apply appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a plausible inference (e.g. 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  wider strategies need to be used to understand them.  Investigate the language features of different sorts of texts, including fiction, non-fiction and poetry. Build a knowledge of key root words, prefixes and suffixes.  Make connections between language in a text and wider spoken vocabulary. | Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas.  Interpret information from diagrams,  flow charts and tables where it is presented graphically.  Re-read surrounding sentences and paragraphs to find or explain a detail in the wider context of a text.  Collect  information from different sources and present it in a simple format.  Read closely to retrieve specific details where there is competing or subtle information.  Retrieve multiple  items, details or examples from the text.  Prove or disprove a statement by using the text as evidence. Skim and scan texts with confidence.  Use the direction from a question to  identify the appropriate section of a text. | 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.  Draw information from across multiple texts. | Deduce the reasons for the way that characters behave from scenes across a narrative.  Identify key themes from across a text.  Explain a character’s motivation in simple terms.  Use knowledge of vocabulary to explore inferences.  Begin to consider authorial choices and the impact on the reader.  Make predictions about a text based on prior knowledge  of the theme, event or type of text.  Refine predictions over time as they read on through a text.  Use information about characters to make plausible predictions about their actions. | Identify social, moral, ethical 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 different types of non-fiction texts.  Identify the main features of non-fiction texts and explore how these appear in  print and online, including headings, captions, lists, bullet points.  Understand how to find and collate information efficiently. | Consider a writer’s use of specific and precise words and discuss the meanings conveyed.  Explore narrative sequencing and how scenes are built up and concluded through a careful  balance of description, action and dialogue.  Identify different patterns of rhyme and verse in poetry and read these aloud effectively.  Understand how writers use figurative and  expressive language to create images and atmosphere.  Understand how writers use figurative and expressive language to suggest ideas and information in order to capture interest. | Collect information to compare and contrast events, characters or ideas.  Compare and contrast books and poems on similar themes.  Make simple comparisons between characters  across different narratives. | Link what they are reading to prior knowledge and experience and to their knowledge of similar texts.  Able to read ahead to support them in reading with fluency and expression.  Independently connects reading experiences with wider general knowledge and understanding of the world.  Independently pieces together evidence from a text to support them in constructing meaning. | Identify aspects or features that make a text entertaining, informative or useful.  Begin to discuss the suitability or credibility of a text.  Draw on reading to inform writing, including  vocabulary, grammatical structures, themes and ideas. |
| Y5 | Distinguish between multiple word meanings and their domain specific use, e.g. the specific meaning of equal in mathematical texts.  Use dictionaries and glossaries efficiently to locate word  meanings and wider knowledge about words, e.g. by using alphabetical order, understanding abbreviations, determining the most appropriate definition.  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 deduction of the word meaning. Investigate the use of language in different types of texts, including a wide range of fiction, non-fiction and poetry.  Compare  the explanations or definitions given for technical or domain specific words and phrases in different texts.  Build a knowledge of key root words, prefixes and suffixes.  Make connections between  language in a text and wider spoken vocabulary.  Analyse words and parts of words in depth. | Establish what is known about characters, events and ideas in narrative, poetry 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 to make sense of the words used in a text.  Use different formats to capture, record and explain information about what they have read, e.g. flow charts, tables, matrices and summary notes | Make regular, brief summaries of what they have read, identifying the key points.  Precis a complete short text or substantial section of a text, for example a chapter of a  narrative.  Summarise what is known about a character, event or topic, explain any inferences and opinions with reference to the text.  When reading aloud, distinguish 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 | Explore how language is used to present opinion across a range of texts.  Distinguish between fact, opinion and fiction in a range of texts.  Understand what is implied about  characters and make judgements about their motivations and attitudes from the dialogue and descriptions.  Make frequent and increasingly plausible predictions as they read,  refining their ideas as they read on through the text.  Discuss the plausibility of their predictions and the evidence that supports them.  Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. | Begin to distinguish between main themes and finer details in the texts they read.  Identify how ideas and themes are explored and developed over a text, e.g. how a story  opening often links to the resolution or ending, or how characters change over the course of a narrative.  Explain how readers can build a detailed picture of a concept from a  non-fiction text by examining different aspects of the topic.  Use knowledge of different organisational features of texts to find information efficiently and accurately.  Comment on how information is presented on the page and the impact that this has on the reader.  Identify the features of a wide range of different non-fiction texts including content, structure, vocabulary, style, layout and purpose.  Discuss authorial intent in text structure in a range of text types. | Compare the structure of different stories to discover how they differ in pace, structure and complexity.  Read a wide range of poetry and identify what is distinctive about the style or presentation of different poems.  Discuss the intended meaning of figurative language 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 and begin to identify specific authors’ styles, including in heritage texts.  Consider the language used in a text and  how a writer uses this to create implications and associations. | 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. plays, film) of the same text | Link what they read to their wider knowledge, their literary knowledge and to what they have read in previous sections of a text, to make high-quality inferences.  Know how to  Identify the key themes of a text quickly and efficiently.  Know how and when to read slowly and carefully to build a more detailed and precise understanding.  Takes time to ask  and answer questions of what they are reading.  Summarise and discuss their current understanding at regular intervals when reading an extended text. | Analyse the features of engaging or useful texts, including fiction, non-fiction and poetry.  Use published texts as a model to inform their own writing.  Develop opinions about  writing styles, key concepts or characters in narratives. |
| Y6 | Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text.  Collect and define domain-specific vocabulary met in other  subjects, e.g. developing subject or topic glossaries.  Use dictionaries, glossaries and other 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 or alternative sources.  Check the plausibility and accuracy of their explanation of 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.  Discuss the way that writers of different types of texts match language and text structure to their intentions.  Explain and use accurately the domain specific vocabulary used  in different types of texts.  Build a knowledge of key root words, prefixes and suffixes.  Make connections between language in a text and wider spoken vocabulary.  Analyse words and parts of  words in depth, drawing on language knowledge from across the curriculum. | 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.  Record important details retrieved from a text using an appropriate  format. | Make regular, brief summaries of what they have read, linking their summary to previous predictions about the text.  Refine ideas about the text in the light of what has been  subsequently read.  Summarise details from across a text to explain events or ideas.  Read aloud a wide range of 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.  Rehearse and repeatedly read texts to refine a performance or deepen understanding of key events, concepts or language. | In an increasingly complex range of texts, distinguish between fact, opinion and fiction. In non-fiction texts, distinguish between explicit and implicit points of view.  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.  Make plausible predictions and explore the evidence that supports them.  Discuss how and why they need to refine their predictions as they read on.  Drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text, build a picture of how the narrative has and will develop.  Compare their ideas with the narrative as they read on and consider how the author keeps the reader engaged. | Understand how a writer develops themes, ideas or points of view over the course of a complex or extended text.  Note how similar themes can be explored across different  texts.  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.  Confidently distinguish between fact and opinion in different types of text.  Use knowledge of different  organisational features of texts to find information efficiently and with precision. Identify and explain how complicated information is presented on the page to make reading  easier.  Understand and explain how different conventions and presentational features are used across a range of information or nonnarrative texts.  Compare different types of information texts and identify differences in the way that they are structured. | Understand aspects of narrative structure and how an author can use these to develop the story.  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.  Identify and discuss devices for  characterisation and contextualisation, including idioms, colloquialisms and dialect.  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.  Explore the effectiveness  of language used to create implications and associations. | 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 | Link what they read to their wider knowledge, their extensive literary knowledge and to what they have read in previous sections of a text, to make high-quality inferences that  are well supported by evidence.  Plan how to approach a range of reading tasks and self-regulate to ensure that their chosen approach is successful.  Takes time to ask and answer questions of what they are reading, including those that explore metaphorical or ethical provocations.  Summarise, discuss and present their current understanding at  regular intervals when reading an extended text. | Identify the features that make some texts more effective than others.  Begin to explore the concept of authorial bias. Draw inspiration from published texts inform their own  writing and explain how this is evident in their own work. Build stores of literary knowledge that allows pupils to engage in debate about ideas, concepts and themes that are  relevant to life in modern Britain. |