



# Reading Skills and Knowledge Overview

## KS1 and KS2 National Curriculum (and EYFS Framework)

Teaching sequence in Reading	Whole Class Read		Key Concepts - Learning, working and talking like an author / writer	Being introduced to the key terms and vocabulary that an author / writer would use; defining the key vocabulary that an author / writer would use; high expectations of pupils 'talking' like an author / writer.																			
	Establish clear aims	Teaching objectives and learning intentions made explicit to the class.																					
Read a relevant example/ model	Teacher reads section of whole class text linked to their topic (and potential writing opportunities); selected age appropriate text chosen to engage learners. Teacher to model with prosody and intonation when reading aloud.																						
'Tap ins' – independent reading	'Tap ins' allow adults to check and support pupils' fluency, whilst the rest of the class read independently. Adapted texts, shortened extracts, visual support or translations may be provided to support independent reading.																						
Explore and discuss the text	In the context of shared reading, discuss the text, including the impact of vocabulary, writer's technique (inc textual structure) and textual features. Recognise and explain the writer's choices and the impact these have on the reader – 'read as a writer/write as a reader'.																						
Define vocabulary	Whilst reading/discussing parts of the text identify key/unknown vocabulary, link to meaning and check understanding.																						
Questioning	Respond to 'VIPERS' related questions/tasks accurately.																						
Group Reading (EYFS/KS1) and phonics/reading interventions																							
Establish clear aims	Teaching objectives and learning intentions made explicit to the group.																						
Developing fluency inc. 'Tap ins'	Read aloud accurately books that are consistent with their developing word reading skills – use phonics to sound out unknown words.																						
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### EYFS

Over the course of the year children will develop the following....

Skills	Knowledge	End Points
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<ul style="list-style-type: none"> <li>-Learn new vocabulary.</li> <li>-Use new vocabulary through the day.</li> <li>-Engage in story times.</li> <li>- Predict what might happen on the basis of what has been read so far.</li> <li>-Become familiar with non-fiction texts alongside fiction (and start to spot differences).</li> </ul>	<p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>-Read individual letters by saying the sounds for them.</li> <li>-Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>-Read some letter groups that each represent one sound and say sounds for them.</li> <li>-Read a few common exception words matched to the school’s phonic programme.</li> <li>-Read simple phrases and sentences made up of words with known letter–sound correspondences.</li> <li>–Reread books to build up their understanding and enjoyment.</li> </ul> <p><b>Range of Reading/Familiarity with texts</b></p> <ul style="list-style-type: none"> <li>-Re-read books to build up their confidence in word reading,</li> <li>-Retell the story, once they have developed a deep familiarity with the text.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>-Develop storylines in their pretend play</li> <li>-Learn rhymes, poems and songs.</li> </ul>	<p><b>Early Learning Goals</b></p> <ul style="list-style-type: none"> <li>-Reread books to build up their fluency</li> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>-Read words consistent with their phonic knowledge by sound-blending.</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG)</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.(ELG)</li> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)</li> <li>-Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (C&amp;L ELG)</li> <li>-Anticipate – where appropriate – key events in stories (ELG)</li> <li>-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (C&amp;L ELG)</li> </ul>
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**Year 1**

**Over the course of the year children will develop the following...**

Skills	Knowledge	End Points
<ul style="list-style-type: none"> <li>- Discuss word meanings, linking new meanings to those already known.</li> <li>- Discuss the significance of the title and events.</li> <li>- Make simple inferences on the basis of what is being said and done.</li> <li>- Predict what might happen on the basis of what has been read so far.</li> <li>- Explain clearly their understanding of what is read to them.</li> <li>-Discuss with the teacher how a story makes them feel.</li> <li>-Engage in non-fiction books.</li> <li>-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>-Read age appropriate books with confidence and fluency.</li> <li>- Apply phonic knowledge to decode words.</li> <li>-Speedily read all 40+ letters/ groups for 40+ phonemes.</li> <li>- Read accurately by blending taught grapheme-phoneme correspondences.</li> <li>- Read common exception words.</li> <li>- Read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>- Read multisyllable words containing taught grapheme-phoneme correspondences.</li> <li>- Read contractions and understanding use of apostrophe.</li> <li>- Read aloud phonically-decodable texts.</li> <li>- Draw on what they already know or on background information and vocabulary provided by the teacher.</li> </ul> <p><b>Range of Reading/Familiarity with texts</b></p> <ul style="list-style-type: none"> <li>- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>- Being encouraged to link what they read or hear read to their own experiences.</li> <li>- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>- Recognise and join in with predictable phrases.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Learn to appreciate rhymes and poems, and to recite some by heart.</li> </ul>	<p><b>Key Performance Indicators</b></p> <ul style="list-style-type: none"> <li>-Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>-Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>-Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>-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.</li> <li>-Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>-Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>-Discussing the significance of the title and events.</li> <li>-Predicting what might happen on the basis of what has been read so far.</li> </ul>

**Year 2**

**Over the course of the year children will develop the following....**

Skills	Knowledge	End Points
<p><b>Linked to VIPERS</b></p> <ul style="list-style-type: none"> <li>- Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>- Discuss their favourite words and phrases.</li> <li>- Make inferences on the basis of what is being said and done.</li> <li>- Predict what might happen on the basis of what has been read so far (with a wider variety of stories and in more detail).</li> <li>- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> <li>-Discuss with the teacher how different texts make them feel when they read them</li> <li>-Discuss with the teacher how a writer may have laid out the page to 'help the reader' (e.g. information texts).</li> </ul>	<p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>-Read age appropriate books with confidence and fluency.</li> <li>- Secure phonic decoding until reading is fluent.</li> <li>- Read accurately by blending, including alternative sounds for graphemes.</li> <li>- Read multisyllable words containing these graphemes.</li> <li>- Read common suffixes.</li> <li>- Read exception words, noting unusual correspondences.</li> <li>- Read most words quickly &amp; accurately without overt sounding and blending.</li> <li>- Discuss the sequence of events in books and how items of information are related.</li> </ul> <p><b>Range of Reading/Familiarity with texts</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>- Recognise simple recurring literary language in stories and poetry.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> </ul>	<p><b>Key Performance Indicators</b></p> <ul style="list-style-type: none"> <li>-Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>-Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>-Read most words [at an instructional level 93 95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>-Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>-Re-read these books to build up their fluency and confidence in word reading.</li> <li>-Listening to, discussing and expressing 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.</li> <li>-Discussing the sequence of events in books and how items of information are related.</li> <li>-Becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales.</li> <li>-Being introduced to non-fiction books that are structured in different ways.</li> <li>-Checking that the text makes sense to them as they read and correcting inaccurate reading.</li> <li>-Answering and asking questions.</li> <li>-Predicting what might happen on the basis of what has been read so far.</li> <li>-Participate in discussion 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.</li> </ul>

**Year 3**

**Over the course of the year children will develop the following....**

Skills	Knowledge	End Points
<p><b>Linked to VIPERS</b></p> <ul style="list-style-type: none"> <li>- Beginning to use dictionaries to check the meaning of words that they have read.</li> <li>- Draw simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>- Beginning to predict what might happen from details stated and implied (based on content, simple themes or text types).</li> <li>-Discuss some words and phrases that capture the reader's interest and imagination.</li> <li>-Beginning to identify how language, structure, and presentation contribute to meaning.</li> <li>- Retrieve and records simple information from fiction and non-fiction.</li> <li>- Beginning to identify main ideas drawn from more than one paragraph and summarise these.</li> </ul>	<p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>-Read age appropriate books with confidence and fluency.</li> <li>- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> <li>- Beginning to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>- Beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> </ul> <p><b>Range of Reading/Familiarity with texts</b></p> <ul style="list-style-type: none"> <li>- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>- Is reading books at their level that are structured in some different ways and are read for a range of purposes.</li> </ul>	<p><b>Key Performance Indicators</b></p> <ul style="list-style-type: none"> <li>-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.</li> <li>-Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>-Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>-Using dictionaries to check the meaning of words that they have read.</li> <li>-Identifying themes and conventions in a wide range of books.</li> <li>-Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> </ul>

	<ul style="list-style-type: none"> <li>- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>- Identify some themes and conventions in a wide range of books.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Prepare some poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>- Beginning to recognise some different forms of poetry (for example free verse and narrative poetry).</li> </ul>	<ul style="list-style-type: none"> <li>-Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>-Predicting what might happen from details stated and implied.</li> <li>-Identifying main ideas drawn from more than one paragraph and summarising these.</li> <li>-Retrieve and record information from non-fiction.</li> </ul>
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**Year 4**

**Over the course of the year children will develop the following....**

Skills	Knowledge	End Points
<p><b>Linked to VIPERS</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries to check the meaning of words that they have read.</li> <li>- Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>- Predict what might happen from details stated and implied (based on content, themes, or a range of text types).</li> <li>-Discuss words and phrases that capture the reader’s interest and imagination.</li> <li>-Identifies how language, structure, and presentation contribute to meaning.</li> <li>- Retrieve and records information from fiction and non-fiction.</li> <li>- Identify main ideas drawn from more than one paragraph and summarise these.</li> </ul>	<p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>-Read age appropriate books with confidence and fluency.</li> <li>- Apply their improving knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> <li>- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> </ul> <p><b>Range of Reading/Familiarity with texts</b></p> <ul style="list-style-type: none"> <li>- Listen to and discuss an even wider range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>- Is reading an increasing range of books at their reading level that are structured in different ways and are read for a range of purposes.</li> <li>- Increase their familiarity with an even wider range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>- Identify themes and conventions in a wide range of books.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Prepare more detailed/complex poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>- Recognise some different forms of poetry (for example free verse and narrative poetry).</li> </ul>	<p><b>Key Performance Indicators</b></p> <ul style="list-style-type: none"> <li>-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.</li> <li>-Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>-Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>-Using dictionaries to check the meaning of words that they have read.</li> <li>-Identifying themes and conventions in a wide range of books.</li> <li>-Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>-Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>-Predicting what might happen from details stated and implied.</li> <li>-Identifying main ideas drawn from more than one paragraph and summarising these.</li> <li>-Retrieve and record information from non-fiction.</li> </ul>

**Year 5**

**Over the course of the year children will develop the following....**

Skills	Knowledge	End Points
<p><b>Linked to VIPERS</b></p> <ul style="list-style-type: none"> <li>-Use dictionaries to check the meaning of particularly unusual or uncommon words that they have read and discuss with peers.</li> <li>- Beginning to draw a wider range of inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>- Beginning to predict what might happen from details stated and implied (with a wider variety of stories and in more detail).</li> <li>- Beginning to explain and discuss their understanding of what they have read, including through formal presentations and</li> </ul>	<p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>-Read age appropriate books with confidence and fluency.</li> <li>- Apply their growing knowledge of root words, prefixes and suffixes (<b>morphology and etymology</b>), both to read aloud and to understand the meaning of new words that they meet.</li> <li>- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> </ul> <p><b>Range of Reading/Familiarity with texts</b></p>	<p><b>Key Performance Indicators</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> </ul>

<p>Debates.</p> <ul style="list-style-type: none"> <li>- Beginning to provide reasoned justifications for their views.</li> <li>-Beginning to Identify how language, structure and presentation contribute to meaning.</li> <li>-Beginning to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>- Distinguish between statements of fact and opinion.</li> <li>- Retrieve, record and present information from fiction and non-fiction.</li> <li>- Beginning to summarise main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>- Is reading books at their level that are structured in different ways and are read for a range of purposes.</li> <li>-Beginning to make comparisons within and across books.</li> <li>- Increase 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.</li> <li>- Identify, and with support, discuss themes and conventions in and across a wide range of writing.</li> <li>- Recommend books that they have read to their peers, beginning to give reasons for their choices.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Learn 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> </ul> <p>Identifying how language, structure and presentation contribute to meaning.</p> <ul style="list-style-type: none"> <li>-Retrieve, record and present information from non-fiction.</li> <li>- 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.</li> <li>- Provide reasoned justifications for their views.</li> </ul>
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**Year 6**

**Over the course of the year children will develop the following....**

Skills	Knowledge	End Points
<p><b>Linked to VIPERS</b></p> <ul style="list-style-type: none"> <li>-Alongside dictionaries, use other means, such as prior knowledge of literature, to check the meaning of particularly unusual or uncommon words that they have read.</li> <li>- Draw a wider range of inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with more detailed evidence.</li> <li>- Predict what might happen from details stated and implied (with a wider variety of stories and in more detail).</li> <li>- Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>- Provide reasoned justifications for their views.</li> <li>-Identify how language, structure and presentation contribute to meaning.</li> <li>-Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>- Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</li> </ul>	<p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>-Read age appropriate books with confidence and fluency.</li> <li>- Apply their improving knowledge of root words, prefixes and suffixes (<b>morphology and etymology</b>), both to read aloud and to understand the meaning of new words that they meet.</li> <li>- Check that the book makes sense to them, discussing their increased understanding and exploring the meaning of a variety of words in context.</li> </ul> <p><b>Range of Reading/Familiarity with texts</b></p> <ul style="list-style-type: none"> <li>- Continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>- Is reading books at their level that are structured in different ways and are read for a range of purposes.</li> <li>-Make comparisons within and across books.</li> <li>- Increase their familiarity with an even wider range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</li> <li>- Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>- Recommend books that they have read to their peers, giving reasons for their choices.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding increased through intonation, tone and volume so that the meaning is clear to an audience.</li> </ul>	<p><b>Key Performance Indicators</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>- Identifying how language, structure and presentation contribute to meaning.</li> <li>- Retrieve, record and present information from non-fiction.</li> <li>- 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.</li> <li>- Provide reasoned justifications for their views.</li> </ul>