

English Reading Intent

At Beaminster St Mary's Academy we strongly believe that English has a vital role to play in education and in society as a whole. A high-quality education in English will enable pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Our English Curriculum is driven by a deep-rooted passion for high quality texts which reflect a diverse and progressive world view. These texts are used as a stimulus to drama, to discussion, to debate, to explore ideas, to expand vocabulary, to improve reading comprehension and writing skills.

Driven by high quality texts and poetry alongside opportunities for talk, language skills develop. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. English, especially, plays a key role in such development and engenders our children with a global consciousness. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society therefore we place high value of the quality first teaching we deliver as part of our English curriculum.

The overarching aim for English in our school is to promote extremely high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. We aim to ensure that all pupils:

- **sharing collective wisdom is the cornerstone of their learning.** Children use peer and group discussion in order to learn; they should be able to elaborate and articulate clearly their understanding and ideas.
- **see themselves as authors.** Children write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- **read with ease, fluently and with clear understanding and expression so as to engage and excite the reader.**
- **immerse themselves in language.** Children develop the habit of reading widely and often, for both pleasure and information so as to acquire a varied and ambitious vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- **have a varied and diverse literary diet.** Children are exposed to a wide variety of high-quality literature from all cultures so as to appreciate our rich and varied literary heritage and that of other countries.
- **are eloquent and confident speakers.** Children are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

The school places huge importance on developing discussion skills, speaking and listening and drama as we firmly believe that children need to develop a wide and exciting vocabulary. A variety of media is used as a stimulus to learning, including e-books, drama and computers.

Reading:

Reading is the bedrock of our English curriculum. At Beaminster, the children are encouraged to read for enjoyment and understanding, as well as for information with the aim that all pupils will develop an appreciation and love of reading. Our aim is that children leave Beaminster as confident, competent readers with a tangible love of reading. We encourage children to read widely in fiction, non-fiction and poetry. Reading focuses on two areas; decoding (word reading) and comprehension. Decoding skills are seen with both the segmenting and blending of unfamiliar words and the speedy recognition of familiar words. Effective comprehension is the result of secure linguistic knowledge (in particular vocabulary and grammar) and a knowledge of the wider world. Reading also feeds pupils' imagination and opens up a treasure-trove of wonder and joy for inquisitive young minds thirsty for inspiration.

Early reading is taught using the Read Write Inc. synthetic phonics scheme. When children have become fluent and accurate at a sufficient level, they will receive whole-class reading lessons based on a challenging, high-quality text. Lessons follow a regular structure as follows:

- Retrieval of prior knowledge and vocabulary.
- Explicit teaching of carefully chosen vocabulary and/or phrasing.
- Adult modelling of reading of the text, focussing on an age-appropriate length of passage, with the children following. The adult models thinking aloud the skills of a skilled reader.
- Adult modelling of reading of the text, focussing on fluent, expressive reading.
- Whole-class reading strategies such as echo-reading allow for guided practice
- Targeted questions allow children to read independently for meaning.

Reading at home

The schools main reading scheme is 'Read Write Inc.' In early reading when children are still learning and practising the phonic code, books sent home closely match the child's phonic stage. However, as children develop into more confident readers this is supplemented with other schemes including: Project X, Collins and Oxford Reading Tree. All children in EYFS and Year 1 take home purely phonetically decodable books which reflect their learning in class. The reading scheme across school is constantly evolving and as a result, children are provided with books that not only challenge but also interest them and encourage a love of reading.

Why is my child re-reading the same text multiple times over the course of a week? Re-reading is a fundamental part of building an orthographic map – we can't do this without re-reading the texts and without doing this, we won't be able to read fluently. The purpose of decodable books is that children should be able to read everything independently and with fluency. We need fluency for comprehension. If children read a book once and return it, they won't have orthographically mapped the words within. We need to read each word a minimum of 4 times to reliably recognise the sound to spelling correspondence and then read this word a number more times (child dependent) to be able to read it without decoding. In addition to high quality scheme books, the school has a well-stocked library which is regularly audited and refreshed to reflect a progressive and diverse world view. The children go out, a class at a time, each week to change their library books. We use a computerised system to log the books that the children have selected to take home.

Children’s phonic knowledge will be assessed regularly and gaps in learning identified and addressed through targeted support. The focus is on ‘keep up’ not ‘catch-up’ and so children in need of over-learning will receive extra guided practice. The Read Write Inc. leader will regularly assess children’s progress and adjust their provision to meet their need. Termly summative assessments and statutory assessment will be reviewed for impact, both on reading fluency and accuracy as well as comprehension.

Curriculum Drivers

	In all subjects...	In reading, this looks like...
Curiosity	We aspire for pupils to embrace challenge with a growth mind set and show curiosity, independence and resilience in all that they do.	<ul style="list-style-type: none"> • Show a love for reading and books, sharing with others, asking questions about what they read and linking to what they know
Admiration	We aspire for pupils to become wise, respectful learners	<ul style="list-style-type: none"> • Appreciating the beauty of the written word and the impact it can have on us and others
Communication	We aspire for pupils to become emotionally mature with a depth of language that enables them to share ideas effectively.	<ul style="list-style-type: none"> • Reading accurately with appropriate fluency and expression and being able to talk about what they have read to adults and peers.
Worldly	We aspire for pupils to become emotionally literate, tolerant and appreciative of an ever changing global environment.	<ul style="list-style-type: none"> • Exposing children to a wide-range of diverse texts and authors, shining a spotlight on matters that affect us today

Reading – Medium Term Planning

Year R	READING							
	Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Autumn	<ul style="list-style-type: none"> Read some common exception words (detailed on phonics overview). Use phonic knowledge to decode regular words and read them aloud accurately – see phonics overview. Read words and captions consistent with phonic knowledge by sound blending. 	<ul style="list-style-type: none"> Retell portions of a story. As the story is read, join in with familiar parts, ask and answer simple questions about characters, setting and events. 	<ul style="list-style-type: none"> Have a broadened experience of stories and then name stories that they have read and enjoyed. 	<ul style="list-style-type: none"> Answer basic retrieval questions e.g. who or where questions. Pick out simple information from books (fiction and non-fiction). 	<ul style="list-style-type: none"> Respond to 'tell me what happened' using 'then' to help them sequence a part of a story. 	<ul style="list-style-type: none"> Use pictures to predict what might happen next. 	<ul style="list-style-type: none"> Recognise and join in with repeated phrases 	<ul style="list-style-type: none"> Show book behaviours, start at the front, turn the pages. Point to the words on the page Know print is read left to right and top to bottom. Follow each read word with their finger. Find the title of the book.
Spring	<ul style="list-style-type: none"> Read some common exception words (detailed on phonics overview). Use growing phonic knowledge to decode regular words and read them aloud accurately – see phonics overview. Segment and blend words of more than one syllable where these contain taught graphemes e.g. picnic, jumping. Read words and simple sentences containing taught graphemes. 	<ul style="list-style-type: none"> Ask questions about a text being read to them. 	<ul style="list-style-type: none"> Retell major events of a story in sequence. 	<ul style="list-style-type: none"> To know what a setting is and be able to identify where stories they read are set. 	<ul style="list-style-type: none"> Use sequencing words (e.g. first, before) to sequence events when retelling a story. Answer questions about characters and setting. 	<ul style="list-style-type: none"> Use what has happened so far in the story to help them predict what could happen next (using their own life experiences). 	<ul style="list-style-type: none"> Repeats parts of stories with expression. 	<ul style="list-style-type: none"> Track print to support reading of phonemes and common exception words. Say what they like about stories that they have read and join in with stories read to them.
Summer	<ul style="list-style-type: none"> To read with confidence a range of phonic matched books and to retell familiar stories. To read a range of common exception words (detailed on phonics overview). To use phonic knowledge to decode regular words and read them aloud accurately – see phonics overview. Blend words that contain taught digraphs e.g. shop, chip, this, bang, which. Blend words of more than one syllable using taught graphemes. 	<ul style="list-style-type: none"> Ask and answer questions about setting, characters and events. Ask detailed questions about texts they have read/being read to them, sharing what interests them. 	<ul style="list-style-type: none"> Say what part of the story they like the best and why. Retell stories and include key details. 	<ul style="list-style-type: none"> Recognise that additional information may be contained in illustrations, diagrams etc. 	<ul style="list-style-type: none"> Ask detailed questions about texts they have read/being read to them, sharing what interests them. 	<ul style="list-style-type: none"> Explains who is speaking at various points throughout the story. 	<ul style="list-style-type: none"> Begin to use expression in reading and retelling to engage a listener. 	<ul style="list-style-type: none"> Talk about their favourite stories, comparing them to each other. Make links and connections. Use story telling language – once upon a time, happily ever after.

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Year 1	READING							
	Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Autumn	<ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words 	<ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently, and those they listen to 	<ul style="list-style-type: none"> Check that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences Ask questions and express opinions about main events and characters in stories 	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Recognise and join in with predictable phrases 	<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales Begin to appreciate rhymes and poems, and to recite some by heart Discuss the significance of the title and events Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author
Spring	<ul style="list-style-type: none"> Re-read books to build up their fluency and confidence in word reading Read other words of more than one syllable that contain taught GPCs Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings 	<ul style="list-style-type: none"> Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher Can seek out books around a simple theme or topic 	<ul style="list-style-type: none"> Recall the main points of a narrative in the correct sequence 		<ul style="list-style-type: none"> Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> Identify how repetitive patterns, words and phrases aid their enjoyment of the text 	<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales, retelling them Understand the difference between fiction and non-fiction
Summer	<ul style="list-style-type: none"> Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 	<ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known 		<ul style="list-style-type: none"> Find key points in a story or some key facts from an information text 	<ul style="list-style-type: none"> Talk about significant features of layout, e.g., enlarged text, bold, italic, etc. 		<ul style="list-style-type: none"> Read aloud their own writing clearly enough to be heard by their peers and the teacher (from writing national curriculum) 	<ul style="list-style-type: none"> Become very familiar with key stories, fairy tales and traditional tales, retelling them and considering their particular characteristics

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Year 2	READING							
	Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Autumn	<ul style="list-style-type: none"> Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the graphemes taught so far Read words containing common suffixes Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation 	<ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently, and those they listen to Draw on what they already know or on background information and vocabulary, provided by the teacher Discuss and clarify the meanings of words, linking new meanings to known vocabulary Check that the text makes sense to them as they read and correct inaccurate reading 	<ul style="list-style-type: none"> Identify and discuss the main events or key points in a text Retell a story clearly and with appropriate detail 	<ul style="list-style-type: none"> Answer questions Ask questions Extract information from the text and discuss orally with reference to the text 	<ul style="list-style-type: none"> Participate in discussions 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 	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far and their own experience Make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> Recognise simple recurring literary language in stories and poetry <ul style="list-style-type: none"> Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum) 	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
Spring	<ul style="list-style-type: none"> Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Re-read books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> Use the context/ grammar of the sentence to decipher new or unfamiliar words 	<ul style="list-style-type: none"> Discuss the sequence of events in books and how items of information are related 	<ul style="list-style-type: none"> Understand how to use alphabetically ordered texts to retrieve information 	<ul style="list-style-type: none"> Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> Make simple inferences about characters' thoughts and feelings and reasons for actions 	<ul style="list-style-type: none"> Discuss favourite words and phrases Identify how vocabulary choice affects meaning 	<ul style="list-style-type: none"> Read non-fiction books that are structured in different ways
Summer	<ul style="list-style-type: none"> Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 		<ul style="list-style-type: none"> Identify or provide own synonyms for specific words within the text 					<ul style="list-style-type: none"> Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting

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Year 3		READING							
		Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Autumn		<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Ask questions to improve their understanding of a text Use dictionaries to check the meaning of words that they have read Use a range of known strategies appropriately to establish meaning in books that can be read independently 	<ul style="list-style-type: none"> Show understanding of the main points drawn from one paragraph 	<ul style="list-style-type: none"> Uses text features to locate information e.g. contents, indices, subheadings Locate and retrieve information using skimming, scanning and text marking 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks Discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw plausible inferences, often supported through reference to the text 	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning Discuss the effect of specific language on the reader 	<ul style="list-style-type: none"> Read books that are structured in different ways and show some awareness of the various purposes for reading Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales Identify and name presentational devices in non-fiction
	Spring		<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> Show understanding of the main points drawn from more than one paragraph 	<ul style="list-style-type: none"> Begin to recognise fact and opinion 	<ul style="list-style-type: none"> Begin to use vocabulary from the text to support responses and explanations 	<ul style="list-style-type: none"> Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions Justify inferences with evidence 	<ul style="list-style-type: none"> Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them 	<ul style="list-style-type: none"> Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally Can explore and discuss underlying themes and ideas
	Summer				<ul style="list-style-type: none"> Retrieve and record information from non-fiction Extract information and make notes 	<ul style="list-style-type: none"> Use specific vocabulary and ideas expressed in the text to support own views 		<ul style="list-style-type: none"> Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3 /4 writing National Curriculum) 	

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Year 4	READING							
	Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Autumn	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Ask questions to improve their understanding of a text Use dictionaries to check the meaning of words that they have read Discuss understanding as it develops and explain the meaning of words in context 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction Recognise and distinguish between fact and opinion 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw sound inferences, supported through reference to the text 	<ul style="list-style-type: none"> Identify how language, structure, and presentation contribute to meaning Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader 	<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters) Identify how a range of presentational devices guide the reader in non-fiction
Spring		<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text 			<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> Show understanding through intonation, tone, volume and action when performing poems and playscripts 	<ul style="list-style-type: none"> Identify features that characterise books set in different cultures or historical settings Recognise some different forms of poetry [for example, free verse, narrative poetry]
Summer					<ul style="list-style-type: none"> Use specific vocabulary, and ideas expressed in the text, to support own responses 	<ul style="list-style-type: none"> Infer underlying themes and ideas 	<ul style="list-style-type: none"> Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Yr 4 writing National curriculum) 	<ul style="list-style-type: none"> Make links between texts and to the wider world

Reading – Medium Term Planning

Year 5	READING							
	Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Autumn	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> Ask questions to improve their understanding of a text 	<ul style="list-style-type: none"> Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context Distinguish between statements of fact and opinion and understand why this is important to interpreting the text 	<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen 	<ul style="list-style-type: none"> Recommend books that they have read, giving reasons for their choices 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 Provide reasoned justifications for their views 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss' Read books that are structured in different ways and read for a range of purposes
Spring		<ul style="list-style-type: none"> Explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas 	<ul style="list-style-type: none"> Extract information and make notes using quotations and reference to the text 	<ul style="list-style-type: none"> 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 Identify and explain the author's point of view with reference to the text 	<ul style="list-style-type: none"> Make links between the authors' use of language and the inferences drawn 	<ul style="list-style-type: none"> Discuss and evaluate the intended impact of the language used with reference to the text 	<ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Identify how presentational and organisational choices vary according to the form and purpose of the writing
Summer					<ul style="list-style-type: none"> Make comparisons within and across books 		<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing) 	<ul style="list-style-type: none"> Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors

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Year 6		READING							
		Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Autumn		<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding of a text 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"> Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas 	<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words 	<ul style="list-style-type: none"> 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 Make comparisons within and across books Provide reasoned justifications for their views Evaluate how successfully the organisation of a text supports the writer's purpose 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> Identify how language, structure, and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience Evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback Read books that are structured in different ways and read for a range of purposes Identify and comment on genre-specific language features used e.g. shades of meaning between similar words Make comparisons within and across books
	Spring			<ul style="list-style-type: none"> Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources 		<ul style="list-style-type: none"> 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"> Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation) 	<ul style="list-style-type: none"> Compare and discuss accounts of the same event through different character viewpoints Explore a similar theme or topic written in a different genre 	<ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Recognise texts that contain features from more than one genre, or demonstrate shifts in formality
	Summer						<ul style="list-style-type: none"> Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative 	<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing) 	<ul style="list-style-type: none"> Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this