

# Viewpoint

	<ul style="list-style-type: none"> <li><b>MASTERY</b></li> </ul>	<ul style="list-style-type: none"> <li><b>MASTERY WITH GREATER DEPTH</b></li> </ul>
Yr1	<ul style="list-style-type: none"> <li>Understand and talk about the main characteristics of the key stories known</li> </ul>	<ul style="list-style-type: none"> <li>Tell someone about likes and dislikes related to story they have read or a story they have had read to them</li> <li>Talk about favourite authors or genre of books</li> </ul>
Yr2	<ul style="list-style-type: none"> <li>Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of the main points of text and re-tell the story</li> </ul>
Yr3	<ul style="list-style-type: none"> <li>Begin to understand that narrative books are structured in different ways. For example, quest stories and stories with dilemmas.</li> <li>Choose books for specific purposes</li> </ul>	<ul style="list-style-type: none"> <li>Relate events and characters' feelings to their own reading and personal experiences</li> <li>Evaluate how effectively specific text types have been written</li> </ul>
Yr4	<ul style="list-style-type: none"> <li>Begin to understand simple themes in books</li> <li>Identify and summarise main ideas of a text</li> <li>Identify overview of the theme of a text</li> </ul>	<ul style="list-style-type: none"> <li>Give an opinion, find evidence in the text to justify it.</li> <li>Point, evidence and attempt at explanation</li> </ul>
Yr5	<ul style="list-style-type: none"> <li>Summarise the main ideas drawn from a text</li> <li>Present an oral overview or summary of a text</li> <li>Identify and discuss themes and conventions in and across a wide range of writing</li> <li>Present the author's viewpoint of a text</li> <li>Present a personal point of view based on what has been read</li> <li>Listen to others' personal point of view</li> <li>Provide reasoned justifications for their views</li> <li>Explain a personal point of view</li> <li>Give reasons for a personal point of view</li> <li>Recommend books to peers, giving reasons for their choices</li> </ul>	<ul style="list-style-type: none"> <li>Express opinions about a text, using evidence from the text, giving reasons and explanations. Point, evidence, explanation</li> <li>Summarise key information from different texts</li> <li>Compare texts by the same writer</li> <li>Compare texts by different writers on the same topic</li> <li>Adapt own opinion in the light of further reading or others' ideas</li> </ul>
Yr6	<ul style="list-style-type: none"> <li>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Present an oral overview or summary of a text</li> <li>Identify and discuss themes and conventions in and across a wide range of writing and longer texts</li> <li>Present the author's viewpoint of a text</li> <li>Present a personal point of view based on what has been read</li> <li>Listen to others' personal point of view</li> <li>Provide reasoned justifications for views</li> <li>Explain a personal point of view, giving reasons and evidence from text</li> <li>Recommend books to peers, giving reasons for their choices</li> <li>Explain the main purpose of a text and summarise it</li> <li>Present and explain the author's viewpoint in a text</li> <li>Present a personal point of view based on what has been read</li> <li>Present a counter-argument in response to others' points of view</li> </ul>	<ul style="list-style-type: none"> <li>Explain the author's viewpoint in a text and present an alternative point of view</li> <li>Comment on the development of themes in longer novels</li> <li>Explain the main purpose of a text and summarise it succinctly</li> <li>Explain an opinion, referring to the text to justify it; point, evidence, explanation</li> <li>Present a counter-argument in response to others' points of view using evidence from the text and explanation</li> <li>Compare and contrast the styles of different writers with evidence and explanation</li> <li>Evaluate the styles of different writers with evidence explanation</li> <li>Explain the key features, themes and characters across a text</li> <li>Compare and contrast characters, themes and structure in texts by the same and different writers</li> </ul>

## Gaining evidence through questioning:

What is this text trying to do...?	Does the author like? How do you know?
How were the purposes of the text different?	What can you tell about the viewpoint of the author?
What is the message of this book?	What is the viewpoint of...in the book?
Why were...included?	Which text do you think is more effective / most effective?
Which text is...?	What is the main idea of the story?
	One of the themes is...How does the author show it?

# Retrieval

	• <b>MASTERY</b>	• <b>MASTERY WITH GREATER DEPTH</b>
Yr1	<ul style="list-style-type: none"> <li>Understand both the books they can already read accurately and fluently and those they listen to</li> <li>Use prior knowledge to understand texts</li> <li>Use context and vocabulary provided to understand texts</li> <li>Check that the text makes sense to them as they read and correct miscues</li> <li>Talk about the title and the events</li> </ul>	<ul style="list-style-type: none"> <li>Re-read a passage if unhappy with own comprehension</li> <li>Aware of mistakes made because reading does not make sense</li> <li>Use illustrations as an important feature in aiding reading</li> </ul>
Yr2	<ul style="list-style-type: none"> <li>Understand both the books that they can already read accurately and fluently and those that they listen to</li> <li>Use prior knowledge and context and vocabulary explored to understand texts</li> <li>Read for meaning, checking that the text makes sense and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>Extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary</li> <li>Self-correct, look backwards and forwards in the text and search for meaning</li> </ul>
Yr3	<ul style="list-style-type: none"> <li>Understand what they read in books they can read independently</li> <li>Check the text is meaningful</li> <li>Discuss responses to text</li> <li>Explain the meaning of words in context</li> <li>Use dictionaries to check the meaning of unfamiliar words</li> <li>Retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Use the features of non-fiction texts to locate information</li> <li>Use text marking to identify key information</li> <li>Read longer texts, using independent strategies to ensure full understanding</li> </ul>
Yr4	<ul style="list-style-type: none"> <li>Understand what they read in books they can read independently</li> <li>Check the text is meaningful</li> <li>Discuss responses to text</li> <li>Explain the meaning of words in context</li> <li>Use dictionaries to check the meaning of unfamiliar words</li> <li>Retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Use scanning and text marking to find and identify key information</li> </ul>
Yr5	<ul style="list-style-type: none"> <li>Understand books read independently</li> <li>Check that the book is meaningful and discuss what has been understood</li> <li>Use meaning-seeking strategies to explore the meaning of words in context</li> <li>Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language</li> <li>Retrieve, record and present information from non-fiction. Collate</li> <li>Retrieve and record information</li> <li>Collate information retrieved</li> <li>Distinguish between statements of fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>Use scanning and text marking to find and identify key information</li> </ul>
Yr6	<ul style="list-style-type: none"> <li>Understand books read independently</li> <li>Check that the book is meaningful and discuss what has been understood</li> <li>Use meaning-seeking strategies to explore the meaning of unfamiliar words and idiomatic and figurative language</li> <li>Retrieve, record and present information from non-fiction. Collate</li> <li>Find relevant information and evidence from a range of texts</li> <li>Record, collate and organise information or evidence appropriately</li> <li>Distinguish between statements of fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>Use a combination of skimming, scanning and text marking to find and collate information</li> <li>Re-present collated information</li> </ul>

## Gaining evidence through questioning:

Which word told you that...?	Where did....go?
What did the...do?	Describe....
What happened at...?	What paragraph tells you...?
Can... have more than one meaning?	Where are...?
What does...mean?	What do...?
What does the picture tell us?	What did you find out about?
Can you find a fact that tells us...?	Find two things the character does in the story.
What is happening at this part of the story?	

# Organisation

	<ul style="list-style-type: none"> <li><b>MASTERY</b></li> </ul>	<ul style="list-style-type: none"> <li><b>MASTERY WITH GREATER DEPTH</b></li> </ul>
Yr1	<ul style="list-style-type: none"> <li>Understand and talk about the main characteristics of the key stories known</li> </ul>	<ul style="list-style-type: none"> <li>Growing awareness of how non-fiction texts are organised</li> </ul>
Yr2	<ul style="list-style-type: none"> <li>Be aware that non-fiction books are structured in different ways</li> <li>Discuss the sequence of events in books and how they are related to each other</li> </ul>	<ul style="list-style-type: none"> <li>Know how suspense and humour is built up in a story, including the development of the plot</li> </ul>
Yr3	<ul style="list-style-type: none"> <li>Identify how structure, and presentation contribute to the meaning of texts</li> <li>Know and recognise some of the literary conventions in text types covered</li> <li>Know that non-fiction books are structured in different ways and be able to use them effectively</li> <li>Begin to understand that narrative books are structured in different ways. For example, quest stories and stories with dilemmas</li> </ul>	<ul style="list-style-type: none"> <li>Use the features of non-fiction texts to locate information</li> <li>Understand how paragraphs are used to organise and build up ideas</li> </ul>
Yr4	<ul style="list-style-type: none"> <li>Know and recognise some of the literary conventions in text types covered</li> <li>Understand and explain that narrative books are structured in different ways. For example, historical stories and fantasy stories</li> <li>Know that non-fiction books are structured in different ways and be able to use them effectively</li> <li>Identify some text type organisational features eg narrative, explanation, persuasion</li> <li>Identify some text type language features eg narrative, explanation, persuasion</li> <li>Explain why text types are organised in a certain way</li> </ul>	<ul style="list-style-type: none"> <li>Begin to consider how the language contributes to the organisation of a text</li> </ul>
Yr5	<ul style="list-style-type: none"> <li>Identify how language, structure and presentation contribute to the meaning of a text</li> <li>Read books that are structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Know the features of different narrative text types eg adventure, fantasy, myths</li> </ul>
Yr6	<ul style="list-style-type: none"> <li>Identify how the language, structure and presentation contribute to the meaning of a text</li> <li>Read books that are structured in different ways</li> <li>Identify and discuss the conventions of different text types</li> </ul>	<ul style="list-style-type: none"> <li>Explain the structural devices used to organise a text</li> <li>Comment on the structural devices used to organise a text</li> <li>Read several texts on the same topic to find and compare information</li> </ul>

## Gaining evidence through questioning:

Why has the information been presented in this way?	Why are...used?
Why is... in?	How does the layout help?
What is the purpose of...?	What does the author use...?
Why did the author choose to ...?	Why is it easier to read...?
Why is the headline important?	Why is the word... in bold?
How do the subheadings make the article easier?	What is the main idea of each section / paragraph?

# Oral retelling and performance

	<ul style="list-style-type: none"> <li>• <b>MASTERY</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>MASTERY WITH GREATER DEPTH</b></li> </ul>
Yr1	<ul style="list-style-type: none"> <li>• Learn some poems and rhymes by heart</li> <li>• Retell key stories orally using narrative language</li> </ul>	<ul style="list-style-type: none"> <li>• Happy to read aloud in front of others</li> </ul>
Yr2	<ul style="list-style-type: none"> <li>• Retell key stories orally using narrative language</li> <li>• Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance meaning through expression and intonation</li> <li>• Read poetry, using intonation and expression, and handle humour appropriately when needed</li> </ul>
Yr3	<ul style="list-style-type: none"> <li>• Orally re-tell some known stories</li> <li>• Prepare poems to read aloud and to perform showing understanding through intonation, tone, volume and action</li> </ul>	<ul style="list-style-type: none"> <li>• Pause appropriately in response to punctuation and/or meaning</li> </ul>
Yr4	<ul style="list-style-type: none"> <li>• Orally re-tell some known stories</li> <li>• Prepare poems to read aloud and to perform showing understanding through intonation, tone, volume and action</li> </ul>	<ul style="list-style-type: none"> <li>• Show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest</li> </ul>
Yr5	<ul style="list-style-type: none"> <li>• Present an oral overview or summary of a text</li> <li>• Prepare poems and plays to read aloud and to perform showing understanding through intonation, tone, volume and action</li> <li>• Learn poems by heart. For example, narrative verse, haiku</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentation and debate, maintaining a focus on the topic and using notes where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
Yr6	<ul style="list-style-type: none"> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Learn poems by heart. For example, narrative verse, sonnet</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentation and debate, maintaining a focus on the topic and using notes where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience</li> </ul>

# Interpretation

	<ul style="list-style-type: none"> <li><b>MASTERY</b></li> </ul>	<ul style="list-style-type: none"> <li><b>MASTERY WITH GREATER DEPTH</b></li> </ul>
Yr 1	<ul style="list-style-type: none"> <li>Begin to draw inferences from the text and/or the illustrations</li> <li>Make predictions based on the events in the text</li> <li>Link what they read or hear read to their own experiences</li> <li>Explain what they understand about a text</li> <li>Say what they like or dislike about a text</li> <li>Talk about their responses in a group</li> <li>Listen to other's ideas about a text</li> </ul>	<ul style="list-style-type: none"> <li>Can predict what happens next in familiar stories</li> </ul>
Yr 2	<ul style="list-style-type: none"> <li>Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently</li> <li>Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions</li> <li>Draw simple inferences from illustrations and text, on the basis of what is being said and done</li> <li>Draw simple inferences from the events and characters' actions and speech</li> <li>Make predictions on the basis of what has been read so far</li> <li>Answer and ask appropriate questions</li> </ul>	<ul style="list-style-type: none"> <li>Make sensible predictions about what is likely to happen in the story and to different characters</li> <li>Comment on the way characters relate to one another</li> <li>Identify and comment on main characters in stories and the way they relate to one another</li> <li>Recognise similarities in the plot or characters within different stories</li> </ul>
Yr 3	<ul style="list-style-type: none"> <li>Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions</li> <li>Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>Predict what might happen from details stated</li> <li>Ask questions to improve understanding of a text</li> </ul>	<ul style="list-style-type: none"> <li>Use clues from action, dialogue and description to establish meaning</li> <li>Infer reasons for actions and events based on evidence from the text</li> <li>Make plausible predictions and justify them by referring to the text</li> <li>Deduce from the evidence in the text what characters are like</li> </ul>
Yr 4	<ul style="list-style-type: none"> <li>Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions</li> <li>Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently</li> <li>Ask questions to improve understanding of a text</li> <li>Infer meanings and begin to justify them with evidence from the text</li> <li>Predict what might happen from details stated and deduced information</li> <li>Express a personal point of view about a text</li> <li>Raise queries about texts</li> <li>Make connections between other similar texts</li> <li>Make connections with prior knowledge and experience</li> <li>Listen to others' ideas and opinions about a text</li> <li>Begin to build on others' ideas and opinions about a text in discussion</li> <li>Explain ideas and opinions, giving a reason</li> </ul>	<ul style="list-style-type: none"> <li>Use inference and deduction to work out the characteristics of different people from a story</li> <li>Identify how a writer uses language and punctuation to convey character</li> <li>Understand the bias in persuasive writing, including articles and advertisements</li> <li>Make relevant points to compare and contrast characters, finding evidence in the text</li> </ul>
Yr 5	<ul style="list-style-type: none"> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>Justify inferences with evidence from the text</li> <li>Make predictions from details stated and implied information</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>Express a personal point of view about a text, giving reasons</li> <li>Raise queries about texts and ask questions to improve understanding</li> <li>Make connections between other similar texts, prior knowledge and experience</li> <li>Compare different versions of texts</li> <li>Listen to others' ideas and opinions about a text</li> <li>Build on others' ideas and opinions about a text in discussion</li> <li>Recommend books to peers, giving reasons for their choices</li> <li>Make comparisons between books</li> </ul>	<ul style="list-style-type: none"> <li>Infer meaning using evidence from the text and wider reading and personal experience</li> <li>Empathise with different characters' points of view</li> <li>Adapt own opinion in the light of further reading or others' ideas</li> </ul>
Yr 6	<ul style="list-style-type: none"> <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>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and develop explanations</li> <li>Predict what might happen from details stated and implied from across a text</li> <li>Express a personal point of view about a text, giving reasons linked to evidence from texts</li> <li>Raise queries about texts</li> <li>Make connections between other similar texts, prior knowledge and experience and explain the links</li> <li>Make comparisons within and across books</li> <li>Listen to others' ideas and opinions about a text</li> <li>Build on others' ideas and opinions about a text in discussion</li> <li>Ask questions to extend understanding</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences from subtle clues across a complete text</li> <li>Give a personal response to a range of literature and non-fiction texts, stating preference and justifying them</li> <li>Explain how and why a text has impact on a reader</li> <li>Identify how characters change during the events of a longer novel</li> <li>Compare and contrast the styles of different writers with evidence and explanation</li> <li>Evaluate the styles of different writers with evidence and explanation</li> <li>Explain the key features, themes and characters across a text</li> <li>Compare and contrast characters, themes and structure in texts by the same and different writers</li> </ul>

# Decoding

	<ul style="list-style-type: none"> <li><b>MASTERY</b></li> </ul>	<ul style="list-style-type: none"> <li><b>MASTERY WITH GREATER DEPTH</b></li> </ul>
Yr1	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words</li> <li>Match all 40+ graphemes to their phonemes (phase 3)</li> <li>Blend sounds in unfamiliar words based on known GPCs</li> <li>Read common words using phonic knowledge where possible</li> <li>Read word containing taught GPCs and s, es, ing, ed, er, est endings</li> <li>Read words of more than one syllable that contain taught GPCs</li> <li>Read words with contractions eg I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s)</li> <li>Read phonically decodable texts</li> <li>Read phonically decodable texts with confidence</li> </ul>	<ul style="list-style-type: none"> <li>Read accurately and confidently words of 2 or more syllables</li> <li>Read a number of signs and labels in the environment drawing from phonic knowledge when doing so</li> </ul>
Yr2	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills to decode words</li> <li>Decode automatically and fluently</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught</li> <li>Recognise and read alternative sounds for graphemes</li> <li>Read accurately words of two or more syllables that contain the same GPCs as above</li> <li>Read words containing common suffixes</li> <li>Read further common exception words</li> <li>Read and notice unusual correspondence between grapheme and phoneme</li> <li>Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</li> <li>Read aloud books closely matched to their improving phonic knowledge, sound out unfamiliar words accurately, automatically and without undue hesitation</li> <li>Read these books fluently and confidently</li> </ul>	<ul style="list-style-type: none"> <li>Apply phonic knowledge confidently</li> </ul>
Yr3	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills to read unfamiliar words</li> <li>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> <li>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
Yr4	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills to read unfamiliar words</li> <li>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word</li> <li>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
Yr5	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills to read unfamiliar words</li> <li>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> <li>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
Yr6	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills to read unfamiliar words</li> <li>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> <li>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

# Context

	<ul style="list-style-type: none"> <li>• <b>MASTERY</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>MASTERY WITH GREATER DEPTH</b></li> </ul>
Yr1	<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding</li> <li>• Respond to a range of texts – narrative, non-fiction and poems</li> <li>• Say what they like or dislike about a text</li> <li>• Talk about their responses in a group</li> <li>• Listen to others' ideas about a text</li> <li>• Know some key stories, including traditional and fairy tales</li> <li>• Experience poems and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Tells someone about likes and dislikes related to story read or a story they have had read to them</li> <li>• Talk about favourite authors or genre of books</li> </ul>
Yr2	<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding</li> <li>• Listen and respond to a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Know a wider range of stories, fairy stories and traditional tales</li> <li>• Talk about and given an opinion on the above range of texts</li> <li>• Answer and ask appropriate questions</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the context of a text and how it affects the story</li> </ul>
Yr3	<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding</li> <li>• Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions</li> <li>• Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Know a wider range of stories, including fairy stories and legends</li> <li>• Begin to recognise some different forms of poetry – list poems, shape poems, free verse etc</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate what is known about an historical setting and events and how they affect a text</li> </ul>
Yr4	<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding</li> <li>• Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions</li> <li>• Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Know a wider range of stories, including fairy stories and legends</li> <li>• Recognise some different forms of poetry – list poems, free verse, rhyming verse etc</li> </ul>	<ul style="list-style-type: none"> <li>• Identify formal and informal language</li> <li>• Compare the language in older texts with Modern Standard English</li> <li>• Talk widely about different writers, giving some information about their backgrounds and the type of literature they produce</li> <li>• Compare fictional accounts in historical novels with the factual account</li> </ul>
Yr5	<ul style="list-style-type: none"> <li>• Maintain positive attitudes to reading and understanding of what they read</li> <li>• Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Become familiar with a range of books, including myths, legends and traditional stories and books from other cultures and traditions</li> <li>• Identify the effect of the context on a text. For example, historical or other cultures</li> <li>• Read for a range of purposes</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>• Express a personal point of view about a text, giving reasons</li> <li>• Raise queries about texts</li> <li>• Make connections between other similar texts, prior knowledge and experience</li> <li>• Compare different versions of texts</li> <li>• Listen to others' ideas and opinions about a text</li> <li>• Build on others' ideas and opinions about a text in discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Identify formal and informal language</li> </ul>
Yr6	<ul style="list-style-type: none"> <li>• Maintain positive attitudes to reading and understanding of what they read</li> <li>• Read and discuss an increasingly wide range of fiction, poetry, fiction from our literary heritage and books from other cultures and traditions</li> <li>• Become familiar with a range of books, including modern fiction, poetry, plays</li> <li>• Identify and explain the effect of the context on a text eg historical or geographical</li> <li>• Read for a range of purposes</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>• Express a personal point of view about a text, giving reasons</li> <li>• Raise queries about texts</li> <li>• Make connections between other similar texts, prior knowledge and experience</li> <li>• Compare different versions of texts</li> <li>• Listen to others' ideas and opinions about a text</li> <li>• Build on others' ideas and opinions about a text in discussion</li> <li>• Ask questions to extend understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the impact of the social, historical, cultural on the themes in a text</li> </ul>

# Choice

	<ul style="list-style-type: none"> <li><b>MASTERY</b></li> </ul>	<ul style="list-style-type: none"> <li><b>MASTERY WITH GREATER DEPTH</b></li> </ul>
Yr1	<ul style="list-style-type: none"> <li>Retell key stories orally using narrative language</li> </ul>	<ul style="list-style-type: none"> <li>Growing awareness of why writers choose particular words</li> </ul>
Yr2	<ul style="list-style-type: none"> <li>Know and recognise simple recurring literary language in stories and poetry</li> <li>Talk about favourite words and phrases</li> <li>Answer and ask appropriate questions</li> </ul>	<ul style="list-style-type: none"> <li>Explain why they like particular words and phrases</li> </ul>
Yr3	<ul style="list-style-type: none"> <li>Discuss and record words and phrases that writers use to engage and impact on the reader</li> <li>Know and recognise some of the literary conventions in text types covered</li> </ul>	<ul style="list-style-type: none"> <li>Understand how paragraphs are used to organise and build up ideas</li> <li>Show awareness of writers' use of figurative language and how it is used to create effects eg simile and metaphor</li> </ul>
Yr4	<ul style="list-style-type: none"> <li>Discuss and record words and phrases that writers use to engage and impact on the reader</li> <li>Know and recognise some of the literary conventions in text types covered</li> <li>Identify some text type language features eg narrative, explanation, persuasion</li> </ul>	<ul style="list-style-type: none"> <li>Identify formal and informal language</li> <li>Recognise how the meaning of sentences is created by word order and punctuation</li> <li>Identify how a writer uses language and punctuation to convey character</li> <li>Find and talk about how a writer uses vocabulary and grammatical features to create effects</li> </ul>
Yr5	<ul style="list-style-type: none"> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact</li> <li>Identify and comment on writer's use of language for effect eg precisely chosen adjectives, similes and personification</li> <li>Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader</li> <li>Identify how language, structure and presentation contribute to the meaning of a text</li> </ul>	<ul style="list-style-type: none"> <li>Explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader</li> <li>Explain how punctuation marks the grammatical boundaries of sentences and gives meaning</li> <li>Identify formal and informal language</li> </ul>
Yr6	<ul style="list-style-type: none"> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact</li> <li>Identify and comment on writer's choice of language</li> <li>Identify and explain how writers use grammatical features for effect eg the use of short sentences to build tension</li> <li>Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts</li> <li>Identify how language, structure and presentation contribute to the meaning of a text</li> <li>Identify and discuss the conventions of different text types</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the language used in two different texts</li> <li>Identify the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes</li> <li>Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes</li> <li>Identify how writers manipulate grammatical features for effect</li> <li>Analyse why writers make specific vocabulary choices</li> </ul>

## Gaining evidence through questioning:

Explain why...is used?	Why does the writer compare...to...?
What does...tell you about...?	Why did the author use...?
How does...help you to understand?	Why are...used?
How has the choice of words created a feeling of...?	What do phrases such as...tell you?
Why did the author choose the verbs...?	How has the author used paragraphs?
What is the effect?	How has the author hooked the reader?