

	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3 &amp; YEAR 4 (LKS2)</b>	<b>YEAR 5 &amp; YEAR 6 (UKS2)</b>
<p><b>Listen to and discuss texts</b></p> <p><b>Read for pleasure</b></p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Encourage them to link what they have heard to their own life experiences.</p> <p>They need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary.</p> <p>Become very familiar with key stories (fairy stories and traditional tales) retelling them and considering their particular characteristics.</p>	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond which they can read independently.</p> <p>Teachers ensure that the children listen to a wide range of stories, poems, plays and information books including whole books.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing including whole books and not just extracts so that they build on what had been taught previously. In this way. They will meet books and authors that they might not have chosen themselves.</p> <p>Teach children to develop positive attitudes to reading and understanding what they have read.</p>	<p>Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>By the beginning of Year 5, pupils should be able to read aloud a wider range of poetry and books written at an age appropriate interest level with accuracy and at a reasonable pace.</p> <p>Pupils should be reading widely and frequently for pleasure and information.</p> <p>Reading aloud to them is still crucial as it helps them explore books and authors that they might not have chosen themselves.</p> <p>Maintain positive attitudes to reading and understanding what they have read.</p>
<b>Poetry</b>	<p>Learn to appreciate rhymes and poems and learn some by heart.</p>	<p>Continue to learn some poems by heart and add some appropriate intonation to make the meaning clear.</p>	<p>Read, re-read and rehearse poems and plays for presentation and performance.</p> <p>Give pupils the opportunity to discuss language, including vocabulary, extending their interest in the meaning and origin of words.</p>	<p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume so that the meaning is clear to the audience.</p>
<b>Developing vocabulary</b>	<p>Discuss word meanings, linking meanings to those already known.</p>	<p>Discuss and clarify the meanings of words, linking meanings to known vocabulary.</p>	<p>Use dictionaries to check the meaning of words that they have read discussing words and phrases that capture the reader’s interest and imagination.</p>	<p>Pupils should be listening and hearing to new vocabulary and grammatical structures and having the chance to talk about them.</p>

<p><b>Interest in language</b></p>	<p>Develop pupil's oral vocabulary as well as their ability to understand and use a variety of grammatical structures.</p> <p>Develop their vocabulary when listening to books read aloud by discussing what they have heard.</p>	<p>The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.</p> <p>Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</p> <p>Recognise simple recurring literary language.</p>	<p>When listening to stories, pupils should be hearing and learning new vocabulary and grammatical structures and discussing them.</p> <p>Discuss words and phrases that capture the reader's imagination.</p>	<p>Pupils should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.</p> <p>During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.</p> <p>Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>
<p><b>Genres</b></p>	<p>By listening frequently to stories, poems and nonfiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order.</p>	<p>By listening frequently to stories, poems and nonfiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in nonfiction.</p>	<p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).</p>	<p>Read books that are structured in different ways and reading for a range of purposes</p> <p>They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.</p>

<b>Themes</b>			Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.	Identify and discuss themes and conventions in and across a wide range of writing.  Make comparisons within and across books.  Recommend books that they have read to their peers, giving reasons for their choices
<b>Engaging with meaning</b>  <b>Thinking about the text</b>	Draw on what they already know or on background information provided by the teacher.	Draw on what they already know or on background information provided by the teacher.  Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
<b>Structure and organisation</b>  <b>Summarising and deduction</b>	Discuss the significance of the title and events.	Discuss the sequence of events in books and how the items of information are related.  Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story)	Identify main ideas drawn from more than one paragraph and summarising these.  Identify how language, structure, and presentation contribute to meaning.	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.  Identify how language, structure and presentation contribute to meaning.
<b>Inference, prediction and enquiry</b>	Make inferences on the basis of what is being said and done.  Predict what might happen on the basis of	Make inferences on the basis of what is being said and done.  Answer and ask questions.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  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.  Ask questions to improve their understanding of a text.

	<p>what has been read so far.</p> <p>Recognise and join in with predictable phrases.</p>	<p>Predict what might happen on the basis of what has been read so far.</p>		<p>Predict what might happen from details stated and implied</p>
<b>Retrieval</b>	<p>Listen to and discuss information books and other non-fiction texts.</p>	<p>Listen to and discuss information books and other non-fiction texts.</p> <p>Pupils should be shown some of the processes for finding out information</p>	<p>Retrieve and record information from nonfiction texts.</p> <p>Pupils should be shown how to use contents pages and indexes to locate information.</p>	<p>Retrieve, record and present information from non-fiction texts.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Pupils should be shown how to use contents pages and indexes to locate information.</p> <p>The skills of information retrieval that are taught should be applied across the curriculum in science, history etc.</p>
<b>Rules for discussion</b>	<p>Participate in discussion and take turns.</p> <p>Listen to what others say.</p> <p>There is an expectation that everyone takes part.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Participate in discussion, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of what they have read or had read to them.</p>	<p>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.</p> <p>Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion.</p>	<p>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.</p> <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 provide reasoned justifications for their views.</p>