

6	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 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 Retrieve, record and present information from non-fiction 	<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 Explain and discuss their understanding of what they have read, including through formal presentations and debates 	<ul style="list-style-type: none"> Predicting what might happen from details stated and implied Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence Provide reasoned justifications for their views.
21.3 Mastering I have a genuine enthusiasm for discovering the meaning of new and unfamiliar words including words not of English origin		21.3 Mastering I independently seek out and share a wide range of texts, some of which may be very ambitious.	21.3 Mastering I can sensitively listen to and respond to the ideas of others about texts, leading and modelling for others where necessary	21.3 Mastering I show deep and mature understanding of a range of themes and characters, drawing on my own experience to explain my insights.
21-2	<ul style="list-style-type: none"> I am able to read accurately all words (including those containing suffixes and prefixes) and can predict the meaning, using my knowledge of the history of words and the relationship between them. 	21-2	21-2	21-2
21-1		<ul style="list-style-type: none"> I can discuss the purpose, audience and organisation of different fiction/non-fiction texts, evaluating their success I can apply my knowledge of word reading skills to a range of different contexts to support my understanding of a text I can ask and respond to questions to demonstrate a secure understanding I can collect and organise key ideas from a range of sources and present this to others 	<ul style="list-style-type: none"> I can describe and evaluate the styles of different writers, finding examples and justifying my interpretations I can explore how the way in which a text is organised, language features and choice of specific vocabulary supports the writers theme and purpose, providing examples I understand the difference between fact and opinion. I can analyse, compare and contrast how different authors use literal and figurative techniques to create imagery I can analyse and critically analyse others ideas courteously I am able to state why I believe points in a text or discussion are valid and use the text or notes to clarify 	<ul style="list-style-type: none"> I can predict how a character will react to situations, based on my understanding of their personality and previous actions I can use hidden messages and action from the text to make a sound prediction; I use evidence from the text to support this
20-2	<ul style="list-style-type: none"> I can read almost all words accurately I use my knowledge of word history and the link between words to suggest meaning 	20-2	20-2	20-2
20-1		<ul style="list-style-type: none"> I can discuss the purpose, audience and organisation of different fiction/non-fiction texts I can use the way text types are organised to help me sustain understanding over longer texts I can ask and respond to questions about a text to demonstrate my understanding I can use my skills of skimming, scanning, text marking and knowledge of genre to identify and record the key features/information across the curriculum 	<ul style="list-style-type: none"> I can compare, contrast and explore the styles of writers and poets, finding examples in the text I can comment on and compare the language choices the author has used over a range of non-fiction texts I can clearly identify the effect the writing has on a reader, and begin to explain how this impact has been created I am able to analyse what others' say to support my own ideas linked to a text 	<ul style="list-style-type: none"> I understand why characters feel and act the way they do. I can refer to their personality, using examples to justify their motives I understand how the author uses hidden messages to imply what might happen.
19-2	<ul style="list-style-type: none"> I know how to read most unfamiliar words and can predict the meaning of related words using my knowledge. (e.g. words with the prefix circum meaning around) 	19-2	19-2	19-2
19-1		<ul style="list-style-type: none"> I can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts I can recommend books to my peers, giving reasons for my choices. I can talk confidently about the purpose of the text and the specific intentions of the author, using examples from the text I can ask questions to confirm what I already know I can use my skills of skimming, scanning, text marking and knowledge of the genre to identify the main points 	<ul style="list-style-type: none"> I can compare and contrast the styles of different writers and provide examples I can identify the ways in which one paragraph is linked to the next I can identify how the author has created messages, moods, feelings and attitudes through vocabulary choices I can take part in discussions, taking account of what others say and comment on their ideas I am able to link facts and opinions with my own ideas to support what I say 	<ul style="list-style-type: none"> I understand the motives of characters; I can explain their personality, with evidence from the text, to justify this I can refer to the text to support my predictions and provide examples.

- 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
- recommending books that they have read to their peers, giving reasons for their choices
- 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