

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Range 5	Range 6	Range 6	Range 6	Range 6	ELG Say a sound for each
						letter of the alphabet
	Listens to and joins in with	Enjoys an increasing range	Enjoys an increasing range	Enjoys an increasing	Begins to recognise some	Read words consistent
	stories and poems, when	of print and digital books,	of print and digital books,	range of print and digital	written names of peers,	with their phonic
	reading one-to-one and in	both fiction and non-fiction	both fiction and non-	books, both fiction and	siblings or	knowledge Read aloud
	small groups	Uses vocabulary and forms	fiction	non-fiction	"Mummy"/"Daddy" for	simple sentence
		of speech that are			example	
	Joins in with repeated	increasingly influenced by	Uses vocabulary and forms	Uses vocabulary and		
	refrains and anticipates key	their experiences of	of speech that are	forms of speech that are	Begins to develop	
	events and phrases in	reading	increasingly influenced by	increasingly influenced	phonological and	
	rhymes and stories		their experiences of	by their experiences of	phonemic awareness	
		Describes main story	reading	reading		
	Begins to be aware of the	settings, events and			Continues a rhyming	
	way stories are structured,	principal characters in	Describes main story	Describes main story	string and identifies	
	and to tell own stories	increasing detail	settings, events and	settings, events and	alliteration	
			principal characters in	principal characters in		
	Talks about events and	Re-enacts and reinvents	increasing detail	increasing detail	Hears and says the initial	
	principal characters in	stories they have heard in			sound in words	
	stories and suggests how	their play	Re-enacts and reinvents	Re-enacts and reinvents		
	the story might end		stories they have heard in	stories they have heard	Begins to segment the	
		Range 6	their play	in their play	sounds in simple words	
	Shows interest in				and blend them together	
	illustrations and words in	Enjoys an increasing range	Knows that information	Knows that information	and knows which letters	
	print and digital books and	of print and digital books,	can be retrieved from	can be retrieved from	represent some of them	
	words in the environment	both fiction and non-fiction	books, computers and	books, computers and		
		Uses vocabulary and forms	mobile digital devices	mobile digital devices	Starts to link sounds to	
	Recognises familiar words	of speech that are			letters, naming and	
	and signs such as own	increasingly influenced by	Begins to recognise some	Begins to recognise	sounding the letters of	
	name, advertising logos	their experiences of	written names of peers,	some written names of	the alphabet	
	and screen icons Looks at	reading	siblings or	peers, siblings or		
	and enjoys print and digital	Barrella a santa atau	"Mummy"/"Daddy" for	"Mummy"/"Daddy" for	Begins to link sounds to	
	books independently	Describes main story	example	example	some frequently used	
	Parima ta davialan	settings, events and	Danima ta daviala a	Danimata davalan	digraphs, e.g. sh, th, ee	
	Begins to develop	principal characters in	Begins to develop	Begins to develop	la abla ta va sall and	
	phonological and phonemic	increasing detail	phonological and	phonological and	Is able to recall and	
	awareness	Re-enacts and reinvents	phonemic awareness	phonemic awareness	discuss stories or	
	Shows awareness of rhyme	stories they have heard in	Continues a rhyming string	Continues a rhyming string identifies	information that has	
	and alliteration		Continues a rhyming string identifies alliteration		been read to them, or	
	and anteration	their play	identifies afficeration	alliteration	1	l



					they have read	
	Recognises rhythm in		Hears and says the initial	Hears and says the initial	themselves	
	spoken words, songs,		sound in words	sound in words		
	poems and rhymes			Begins to segment the	Begins to read some high	
	,			sounds in simple words	frequency words, and to	
				and blend them together	use developing	
				and knows which letters	knowledge of letters and	
				represent some of them	sounds to read simple	
					phonically decodable	
				Starts to link sounds to	words and simple	
				letters, naming and	sentences	
				sounding the letters		
					Engages with books at a	
					deeper level-drawing on	
					phonic knowledge to	
· · ·	5 1 1 111 1 111	2 1 1 111 1 111	5 11 1 111 1 111	5 11 1 111 1 11	decode word	
Year 1	Pupils should be taught to: apply phonic knowledge	Pupils should be taught to: apply phonic knowledge	Pupils should be taught to: apply phonic knowledge	Pupils should be taught	Pupils should be taught	Pupils should be taught
Word reading	and skills as the route to	and skills as the route to	and skills as the route to	to: apply phonic knowledge	to: apply phonic knowledge	to: apply phonic knowledge
word reading	decode words	decode words	decode words	and skills as the route to	and skills as the route to	and skills as the route to
	decode words	decode words	decode words	decode words	decode words	decode words
	respond speedily with the	respond speedily with the	respond speedily with the	accode words	decode words	accode words
	correct sound to	correct sound to	correct sound to	respond speedily with	respond speedily with	respond speedily with
	graphemes (letters or	graphemes (letters or	graphemes (letters or	the correct sound to	the correct sound to	the correct sound to
	groups of letters) for all	groups of letters) for all	groups of letters) for all	graphemes (letters or	graphemes (letters or	graphemes (letters or
	40+ phonemes, including,	40+ phonemes, including,	40+ phonemes, including,	groups of letters) for all	groups of letters) for all	groups of letters) for all
	where applicable,	where applicable,	where applicable,	40+ phonemes,	40+ phonemes, including,	40+ phonemes,
	alternative sounds for	alternative sounds for	alternative sounds for	including, where	where applicable,	including, where
	graphemes	graphemes	graphemes	applicable, alternative	alternative sounds for	applicable, alternative
				sounds for graphemes	graphemes	sounds for graphemes
	read accurately by blending	read accurately by blending	read accurately by			
	sounds in unfamiliar words	sounds in unfamiliar words	blending sounds in	read accurately by	read accurately by	read accurately by
	containing GPCs that have	containing GPCs that have	unfamiliar words	blending sounds in	blending sounds in	blending sounds in
	been taught	been taught	containing GPCs that have	unfamiliar words	unfamiliar words	unfamiliar words
			been taught	containing GPCs that	containing GPCs that	containing GPCs that
	read common exception	read common exception		have been taught	have been taught	have been taught
	words, noting unusual correspondences between	words, noting unusual correspondences between	read common exception words, noting unusual	read common exception	read common exception	read common exception
	spelling and sound and	spelling and sound and	correspondences between	words, noting unusual	words, noting unusual	words, noting unusual
	where these occur in the	where these occur in the	spelling and sound and	correspondences	correspondences	correspondences
	word	word	where these occur in the	between spelling and	between spelling and	between spelling and
	Word	Word	word	between spennig and	between spennig and	between spennig and
	1	1	*****	1	Ī	i



	read words containing taught GPCs and –s, –es, – ing, –ed, – er and –est endings	read words containing taught GPCs and –s, –es, – ing, –ed, – er and –est endings read other words of more than one syllable that contain taught GPCs 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	read words containing taught GPCs and –s, –es, –ing, –ed, – er and –est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 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	sound and where these occur in the word read words containing taught GPCs and -s, -es, -ing, -ed, - er and -est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 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	sound and where these occur in the word read words containing taught GPCs and -s, -es, -ing, -ed, - er and -est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 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 re-read these books to build up their fluency and confidence in word reading.	read words containing taught GPCs and –s, –es, –ing, –ed, – er and –est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 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 re-read these books to build up their fluency and confidence in word
Year 1 Comprehension	Pupils should be taught to: Develop pleasure in	Pupils should be taught to:	Pupils should be taught to: Develop pleasure in	Pupils should be taught to:	Pupils should be taught to:	reading Pupils should be taught to:
Comprehension	reading, motivation to	Develop pleasure in	reading, motivation to	Develop pleasure in	Develop pleasure in	Develop pleasure in
	read, vocabulary and	reading, motivation to	read, vocabulary and	reading, motivation to	reading, motivation to	reading, motivation to
	understanding by:	read, vocabulary and	understanding by:	read, vocabulary and	read, vocabulary and	read, vocabulary and
		understanding by:		understanding by:	understanding by:	understanding by:
	listening to and discussing		listening to and discussing			
	a wide range of poems,	listening to and discussing	a wide range of poems,	listening to and	listening to and	listening to and
	stories and non-fiction at a	a wide range of poems,	stories and non-fiction at a	discussing a wide range	discussing a wide range	discussing a wide range
	level beyond that at which	stories and non-fiction at a	level beyond that at which	of poems, stories and non-fiction at a level	of poems, stories and non-fiction at a level	of poems, stories and non-fiction at a level
	they can read	1	they can read	non-fiction at a level	non-fiction at a level	non-fiction at a level



Ī		level beyond that at which		beyond that at which	beyond that at which	beyond that at which
	independently being	they can read	independently being	they can read	they can read	they can read
	encouraged to link what		encouraged to link what			
	they read or hear read to	independently being	they read or hear read to	independently being	independently being	independently being
	their own experiences	encouraged to link what	their own experiences	encouraged to link what	encouraged to link what	encouraged to link what
		they read or hear read to		they read or hear read to	they read or hear read to	they read or hear read
	recognising and joining in	their own experiences	becoming very familiar	their own experiences	their own experiences	to their own experiences
	with predictable phrases		with key stories, fairy			
		becoming very familiar	stories and traditional	becoming very familiar	becoming very familiar	becoming very familiar
	discussing word meanings,	with key stories, fairy	tales, retelling them and	with key stories, fairy	with key stories, fairy	with key stories, fairy
	linking new meanings to	stories and traditional	considering their particular	stories and traditional	stories and traditional	stories and traditional
	those already known	tales, retelling them and	characteristics	tales, retelling them and	tales, retelling them and	tales, retelling them and
		considering their particular		considering their	consider ing their	consider ing their
	Understand both the books	characteristics	recognising and joining in	particular characteristics	particular characteristics	particular characteristics
	they can already read		with predictable phrases			
		recognising and joining in		recognising and joining	recognising and joining in	recognising and joining
	accurately and fluently and	with predictable phrases	learning to appreciate	in with predictable	with predictable phrases	in with predictable
	those they listen to by:		rhymes and poems, and to	phrases		phrases
		discussing word meanings,	recite some by heart		learning to appreciate	
	drawing on what they	linking new meanings to		learning to appreciate	rhymes and poems, and	learning to appreciate
	already know or on	those already known	discussing word meanings,	rhymes and poems, and	to recite some by heart	rhymes and poems, and
	background information		linking new meanings to	to recite some by heart		to recite some by heart
	and vocabulary provided by	Understand both the books	those already known		discussing word	
	the teacher	they can already read		discussing word	meanings, linking new	discussing word
		accurately and fluently and	Understand both the	meanings, linking new	meanings to those	meanings, linking new
	discussing the significance	those they listen to by:	books they can already	meanings to those	already known	meanings to those
	of the title and events		read accurately and	already known		already known
		drawing on what they	fluently and those they		Understand both the	
	predicting what might	already know or on	listen to by:	Understand both the	books they can already	Understand both the
	happen on the basis of	background information		books they can already	read accurately and	books they can already
	what has been read so far	and vocabulary provided by	drawing on what they	read accurately and	fluently and those they	read accurately and
		the teacher	already know or on	fluently and those they	listen to by:	fluently and those they
	Begin to participate in		background information	listen to by:		listen to by:
	some discussion about	checking that the text	and vocabulary provided		checking that the text	
	what is read to them and	makes sense to them as	by the teacher	checking that the text	makes sense to them as	checking that the text
	listening to what others say	they read and correcting		makes sense to them as	they read and correcting	makes sense to them as
		inaccurate reading	checking that the text	they read and correcting	inaccurate reading	they read and correcting
			makes sense to them as	inaccurate reading		inaccurate reading
		discussing the significance	they read and correcting		discussing the	
		of the title and events	inaccurate reading	discussing the	significance of the title	discussing the
		predicting what might		significance of the title	and events	significance of the title
		happen on the basis of	discussing the significance	and events		and events
ı		what has been read so far	of the title and events			



		Begin to participate in some discussion about what is read to them and listening to what others say	making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far Begin to participate in some discussion about what is read to them and listening to what others say Begin to explain their understanding of what is read to them	making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far Begin to participate in some discussion about what is read to them and listening to what others say Begin to explain their understanding of what is read to them	making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far Begin to participate in some discussion about what is read to them and listening to what others say	making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far Begin to participate in some discussion about what is read to them and listening to what others say
Year 2 Word reading	Pupils should be taught to: continue to apply phonic	Pupils should be taught to: continue to apply phonic	Pupils should be taught to: continue to apply phonic	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
	knowledge and skills as the	knowledge and skills as the	knowledge and skills as the	continue to apply phonic	continue to apply phonic	
	route to decode words	route to decode words	route to decode words	knowledge and skills as	knowledge and skills as	continue to apply phonic
	until automatic decoding	until automatic decoding	until automatic decoding	the route to decode	the route to decode	knowledge and skills as
	has become embedded and	has become embedded and	has become embedded	words until automatic	words until automatic	the route to decode words until automatic
	reading is fluent	reading is fluent	and reading is fluent	decoding has become embedded and reading	decoding has become embedded and reading is	decoding has become
	Read aloud books closely	Read aloud books closely	Read aloud books closely	is fluent	fluent	embedded and reading
	matched to their improving	matched to their improving	matched to their	is nuclic	nuent	is fluent
	phonic knowledge,	phonic knowledge,	improving phonic	Read aloud books closely	Read most words quickly	15 114 6116
	sounding out unfamiliar	sounding out unfamiliar	knowledge, sounding out	matched to their	and accurately, without	Read most words quickly
	words accurately,	words accurately,	unfamiliar words	improving phonic	overt sounding and	and accurately, without
	automatically and without	automatically and without	accurately, automatically	knowledge, sounding out	blending, when they have	overt sounding and
	undue hesitation	undue hesitation	and without undue	unfamiliar words	been frequently	blending, when they
			hesitation	accurately, automatically	encountered	have been frequently
	Re-read these books to	Re-read these books to	Do wood thoos beech	and without undue	Danid alassed has also also al	encountered
	build up their fluency and confidence in word	build up their fluency and confidence in word	Re-read these books to	hesitation	Read aloud books closely	Dood aloud books alcook
	reading.	reading.	build up their fluency and confidence in word	Re-read these books to	matched to their improving phonic	Read aloud books closely matched to their
	reaunig.	reaunig.	reading.	build up their fluency	knowledge, sounding out	improving phonic
	Read accurately by	Read further common	reduing.	and confidence in word	unfamiliar words	knowledge, sounding
	blending the sounds in	exception words, noting	Read further common	reading.	accurately, automatically	out unfamiliar words
	words that contain the	unusual correspondences	exception words, noting	o -	, , , , , , , , , , , , , , , , , , , ,	accurately, automatically



alternative sounds for graphemes. Read accurately by blending the sounds Read accurately words of two or more syllables that contain the same especially recognisin graphemes graphemes alternative sounds for graphemes.	the or more syllables that contain the same graphemes	
Read accurately work two or more syllable that contain the same graphemes	es ne	
Year 2 Develop pleasure in reading, motivation to reading		Develop pleasure in reading, motivation to
read, vocabulary and read, voc	<u> </u>	read, vocabulary and
understanding. understanding. understanding. understanding.	understanding.	understanding.
Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond Listening to, discussing and expressing views about a wide range of contemporary and classic contemporary and classic contemporary and classic poetry, stories and nonfiction at a level beyond	of about a wide range of	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories



	that at which they can read independently Discussing the sequence of events in books and how items of information are related	that at which they can read independently Discussing the sequence of events in books and how items of information are related	that at which they can read independently Discussing the sequence of events in books and how items of information are related	beyond that at which they can read independently Discussing the sequence of events in books and how items of information are related	that at which they can read independently Discussing the sequence of events in books and how items of information are related	beyond that at which they can read independently Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
	Discussing their favourite words and phrases Recognising simple recurring literary language	Discussing their favourite words and phrases Recognising simple recurring literary language	Discussing their favourite words and phrases Recognising simple recurring literary language	Discussing their favourite words and phrases Recognising simple	Discussing their favourite words and phrases Recognising simple recurring literary	Being introduced to non- fiction books that are structured in different
	in stories and poetry Discussing and clarifying the meanings of words, linking new meanings to known vocabulary	in stories and poetry Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	in stories and poetry Discussing and clarifying the meanings of words, linking new meanings to known vocabulary	recurring literary language in stories and poetry Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Being introduced to nonfiction books that are structured in different ways	language in stories and poetry Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Being introduced to nonfiction books that are structured in different ways	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Year 2 comprehension cont	Understand both the books that they can already read accurately and fluently and those that they listen to by:	Understand both the books that they can already read accurately and fluently and those that they listen to by:	Understand both the books that they can already read accurately and fluently and those that they listen to by:	Understand both the books that they can already read accurately and fluently and those that they listen to by:	Understand both the books that they can already read accurately and fluently and those that they listen to by:	Understand both the books that they can already read accurately and fluently and those that they listen to by:



	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 Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading Answering questions Predicting what might happen on the basis of what has been read so far	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 Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading Making inferences on the basis of what is being said and done Answering questions Predicting what might happen on the basis of what has been read so far	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 Drawing on what they already know or on background information and vocabulary provided by the teacher Explain and discuss their understanding of books, poems and other material, both those that they read for themselves Checking that the text makes sense to them as they read and correcting inaccurate reading Making inferences on the basis of what is being said and done Answering questions	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 Drawing on what they already know or on background information and vocabulary provided by the teacher Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Checking that the text makes sense to them as they read and correcting inaccurate reading	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 Drawing on what they already know or on background information and vocabulary provided by the teacher Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Checking that the text makes sense to them as they read and correcting inaccurate reading	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 Drawing on what they already know or on background information and vocabulary provided by the teacher Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Checking that the text makes sense to them as they read and correcting inaccurate reading
Year 3 Word Reading	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet \	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet \	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet \	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning



	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	of new words they meet \ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	of new words they meet \ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	of new words they meet \ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Year Three comprehension	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. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Using dictionaries to check the meaning of words that they have read Retrieve information from non-fiction	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. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Using dictionaries to check the meaning of words that they have read Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action Retrieve information from non-fiction	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. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Using dictionaries to check the meaning of words that they have read Identifying themes and conventions in a wide range of books Retrieve information from non-fiction	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. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Using dictionaries to check the meaning of words that they have read Discussing words and phrases that capture the reader's interest and imagination Reading books that are structured in different ways and reading for a range of purposes	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. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Using dictionaries to check the meaning of words that they have read Discussing words and phrases that capture the reader's interest and imagination Reading books that are structured in different ways and reading for a range of purposes Identifying themes and	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. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Using dictionaries to check the meaning of words that they have read Discussing words and phrases that capture the reader's interest and imagination Reading books that are structured in different ways and reading for a range of purposes
					conventions in a wide range of books	



				Identifying themes and conventions in a wide range of books Recognising some different forms of poetry	Recognising some different forms of poetry and preparing poems to read aloud and to perform, showing	Identifying themes and conventions in a wide range of books Recognising some different forms of poetry
				and preparing poems to read aloud and to	understanding through intonation, tone, volume	and preparing poems to read aloud and to
				perform, showing understanding through	and	perform, showing understanding through
				intonation, tone, volume and	Retrieve and record information from non-fiction	intonation, tone, volume and
				Retrieve and record information from non-fiction		Retrieve and record information from non-fiction
Year Three Comprehension cont	Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
	Predicting what might happen from details stated and implied Asking questions to improve their understanding of a text	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
	Drawing inferences such as inferring characters' feelings, thoughts and	Predicting what might happen from details stated and implied	Predicting what might happen from details stated and implied and asking questions to improve their	Predicting what might happen from details stated and implied and asking questions to	Drawing inferences such as inferring characters' feelings, thoughts and motives from their	Drawing inferences such as inferring characters' feelings, thoughts and motives from their
	motives from their actions	Asking questions to improve their understanding of a text	understanding of a text Drawing inferences such as inferring characters'	improve their understanding of a text	actions, and justifying inferences with evidence	actions, and justifying inferences with evidence



		Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	feelings, thoughts and motives from their actions, and justifying inferences with evidence	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Identifying how language, structure, and presentation contribute to meaning Identifying main ideas drawn from more than 1 paragraph and summarising these	Identifying how language, structure, and presentation contribute to meaning Identifying main ideas drawn from more than 1 paragraph and summarising these	Identifying how language, structure, and presentation contribute to meaning Identifying main ideas drawn from more than 1 paragraph and summarising these
Year 4 Word Reading	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences
	spelling and sound, and where these occur in the word.	spelling and sound, and where these occur in the word.	spelling and sound, and where these occur in the word.	between spelling and sound, and where these occur in the word.	between spelling and sound, and where these occur in the word.	between spelling and sound, and where these occur in the word.
Year 4 Comprehension	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.	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.	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.	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.	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.	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.
	Listening to and discussing a wide range of fiction,	Listening to and discussing a wide range of fiction,	Listening to and discussing a wide range of fiction,	Listening to and discussing a wide range	Listening to and discussing a wide range	Listening to and discussing a wide range



		T	T	T	T	
	poetry, plays, non-fiction	poetry, plays, non-fiction	poetry, plays, non-fiction	of fiction, poetry, plays,	of fiction, poetry, plays,	of fiction, poetry, plays,
	and reference books or	and reference books or	and reference books or	non-fiction and	non-fiction and reference	non-fiction and
	textbooks	textbooks	textbooks	reference books or	books or textbooks	reference books or
				textbooks		textbooks
	Using dictionaries to check	Using dictionaries to check	Using dictionaries to check		Discussing words and	
	the meaning of words that	the meaning of words that	the meaning of words that	Discussing words and	phrases that capture the	Discussing words and
	they have read	they have read	they have read	phrases that capture the	reader's interest and	phrases that capture the
	•	,	,	reader's interest and	imagination	reader's interest and
	Retrieve and record	Identifying themes and	Identifying themes and	imagination		imagination
	information from non-	conventions in a wide	conventions in a wide	S .	Reading books that are	
	fiction	range of books	range of books	Reading books that are	structured in different	Reading books that are
				structured in different	ways and reading for a	structured in different
		Recognising some different	Recognising some different	ways and reading for a	range of purposes	ways and reading for a
		forms of poetry and	forms of poetry and	range of purposes	Tange of parposes	range of purposes
		preparing poems and play	preparing poems and play		Identifying themes and	
		scripts to read aloud and to	scripts to read aloud and	Identifying themes and	conventions in a wide	Identifying themes and
		perform, showing	to perform, showing	conventions in a wide	range of books	conventions in a wide
		understanding through	understanding through	range of books	Tange of books	range of books
		intonation, tone, volume	intonation, tone, volume	Talige of books	Retrieve and record	Talige of books
		and action	and action	Retrieve and record	information from non-	Retrieve and record
		and action	and action			
			l	information from non-	fiction	information from non-
		Retrieve and record	Retrieve and record	fiction		fiction
		information from non-	information from non-			
		fiction	fiction			
	Understand what they	Understand what they	Understand what they	Understand what they	Understand what they	Understand what they
Y4	read, in books they can	read, in books they can	read, in books they can	read, in books they can	read, in books they can	read, in books they can
Comprehension	read independently, by	read independently, by	read independently, by	read independently, by	read independently, by	read independently, by
cont.	checking that the text	checking that the text	checking that the text	checking that the text	checking that the text	checking that the text
	makes sense to them,	makes sense to them,	makes sense to them,	makes sense to them,	makes sense to them,	makes sense to them,
	discussing their	discussing their	discussing their	discussing their	discussing their	discussing their
	understanding and	understanding and	understanding and	understanding and	understanding and	understanding and
	explaining the meaning of	explaining the meaning of	explaining the meaning of	explaining the meaning	explaining the meaning	explaining the meaning
	words in context	words in context	words in context	of words in context	of words in context	of words in context
	Boodfattee - bot estate	to a considerable de facilità de	to consider that for 191 - 19	La constant de la con	to according that	to consider that
	Predicting what might	Increasing their familiarity	Increasing their familiarity	Increasing their	Increasing their	Increasing their
	happen from details stated	with a wide range of books,	with a wide range of	familiarity with a wide	familiarity with a wide	familiarity with a wide
	and implied	including fairy stories,	books, including fairy	range of books, including	range of books, including	range of books, including
		myths and legends, and	stories, myths and legends,	fairy stories, myths and	fairy stories, myths and	fairy stories, myths and
	Predicting what might	retelling some of these	and retelling some of these	legends, and retelling	legends, and retelling	legends, and retelling
	happen from details stated	orally Predicting what	orally	some of these orally	some of these orally	some of these orally
	and implied and asking	might happen from details				
		stated and implied and				



	questions to improve their	asking questions to	Predicting what might	Predicting what might	Drawing inferences such	Drawing inferences such
	understanding of a text	improve their	happen from details stated	happen from details	as inferring characters'	as inferring characters'
	understanding of a text	understanding of a text	and implied and asking	stated and implied and	feelings, thoughts and	feelings, thoughts and
	Drawing inferences such as	anderstanding or a text	questions to improve their	asking questions to	motives from their	motives from their
	inferring characters'	Drawing inferences such as	understanding of a text	improve their	actions	actions
	feelings, thoughts and	inferring characters'	3	understanding of a text		Identifying main ideas
	motives from their actions	feelings, thoughts and	Drawing inferences such as			drawn from more than 1
		motives from their actions	inferring characters'	Drawing inferences such	Identifying main ideas	paragraph and
			feelings, thoughts and	as inferring characters'	drawn from more than 1	summarising these
			motives from their actions	feelings, thoughts and	paragraph and	
				motives from their	summarising these	
				actions		
				Identifying how		
				language, structure, and		
				presentation contribute		
				to meaning		
				Idantif in a main idaa		
				Identifying main ideas drawn from more than 1		
				paragraph and		
				summarising these		
	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught	Pupils should be taught	Pupils should be taught
Year 5 Word	apply their growing	apply their growing	apply their growing	to: apply their growing	to: apply their growing	to: apply their growing
Reading	knowledge of root words,	knowledge of root words,	knowledge of root words,	knowledge of root	knowledge of root words,	knowledge of root
	prefixes and suffixes	prefixes and suffixes	prefixes and suffixes	words, prefixes and	prefixes and suffixes	words, prefixes and
	(morphology and	(morphology and	(morphology and	suffixes (morphology	(morphology and	suffixes (morphology
	etymology), as listed in	etymology), as listed in	etymology), as listed in	and etymology), as listed	etymology), as listed in	and etymology), as listed
	English Appendix 1, both to	English Appendix 1, both to	English Appendix 1, both	in English Appendix 1,	English Appendix 1, both	in English Appendix 1,
	read aloud and to	read aloud and to	to read aloud and to	both to read aloud and	to read aloud and to	both to read aloud and
	understand the meaning of	understand the meaning of	understand the meaning of	to understand the	understand the meaning	to understand the
	new words that they meet.	new words that they meet.	new words that they meet.	meaning of new words	of new words that they	meaning of new words
				that they meet.	meet.	that they meet.
V F	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught	Pupils should be taught	Pupils should be taught
Year 5	maintain nasitiva attitudas	maintain nacitiva attitudas	maintain nacitiva attitud	to:	to:	to:
comprehension	maintain positive attitudes to reading and	maintain positive attitudes to reading and	maintain positive attitudes to reading and	maintain positive	maintain positive	maintain positive
	understanding of what they	understanding of what they	understanding of what	attitudes to reading and	attitudes to reading and	attitudes to reading and
	read by:	read by:	they read by:	understanding of what	understanding of what	understanding of what
	.cad by.	read by.	ancy read by.	they read by:	they read by:	they read by:
	continuing to read and	continuing to read and	continuing to read and	,	, , , , , , , , , , , , , , , , , ,	
	discuss an increasingly	discuss an increasingly	discuss an increasingly			



wide range of fiction, poetry, plays, nonfiction 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

understand what they read by:

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

predicting what might happen from details stated and implied And:

distinguish between statements of fact and

wide range of fiction, poetry, plays, nonfiction 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

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

understand what they read by:

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

wide range of fiction, poetry, plays, nonfiction 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

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

identifying and discussing themes and conventions in and across a wide range of writing

making comparisons within and across books

understand what they read by:

continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction 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

identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books

understand what they read by:

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

continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction 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

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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

making comparisons within and across books

understand what they read by:

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

drawing inferences such as inferring characters' feelings, thoughts and



opinion retrieve, record
and present information
from non-fiction

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.

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

predicting what might happen from details stated and implied

And:

distinguish between statements of fact and opinion

retrieve, record and present information from non-fiction

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predicting what might happen from details stated and implied

And:

distinguish between statements of fact and opinion

retrieve, record and present information from non-fiction

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 motives from their actions, and justifying inferences with evidence

predicting what might happen from details stated and implied

And:

discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

distinguish between statements of fact and opinion

retrieve, record and present information from non-fiction

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.

explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a



					provide reasoned justifications for their views. 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.	focus on the topic and using notes where necessary provide reasoned justifications for their views
Year 6 word Reading	Pupils should be taught to: 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	Pupils should be taught to: 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	Pupils should be taught to: 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	Pupils should be taught to: 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	Pupils should be taught to: 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	Pupils should be taught to: 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
Year 6 Comprehension	Pupils should be taught to: 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	Pupils should be taught to: 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	Pupils should be taught to: 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	Pupils should be taught to: 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	Pupils should be taught to: 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	Pupils should be taught to: 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 implied

feelings, thoughts and

Mulberry Wood Wharf Reading Curriculum Map

reading books that are	reading books that are	reading books that are			
structured in different ways	structured in different ways	structured in different	reading books that are	reading books that are	reading books that are
and reading for a range of	and reading for a range of	ways and reading for a	structured in different	structured in different	structured in different
purposes	purposes	range of purposes	ways and reading for a	ways and reading for a	ways and reading for a
			range of purposes	range of purposes	range of purposes
increasing their familiarity	increasing their familiarity	increasing their familiarity			1
with a wide range of books,	with a wide range of books,	with a wide range of	increasing their	increasing their	increasing their
including myths, legends	including myths, legends	books, including myths,	familiarity with a wide	familiarity with a wide	familiarity with a wide
and traditional stories,	and traditional stories,	legends and traditional	range of books, including	range of books, including	range of books, including
modern fiction, fiction from	modern fiction, fiction from	stories, modern fiction,	myths, legends and	myths, legends and	myths, legends and
our literary heritage, and	our literary heritage, and	fiction from our literary	traditional stories,	traditional stories,	traditional stories,
books from other cultures	books from other cultures	heritage, and books from	modern fiction, fiction	modern fiction, fiction	modern fiction, fiction
and traditions	and traditions	other cultures and	from our literary	from our literary	from our literary
		traditions	heritage, and books from	heritage, and books from	heritage, and books
recommending books that	learning a wider range of		other cultures and	other cultures and	from other cultures and
they have read to their	poetry by heart	learning a wider range of	traditions	traditions	traditions
peers, giving reasons for		poetry by heart			1
their choices	preparing poems and plays		learning a wider range of	learning a wider range of	learning a wider range of
	to read aloud and to	preparing poems and plays	poetry by heart	poetry by heart	poetry by heart
understand what they	perform, showing	to read aloud and to			1
read by:	understanding through	perform, showing	preparing poems and	preparing poems and	preparing poems and
	intonation, tone and	understanding through	plays to read aloud and	plays to read aloud and	plays to read aloud and
checking that the book	volume so that the	intonation, tone and	to perform, showing	to perform, showing	to perform, showing
makes sense to them,	meaning is clear to an	volume so that the		understanding through	understanding through
discussing their	audience		identifying and	intonation, tone and	intonation, tone and
understanding and		identifying key details that	discussing themes and	volume so that the	volume so that the
exploring the meaning of	understand what they	support the main ideas	conventions in and		1
words in context	read by:	identifying how language,	across a wide range of	identifying key details	identifying key details
		structure and presentation	writing	that support the main	that support the main
asking questions to	checking that the book	contribute to meaning		ideas identifying how	ideas identifying how
improve their	makes sense to them,		making comparisons	language, structure and	language, structure and
understanding	discussing their	retrieve, record and	within and across books	presentation contribute	presentation contribute
	understanding and	present information from	preparing poems and	to meaning	to meaning
drawing inferences such as	exploring the meaning of	non-fiction	plays to read aloud and		1
inferring characters'	words in context		to perform, showing	retrieve, record and	retrieve, record and
feelings, thoughts and		explain and discuss their	understanding through	present information from	present information
motives from their actions,	asking questions to	understanding of what	intonation, tone and	non-fiction	from non-fiction
and justifying inferences	improve their	they have read, including	volume so that the		
with evidence	understanding	through formal		explain and discuss their	explain and discuss their
		presentations and debates,	identifying key details	understanding of what	understanding of what
predicting what might	drawing inferences such as	maintaining a focus on the	that support the main	they have read, including	they have read,
happen from details stated	inferring characters'	topic and using notes	ideas identifying how	through formal	including through formal

where necessary

language, structure and

presentations and

presentations and



	motives from their actions,		presentation contribute	debates, maintaining a	debates, maintaining a
summarising the main	and justifying inferences	understand what they	to meaning	focus on the topic and	focus on the topic and
ideas drawn from more	with evidence	read by:		using notes where	using notes where
than one paragraph,			retrieve, record and	necessary	necessary
	predicting what might	checking that the book	present information		
And: discuss and evaluate	happen from details stated	makes sense to them,	from non-fiction		
how authors use language,	and implied	discussing their			
including figurative		understanding and	explain and discuss their	understand what they	understand what they
language, considering the	summarising the main	exploring the meaning of	understanding of what	read by:	read by:
impact on the reader	ideas drawn from more	words in context	they have read, including		
	than one paragraph,		through formal	checking that the book	checking that the book
distinguish between		asking questions to	presentations and	makes sense to them,	makes sense to them,
statements of fact and	And: discuss and evaluate	improve their	debates, maintaining a	discussing their	discussing their
opinion	how authors use language,	understanding	focus on the topic and	understanding and	understanding and
	including figurative		using notes where	exploring the meaning of	exploring the meaning of
retrieve, record and	language, considering the	drawing inferences such as	necessary	words in context	words in context
present information from	impact on the reader	inferring characters'			
non-fiction		feelings, thoughts and		asking questions to	asking questions to
	distinguish between	motives from their actions,		improve their	improve their
participate in discussions	statements of fact and	and justifying inferences	understand what they	understanding	understanding
about books that are read	opinion	with evidence	read by:		
to them and those they can				drawing inferences such	drawing inferences such
read for themselves,	retrieve, record and	predicting what might	checking that the book	as inferring characters'	as inferring characters'
building on their own and	present information from	happen from details stated	makes sense to them,	feelings, thoughts and	feelings, thoughts and
others' ideas and	non-fiction	and implied	discussing their	motives from their	motives from their
challenging views			understanding and	actions, and justifying	actions, and justifying
courteously provide	participate in discussions	summarising the main	exploring the meaning of	inferences with evidence	inferences with evidence
reasoned justifications for	about books that are read	ideas drawn from more	words in context	predicting what might	predicting what might
their views	to them and those they can	than one paragraph,		happen from details	happen from details
	read for themselves,		asking questions to	stated and implied	stated and implied
	building on their own and	And: discuss and evaluate	improve their		and the second state of the second se
	others' ideas and	how authors use language,	understanding	summarising the main	summarising the main
	challenging views	including figurative		ideas drawn from more	ideas drawn from more
	courteously provide	language, considering the	drawing inferences such	than one paragraph,	than one paragraph,
	reasoned justifications for	impact on the reader	as inferring characters'	And discuss and avaluate	And: discuss and
	their views	distinguish between	feelings, thoughts and motives from their	And: discuss and evaluate how authors use	evaluate how authors
		statements of fact and	actions, and justifying	language, including	use language, including
		opinion	inferences with evidence	figurative language,	figurative language,
		Оринон		considering the impact	considering the impact
		retrieve, record and	predicting what might happen from details	on the reader	on the reader
		present information from	stated and implied	on the reduct	on the reduct
		present information from	stated and implied		

non-fiction

