

3	Comprehension	Themes & Conventions	Word Reading	Language for Effect	Making Inferences
12-2	- I can locate information by skimming (for a general impression and scanning to locate specific information). I can record information I discover (e.g. text-marking / highlighting / notes in margin). - I can use a dictionary to check the meaning of words I have read.	12-2 12-1	12-2 12-1	12-2 12-1	18-2 18-1
11-2	- I am learning to quote directly from the text when I record the things I find out from fiction and non-fiction texts.	11-2	11-2	11-2	17-2
11-1	- I can increasingly use knowledge of alphabet to locate information and meaning in a dictionary / thesaurus.	11-1	11-1	11-1	17-1
10-2	- I can find out facts and information, sometimes by myself. I can record some things I find out. - I begin to use knowledge of alphabet to locate information and meaning (dictionary/index). - I self-correct when the text doesn't make sense.	10-2 10-1	10-2 10-1	10-2 10-1	16-2 16-1

End of year expectations

Comprehension	Themes & Conventions	Word Reading	Language for Effect	Making Inferences
<ul style="list-style-type: none"> - Retrieve and record information from fiction and non-fiction. - Use dictionaries to check the meaning of words that they have read. - As in Y2, I can self-correct when the text doesn't make sense (Implied) 	<ul style="list-style-type: none"> - Identify themes and conventions in a wide range of books. - Identify how language, structure and presentation contribute to meaning. - Recognise presentational devices - Recognise some different forms of poetry. - Identify main themes from more than one paragraph and summarise. 	<ul style="list-style-type: none"> - Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. - Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. - Test out different pronunciations of longer words 	<ul style="list-style-type: none"> - Discuss words and phrases that capture the reader's interest and imagination. - Discuss their understanding and explain the meaning of words in context. 	<ul style="list-style-type: none"> - Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences from evidence. - Predict what might happen from details stated and implied. - Ask questions to improve their understanding of the text.

Range of texts

Develop positive attitudes to reading and understanding of what they read by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books Be introduced to a range of authors that they might not choose themselves

- 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 fairy stories, myths and legends, and retelling some of these orally

- Having opportunities to select their own books, and being taught how to do so. [Non-statutory guidance]

- 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.

At this stage teaching comprehension should take precedence over teaching word reading directly. Any word reading should support the development of vocabulary.

- To check that the text makes sense.

- To ask questions to improve understanding.