

Word Reading	Positive Attitudes and Pleasure in Reading	Accuracy, Fluency and Understanding	Discussion, Retrieval and Analysis
<p>W1. At this stage, teaching comprehension skills should be taking precedence over teaching word reading. Any focus on word reading should support the development of vocabulary.</p> <p>W2. <u>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</u> (Y4 list, moving to Y5 when ready).</p> <p>W3. <u>To apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words.</u> e.g. inter-, -ture, -cian, -ir-, -ally. (See English appendix 1).</p> <p>W4. I can read books that are appropriate for my age and interest level.</p> <p>W5. I can use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p>	<p>P1. <u>To develop positive attitudes to reading, and an understanding of what they read.</u></p> <p>P2. <u>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</u> at an appropriate level for the year group.</p> <p>P3. <u>To read books that are structured in different ways and read for a range of purposes</u></p> <p>P4. To identify features of different fiction genres verbally and in written form.</p> <p>P5. <u>To increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</u></p> <p>P6. To read a variety of books for enjoyment.</p> <p>P7. <u>To identify themes and conventions in a wide range of books</u></p> <p>P8. I can make connections verbally and in written form between books by the same author, example, Michael Morpurgo often starts his stories in the present but then goes back in time.</p> <p>P9. To recognise the use and effect of patterned language in text both verbally and in written form.</p> <p>P10. <u>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</u></p>	<p>F1. <u>To understand what they read, in books they can read independently.</u></p> <p>F2. <u>To identify how language, structure, and presentation contribute to meaning</u> using texts at an appropriate level for the year group.</p> <p>F3. <u>To check that the text makes sense to them and discussing their understanding, and explaining the meaning of words in context</u></p> <p>F4. To self-correct where a text does not make sense.</p> <p>F5. <u>To identify main ideas drawn from more than 1 paragraph and summarise these.</u></p> <p>F6. e.g. the character is evil because....1/2/3 reasons verbally and in written.</p> <p>F7. To empathise with a character, <u>inferring on character's thoughts, feelings, motives from their actions and justify with secure evidence.</u> (Locate and evidence) verbally and in written form.</p> <p>F8. To pull together clues from action, dialogue and description to infer meaning verbally and in written form.</p> <p>F9. <u>To make predictions with evidence (details stated and implied) from the text</u> and with knowledge of wider reading, both verbally and in written form.</p>	<p>D1. <u>To 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</u></p> <p>D2. To provide reasoned justifications for my opinions.</p> <p>D3. To explain and discuss their understanding of what they have read, including through discussion and debates.</p> <p>D4. <u>To retrieve and record information from non-fiction.</u></p> <p>D5. To locate information using skimming, scanning and text marking including dates, numbers and names.</p> <p>D6. To navigate texts e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</p> <p>D7. To understand how the author wants the reader to respond both verbally and in written form.</p> <p>D8. To find, comment and write about examples of how authors express</p>

	<p>P11. <u>To recognise some different forms of poetry [for example, free verse, narrative poetry]</u></p> <p>P12. To perform a range of poems to an audience, through the use of tone and expression.</p> <p>P13. <u>To use dictionaries to check the meaning of words that they have read.</u></p> <p>P14. <u>To discuss words and phrases that capture the reader's interest and imagination.</u></p> <p>P15. To discuss, explain and write about the meaning of key vocabulary within the context of the text.</p>	<p>F10. <u>To ask questions to improve their understanding of a text.</u></p> <p>F11. To demonstrate active reading strategies e.g. generating questions, finding answers, refining answers, refining thinking, modifying questions, constructing images.</p>	<p>different moods, feelings and attitudes.</p> <p>D9. To make simple comments both verbally and in written form on how the readers or writers context makes a difference to the social, cultural or historical setting/ example- the island sounds really dangerous to us because we have not heard of these creatures.</p> <p>D10. To know how suspense is built up in a story, including the development of the plot both verbally and in written form.</p>
Sentence Stems		Vocabulary	
<p>An argument for/against is... I understand, however...</p> <p>It appears to be...</p> <p>I understand that depending on...</p> <p>I understand your point of view</p> <p>However, ...</p> <p>You could improve this work by...</p> <p>It was successful because...</p> <p>Due to the fact that...</p> <p>Most people would agree that...</p> <p>Due to...</p> <p>Subsequently...</p>		<p>Metaphor, onomatopoeia, genre, point of view, resolution, novel, haiku, Cinquain, kennings</p> <p>determiner pronoun, possessive pronoun adverbial.</p>	