

5	Read	Retrieve	Explore and Analyse	Deduce and Infer			
End of year expectations							
<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> Identifying and discussing themes and conventions in and across a wide range of writing. Retrieve, record and present information from non-fiction Summarising the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas 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 	<ul style="list-style-type: none"> Making comparisons within and across books Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language considering the impact on the reader Distinguish between statements of fact and opinion Participate in discussions about books, building on their own and others' ideas and challenging views courteously 	<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 Provide reasoned justifications for their views 				
18.3 Mastering I can use a range of strategies to help find the meaning of an unfamiliar word	18.3 Mastering I can generate and consider an increasingly complex range of questions about a wide variety of texts across the curriculum	18.3 Mastering Using my knowledge of a text, I can challenge others' ideas whilst justifying my own.	18.3 Mastering I can explain my predictions and opinions confidently, using evidence from a text				
18-2	<ul style="list-style-type: none"> I understand the history of words and the relationship between them to help me read unknown polysyllabic words 	18-2	<ul style="list-style-type: none"> I can identify, collate and discuss the key ideas and information from a range of sources I can talk confidently about the purpose of the text and the specific intentions of the author in each paragraph. 	18-2	<ul style="list-style-type: none"> I can compare, contrast and evaluate different books and other media I can recognise language that is a feature of a particular genre and how this contributes to meaning I can discuss the difference between literal and figurative language and the effects of imagery 	18-2	<ul style="list-style-type: none"> I understand the thoughts and feelings of characters by referring to their actions I can explore texts to support and justify my predictions and opinions
18-1	<ul style="list-style-type: none"> I understand the impact of prefixes and suffixes on root words. 	18-1	<ul style="list-style-type: none"> I can ask questions to clarify my understanding and explore the meaning of words in context. I can use what I know about text structure to find information 	18-1	<ul style="list-style-type: none"> I am able to identify facts and opinions and can discuss the differences between them. I can take part in discussions, listening to others' ideas and build on them to support the development of my ideas 	18-1	<ul style="list-style-type: none"> I can justify my opinion in discussion with others
17-2	<ul style="list-style-type: none"> I can confidently read most words, understanding the impact of prefixes and suffixes on root words. 	17-2	<ul style="list-style-type: none"> I can identify the individual genre in a mixed genre text e.g. an explanation within an information text I am beginning to ask questions to clarify my understanding and explore the meaning of words in context. 	17-2	<ul style="list-style-type: none"> I can make comparisons between books, commenting on similarities and differences I can comment on the structural choices an author has used to organise a text 	17-2	<ul style="list-style-type: none"> I can explain what I think the character's personality is like by referring to their behaviours and dialogue I can state my predictions for the story, using evidence from the book.
17-1	<ul style="list-style-type: none"> I am beginning to understand the history of words and the relationship between them to help me read unknown polysyllabic words 	17-1	<ul style="list-style-type: none"> I can discuss my understanding of a text by identifying the purpose of the author I can skim and scan non-fiction texts to speed up research 	17-1	<ul style="list-style-type: none"> I can identify and articulate my response to the effect of figurative and descriptive language I can take part in discussions, listening to others' ideas and building on them 	17-1	<ul style="list-style-type: none"> I can state my predictions for the story, using evidence from the book.
16-2	<ul style="list-style-type: none"> I can confidently read unknown words with prefixes and suffixes and I am beginning to make connections between words. 	16-2	<ul style="list-style-type: none"> I can identify the different features of fiction and non-fiction genres I can compare, contrast and evaluate different non-fiction texts, including fiction and non fiction I can discuss my understanding of a text I can skim to identify key ideas 	16-2	<ul style="list-style-type: none"> I can make simple comparisons between books I can use the way in which a text is organised to help me understand I can comment on how an author has used language and its effect upon the reader I can talk about books, discuss the main points and build on my reasoning 	16-2	<ul style="list-style-type: none"> I can recognise which characters the author wants the reader to like/dislike I can make detailed predictions about a story.
16-1	<ul style="list-style-type: none"> I can confidently read unknown words with prefixes and suffixes and I am beginning to make connections between words. 	16-1	<ul style="list-style-type: none"> I can discuss my understanding of a text I can skim to identify key ideas 	16-1	<ul style="list-style-type: none"> I can talk about books, discuss the main points and build on my reasoning 	16-1	<ul style="list-style-type: none"> I can make detailed predictions about a story.

- Maintain positive attitudes to reading and 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
- 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
- recommending books that they have read to their peers, giving reasons for their choices
- Explain and discuss their understanding of what they have read, including through formal presentations and debates,