

## Key Learning Indicators

## Reading

## Year 1

Age related Year 1	Entering		Developing			Secure		
	Blue (Band 4)	4 Green (Band 5)	Green (Band 5)	5 Orange (Band 6)	Turquoise (Band 7)	6 Purple (Band 8)	Purple (Band 8)	
<b>Word reading</b>	<ul style="list-style-type: none"> <li>Read the alphabet quickly and accurately</li> <li>Order the alphabet</li> <li>Respond speedily with the correct sound to grapheme for the 44 phonemes (Phase 2 and 3)</li> <li>To be able to chop and blend cvc words (Phase 2 and Phase3)</li> <li><b>Apply phonic knowledge for reading</b></li> <li>Begin to do 'grown up reading' to develop fluency, accuracy and confidence</li> <li>Read cvc words containing each of the phonemes already taught</li> <li>Know the names of capital letters</li> <li>Read 35 % of the common exception words</li> <li>To read 35+ of the 100 HFW list</li> <li>Be able to read back words they have spelt</li> </ul>	<ul style="list-style-type: none"> <li>To be able to chop and blend cvcc and ccvc words (Phase 4 and Phase 5)</li> <li>Read 60 % of the common exception words.</li> <li>To read 60+ of the 100 HFW list</li> <li>Read words with contractions e.g. <i>I'm, I'll, we'll</i></li> <li><b>Read aloud accurately books that are consistent with their developing phonic knowledge</b></li> <li>Develop fluency, accuracy and confidence by re-reading books</li> <li>Read words containing <i>-s, -es, -ing, -ed, -er, -est</i> endings</li> <li>Split two and three syllable words into the separate syllables to support blending for reading</li> <li><b>Recognise and use the different ways of pronouncing the same grapheme; e.g. <i>ow in snow and cow</i></b></li> <li><b>Recognise the different ways of producing long and short vowel phonemes. e.g. <i>ea bread and meat</i></b></li> </ul>	<ul style="list-style-type: none"> <li><b>Read accurately by blending sounds in unfamiliar words</b></li> <li>Read 85 % of the common exception words</li> <li>To read 85% of the 100 HFW list</li> <li><b>Respond speedily with the correct sound to grapheme for the Phase 5 graphemes</b></li> <li>Read words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter</li> <li><b>Read aloud accurately books that are consistent with their developing phonic knowledge</b></li> <li><b>Read more challenging texts using phonics and high frequency word recognition</b></li> </ul>					
<b>Comprehension</b>								
<b>Enjoyment of reading</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by:	<ul style="list-style-type: none"> <li><b>Identifying and discuss the main characters in stories (good and villain)</b></li> <li>Use patterns and repetition to support oral retelling</li> <li>Recognising and join in with language patterns and repetition</li> </ul>	<ul style="list-style-type: none"> <li><b>Identifying and discuss the main events in stories</b></li> <li>Recognising and join in with language patterns and repetition.</li> <li>Relating texts to own experiences</li> </ul>	<ul style="list-style-type: none"> <li><b>Recalling specific information in texts.</b></li> <li>Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems</li> </ul>					

	<ul style="list-style-type: none"> <li>▪ Reciting rhymes by heart</li> <li>▪ Re telling familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i></li> <li>▪ <b>Making predictions based on what has been read so far</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Make personal reading choices and explain reasons for choices</b></li> <li>▪ Make basic inferences about what is being said and done</li> <li>▪ Discussing the title and how it relates to the events in the whole story e.g. <i>Peace at Last by Jill Murphy</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Reciting poems by heart</li> <li>▪ Make basic inferences about what is being said and done</li> <li>▪ discuss word choices</li> </ul>
<p><b>Discuss texts/ Group discussion</b> Participating in discussion about what is read to them, taking turns and listening to what others say:</p>	<ul style="list-style-type: none"> <li>▪ Listening to a story</li> <li>▪ Making relevant contributions</li> <li>▪ Giving opinions about a story</li> <li>▪ Demonstrating understanding of texts by answering questions related to who, and where</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Listening to what others say</b></li> <li>▪ Taking turns in a group</li> <li>▪ Explaining clearly their understanding of what is read to them with support</li> <li>▪ Demonstrating understanding of texts by answering questions related to who, what, where, when</li> </ul>	<ul style="list-style-type: none"> <li>▪ Giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket</i></li> <li>▪ Explaining clearly their understanding of what is read to them</li> <li>▪ <b>Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how</b></li> </ul>
<p><b>Understand texts</b> Understand both the books they can already read accurately and fluently and those that they listen to by: Explaining clearly their understanding of what they read themselves and what is read to them:</p>	<ul style="list-style-type: none"> <li>▪ Discussing key characters and settings</li> <li>▪ Spotting adjectives used to describe</li> <li>▪ Retell parts of the story</li> <li>▪ Discuss key facts that have been learnt</li> <li>▪ Complete book/poem review</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introducing and discuss key vocabulary</li> <li>▪ Discuss key features of stories</li> <li>▪ Skim and scan texts to revisit information</li> <li>▪ Activating prior knowledge e.g. <i>what do you know about minibeasts?</i></li> <li>▪ Record information – word banks, poster</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Checking that texts make sense while reading and self-correct</b></li> <li>▪ Discuss and compare key features of stories and information texts</li> <li>▪ Investigate unfamiliar words – use glossary, index</li> </ul>

Key Learning Indicators

Reading

Year 2

Age related year 2	Entering 7 Band 8 Purple	Developing 8 Band 9 Gold	Secure 9 Band 10 White
<p><b>Word reading</b></p> <p>As Y1 and: Letters and Sounds Phase 6.</p>	<ul style="list-style-type: none"> <li>▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes</li> <li>▪ Read frequently encountered words quickly and accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping.</i></li> <li>▪ Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly.</i></li> <li>▪ Read further common exception words, noting tricky parts (see bottom)</li> <li>▪ Uses tone and intonation when reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent</li> <li>▪ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>▪ Re-read these books to build up their fluency and confidence in word reading.</li> <li>▪ Read longer and less familiar texts independently.</li> </ul>
<p><b>Comprehension</b></p>			
<p><b>Enjoyment of reading</b></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p>	<ul style="list-style-type: none"> <li>▪ Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry.</li> <li>▪ Sequencing and discussing the main events in stories</li> <li>▪ Read a range of non-fiction texts including, instructions, recounts,</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry.</li> <li>▪ Retelling a wider range of stories, fairy tales and traditional tales</li> <li>▪ Learning and reciting a range of poems using appropriate intonation.</li> <li>▪ Read a range of non-fiction texts including information, explanations, instructions, recounts,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry.</li> <li>▪ Read a range of non-fiction texts including information, explanations, instructions, recounts, reports.</li> </ul>
<p><b>Discuss texts/ Group discussion</b></p> <p>Participating in discussion about what is read to them, taking turns and listening to what others say:</p>	<ul style="list-style-type: none"> <li>▪ Making contributions in whole class and group discussion.</li> <li>▪ Recognising use of repetitive language within a text or poem e.g. <i>run, run as fast as you can and across texts e.g. long, long ago in a land far away...</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Listening and responding to contributions from others.</li> <li>▪ Identifying, discussing and collecting favourite words and phrases.</li> <li>▪ Discussing how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Giving opinions and supporting with reasons e.g. <i>Was Goldilocks a good or bad character?</i></li> <li>▪ Considering other points of view</li> <li>▪ Make personal reading choices and explain reasons for choices</li> </ul>
<p><b>Understand texts</b></p> <p>Understand both the books they can already read accurately and fluently and those that they listen to by:</p> <p>Explaining clearly their understanding of what they read themselves and what is read to them:</p>	<ul style="list-style-type: none"> <li>▪ Checking that texts make sense while reading and self-correct.</li> <li>▪ Making predictions using evidence from the text.</li> <li>▪ Introducing and discussing key vocabulary within the context of a text.</li> </ul> <p><b>Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how.</b></p> <p><b>Begin</b></p>	<ul style="list-style-type: none"> <li>▪ Activating prior knowledge and raising questions e.g. <i>What do we know? What do we want to know? What have we learned?</i></li> </ul> <p><b>Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how.</b></p> <p><b>some</b></p>	<ul style="list-style-type: none"> <li>▪ Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i></li> <li>▪ Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised.</i></li> </ul> <p><b>Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how.</b></p> <p><b>Can</b></p>

## Key Learning Indicators

## Reading

## Year 3

Age related Year	Entering 10 Band 10 White	Developing 11 Band 11 Lime	Secure 12 Band 12 Brown
<b>Word reading</b>	<ul style="list-style-type: none"> <li>Use knowledge of root words to understand meanings of words.</li> <li>Take note of punctuation when reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>Read and understand meaning of words on Y3/4 word list – see bottom.</li> <li>Use intonation, tone and volume when reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>Use prefixes to understand meanings e.g. <i>un-, dis-, -mis-, re-</i>.</li> <li>Use suffixes to understand meanings e.g. <i>-ation, -ous</i>.</li> </ul>
<b>Comprehension</b>			
<b>Enjoyment of reading</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by:	<ul style="list-style-type: none"> <li>Listening to and discussing a range of fiction, poetry, plays, non-fiction.</li> <li>Regularly listening to whole novels read aloud by the teacher.</li> <li>Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion.</li> <li>Sequencing and discussing the main events in stories.</li> <li>Reading books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Preparing poems/playscripts to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>Using dictionaries to check meanings of words they have read.</li> <li>Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales, Rudyard Kipling Just So Stories</i>.</li> <li>Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>Analysing and evaluate texts looking at language, structure and presentation e.g. <i>newspaper reports, recipes, etc.</i></li> <li>Identifying and discussing themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i>.</li> <li>Identifying and discussing conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i>.</li> <li>Recognising some different forms of poetry e.g. <i>narrative, free verse</i>.</li> </ul>
<b>Discuss and understand texts</b> Understand what they read independently by:	<ul style="list-style-type: none"> <li>Explaining the meaning of unfamiliar words by using the context</li> <li>Making predictions based on details stated</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the purpose of paragraphs.</li> <li>Identifying a key idea in a paragraph.</li> <li>Discussing their understanding of the text</li> </ul>	<ul style="list-style-type: none"> <li>Raising questions during the reading process to deepen understanding e.g. <i>I wonder why the character</i>.</li> <li>Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text</li> <li>Using point and evidence to structure and justify responses.</li> </ul>
<b>Retrieve and record information</b> Retrieve and record information from non-fiction	<ul style="list-style-type: none"> <li>Navigating texts in print and on screen.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Quickly appraising a text to evaluate usefulness.</li> </ul>
<b>Group discussion</b> Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say	<ul style="list-style-type: none"> <li>Making and responding to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i>.</li> </ul>		<ul style="list-style-type: none"> <li>Developing and agreeing on rules for effective discussion.</li> </ul>

## Key Learning Indicators

## Reading

## Year 4

Age related Year	Entering 13 Band 13 Grey	Developing 14 Band 14 Dark Blue	Secure 15 Band 15 Dark Red
<b>Word reading</b>	<ul style="list-style-type: none"> <li>• Use knowledge of root words to understand meanings of words.</li> <li>• Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand meaning of words on Y3/4 word list – see list.</li> </ul>	<ul style="list-style-type: none"> <li>• Use prefixes to understand meanings e.g. sub-, inter-, anti-, -auto-.</li> <li>• Use suffixes to understand meanings e.g. -ation, -ous, -tion, -sion, -ssion, -cian.</li> </ul>
<b>Comprehension</b>			
<b>Enjoyment of reading</b>	<ul style="list-style-type: none"> <li>▪ Regularly listening to whole novels read aloud by the teacher.</li> <li>▪ Reading books and texts for a range of purposes and responding in a variety of ways.</li> <li>▪ Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learning a range of poems by heart and rehearsing for performance.</li> <li>▪ Identifying, analysing and discussing themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals.</li> <li>▪ Identifying, discussing and collecting effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.</li> <li>▪ Analysing and comparing a range of plot structures.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analysing and evaluate texts looking at language, structure and presentation.</li> <li>▪ Analysing different forms of poetry e.g. haiku, limericks, kennings.</li> <li>▪ Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. advertisements, formal speeches, leaflets, magazines, electronic texts.</li> <li>▪ Retelling a range of stories, including less familiar fairy stories, myths and legends.</li> </ul>
<b>Discuss and understand texts</b>	<ul style="list-style-type: none"> <li>▪ Explaining the meaning of key vocabulary within the context of the text.</li> <li>▪ Making predictions based on information stated and implied.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifying main ideas drawn from more than one paragraph and summarising these e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrating active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li> <li>▪ Drawing inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> </ul>
<b>Retrieve and record information</b>	<ul style="list-style-type: none"> <li>▪ Scanning for dates, numbers and names.</li> <li>▪ Explaining how paragraphs are used to order or build up ideas, and how they are linked.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Navigating texts to locate and retrieve information in print and on screen.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analysing and evaluating how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</li> </ul>
<b>Group discussion</b>	<ul style="list-style-type: none"> <li>▪ Making and responding to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Develop, agree on and evaluate rules for effective discussion.</li> </ul>

## Key Learning Indicators

## Reading

## Year 5

Age related Year 5	Entering 16	Developing 17	Secure 18
<b>Word reading</b>	<ul style="list-style-type: none"> <li>Use knowledge of root words to understand meanings of words.</li> <li><b>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</b></li> </ul>	<ul style="list-style-type: none"> <li>Read and understand meaning of words on Y5/6 word list.</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge of prefixes to understand meaning of new words.</li> <li>Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably.</li> </ul>
<b>Comprehension</b>			
<b>Enjoyment of reading</b> Maintain positive attitudes to reading and understanding what they read by:	<ul style="list-style-type: none"> <li>Regularly listening to whole novels read aloud by the teacher from an increasing range of authors.</li> <li>Reading books and texts that are structured in different ways for a range of purposes.</li> <li>Preparing poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> <li>Recommending books to their peers with reasons for choices.</li> </ul>	<ul style="list-style-type: none"> <li>Learning a wider range of poems by heart.</li> <li>Exploring themes within and across texts e.g. loss, heroism, friendship.</li> <li>Making comparisons within a text e.g. characters' viewpoints of same events.</li> </ul>	<ul style="list-style-type: none"> <li>Analysing the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries</i>.</li> <li>Listening to and discussing a range of fiction/poetry/non-fiction which they might not choose to read themselves.</li> <li>Expressing preferences about a wider range of books including modern fiction/traditional stories/myths/legends.</li> </ul>
<b>Discuss and understand texts</b>	<ul style="list-style-type: none"> <li>Exploring meaning of words in context.</li> <li><b>Predicting what might happen from information stated and implied.</b></li> <li><b>Checking that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals.</b></li> <li>Distinguish between statements of fact or opinion within a text.</li> </ul> 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.	<ul style="list-style-type: none"> <li>Summarising main ideas drawn from more than one paragraph and identifying key details which support this.</li> <li><b>Re-read and reads ahead to locate clues to support understanding.</b></li> <li><b>Scanning for key words and text marking to locate key information.</b></li> <li><b>Inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Demonstrating active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.</b></li> <li>Identifying how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech</i></li> </ul> <b>Provide reasoned justifications for their views by: Justifying opinions and elaborating by referring to the text. (Point + Evidence + Explanation).</b>
<b>Author's choice of language</b>	<ul style="list-style-type: none"> <li>Explaining the effect on the reader of the authors' choice of language.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring, recognising and using the terms metaphor, simile, imagery.</li> </ul>	Discuss and evaluate how authors use language including figurative language, considering the impact on the reader
<b>Group discussion</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Preparing formal presentations individually or in groups.</li> <li>Using notes to support presentation of information.</li> </ul>	<ul style="list-style-type: none"> <li>Responding to questions generated by a presentation.</li> <li>Participating in debates on an issue related to reading (fiction or non-fiction).</li> </ul>

## Key Learning Indicators

## Reading

## Year 6

Age related Year 6	Entering	Developing	Secure
<b>Word reading</b>	<ul style="list-style-type: none"> <li>Read and understand meaning of words on Y5/6 word list – see bottom.</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.</i></li> <li>Use suffixes to understand meanings e.g. <i>-cious, -tious, -tial, -cial.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use etymology to help the pronunciation of new words e.g. <i>chef, chalet, machine, brochure – French in origin.</i></li> </ul>
<b>Comprehension</b>			
<b>Enjoyment and reading</b>	<ul style="list-style-type: none"> <li>Employ dramatic effect to engage listeners whilst reading aloud.</li> <li>Listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.</li> <li>Regularly listening to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</li> <li>Using a reading journal to record on-going reflections and responses to personal reading.</li> </ul>	<ul style="list-style-type: none"> <li>Read extensively for pleasure.</li> <li>Expressing preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions.</li> <li>Preparing poems and playscripts to read aloud and perform using dramatic effects.</li> <li><b>Demonstrating active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</i></b></li> </ul>	<ul style="list-style-type: none"> <li>Independently read longer texts with sustained stamina and interest.</li> <li>Recommending books to their peers with detailed reasons for their opinions.</li> <li>Learning a wider range of poems by heart.</li> </ul>
<b>Reading skills</b>	<ul style="list-style-type: none"> <li><b>Scanning for key information e.g. looking for descriptive words associated with a setting.</b></li> <li><b>Skimming for gist.</b></li> </ul>	<ul style="list-style-type: none"> <li>Making comparisons within and across texts e.g. similar events in different books, such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom.</i></li> <li>Predicting what might happen from information stated and implied.</li> <li><b>Using a combination of skimming, scanning and close reading across a text to locate specific detail.</b></li> </ul>	<ul style="list-style-type: none"> <li>Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. <i>Point;Evidence;Explanation.</i></li> <li><b>Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text.</b></li> <li><b>Justifying opinions and elaborating by referring to the text e.g. <i>Point;Evidence;Explanation</i></b></li> </ul>
<b>Understanding language and features</b>	<ul style="list-style-type: none"> <li>Recognising themes within and across texts e.g. <i>hope, peace, fortune, survival.</i></li> <li>Comparing texts written in different periods.</li> <li><b>Exploring new vocabulary in context.</b></li> <li>Evaluate texts quickly in order to determine their usefulness or appeal.</li> <li>Understand underlying themes, causes and consequences within whole texts.</li> <li>Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives).</li> </ul>	<ul style="list-style-type: none"> <li>Identifying how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet, balanced argument.</i></li> <li><b>Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these.</b></li> </ul>	<ul style="list-style-type: none"> <li>Analysing the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story.</i></li> <li>Exploring, recognising and using the terms personification, analogy, style and effect.</li> <li>Recognise authors' techniques to influence and manipulate the reader.</li> </ul>
<b>Group discussion</b>	Participate in discussions about books building on their own and others' ideas and challenging views courteously.	<p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary by:</p> <ul style="list-style-type: none"> <li>Preparing formal presentations individually or in groups.</li> <li>Using notes to support presentation of information.</li> <li>Responding to questions generated by a presentation.</li> <li>Participating in debates on issues related to reading (fiction/non-fiction).</li> </ul>	