

#### **Reading Curriculum**

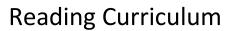


#### Year 1 AUTUMN Key Themes : Ourselves/Toys

There should be opportunities for every child to read daily either in guided reading sessions or as part of the wider curriculum. Adults should hear children read regularly, with additional support for PPG and children who are not yet fluent, accurate and confident readers.

children read regularly, with additional support for PPG and children who are not yet fluent, accurate and confident readers.		
Objectives highlighted in bold must be revisited in every unit / half-termly Guided reading: Pupils will be grouped according to their ability, reading one book band higher than their independent reading book. Teachers will use HFL Guided Reading Booklet (Reception to Year 2) for learning objectives specific to each group.  Suggested texts: Plenty of love to go round - Narrative Little Red Hen - Narrative Farmer Duck - Narrative Celebrations: Hanika, Divali, Christmas	Phonics: Follow Letter and Sounds Use HFL phonics tracker YR to Y2 to support pace and progression in phonics  Year 1 Grammar vocabulary to be used when discussing reading: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	
The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:  contain enough print for the child to use decoding skills are likely to be of interest in terms of storyline (narrative) or subject matter (non-fiction)  allow children to practise decoding new and previously taught *GPCs and common exception words (*Grapheme-Phoneme Correspondence) have limited print on each page, clear font and good spacing between words have pages dominated by pictures – in simpler books, illustrations closely support the text; in more complex books, pictures support storyline more than precise meaning have repeated words and predictable phrases that children can anticipate and join in with	<ul> <li>Prior learning: (Taken from EYFS Early learning goals Communication and Language and Literacy)</li> <li>listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</li> <li>answer 'how' and 'why' questions about their experiences and in response to storie or events</li> <li>express themselves effectively, showing awareness of listeners' needs. They use pass present and future forms accurately when talking about events</li> <li>read and understand simple sentences</li> <li>use phonic knowledge to decode regular words and read them aloud accurately</li> <li>read some common irregular words.</li> <li>demonstrate understanding when talking with others about what they have read</li> </ul>	







Core Learning Intentions		
Age Related – securing green		
READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	GUIDED READING	Extension Opportunities Next steps (Needed for GDS)
VOCABULARY Vocabulary identifies simple and recurring literary language identifies the meaning of vocabulary in context explains their understanding of texts that are pitched beyond the level they can read independently	read common exception words (Year 1 Spellings)  read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (–s, –es, –ing, – ed, –er and –est endings) including words with more than one syllable  read aloud, accurately and independently books that are consistent with their developing phonic knowledge.  read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)  respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	
RETRIEVING with support, justifies their views about texts they have had read to them e.g. uses the word 'because' recognises patterns in texts, e.g. repeated phrases and refrains discusses the significance of the title	RETRIEVING  checking the text makes sense as they read and self- correct mistakes.	







observes the punctuation and uses this to aid understanding retrieves key information from a text identifies complete sentences identifies typical phrases e.g. story openings and endings understands that there is a range of non-fiction texts, e.g. different layouts for instructions, non-fiction books etc begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction comments on things that interest them	explaining clearly their understanding of what is read to them.  discussing word meanings and linking new meanings to words already known.
INFERRING Inferring identifies goals/motives of the main character on the basis of what they have said and done e.g. 'I think she wants her daddy to help her build a sandcastle.' expresses preferences linked to own experiences e.g. 'I like going to the beach too' uses different voices for characters when reading dialogue aloud use different voice pitch to indicate whether they are reading an exclamation or question	INFERRING Inference: making inferences from the text based on what is said and done in the book. linking their own experiences to their reading and using these to help understand the text.
PREDICTING	PREDICTING
predicts events and endings	predicting what might happen from what has been read so far
identifies how non-fiction texts are sequenced identifies the beginning, middle and end of stories and pattern in poetry	summarising understanding the particular characteristics of fairy tales and traditional stories discussing the significance of the title and events retelling well known stories such as fairy tales and traditional stories



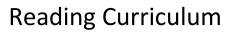




READING BEHAVIOURS AND FLUENCY	READING BEHAVIOURS AND FLUENCY	
reads age-appropriate texts fluently, pauses appropriately, reading in	learning to appreciate poetry/rhymes and recite some by	
phrases, and using punctuation with around 90% accuracy	heart	
re-reads to self-correct if meaning is lost	participating in discussions about both books that are read to	
asks questions to clarify	them and those they can -read for themselves, taking turns	
connects what they read or hear to their own experiences	and listening to what others say	
knows the voice telling the story is called the narrator		

Year 1 SPRING Key Themes : Weather/India		
Suggested texts:	The last Noo-Noo - Narrative	
Beegu (POR)	Non-fiction texts - India	
How to catch a dragon – Narrative		
Poetry - seasons		
The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:		
are built on simple patterns or known sequences, e.g. counting, days of the w	eek etc.	
have storylines involving a few episodes in chronological order		
include a range of simple sentence constructions, including statements, quest	ions and commands	
Core	Learning Intentions	
Age Rela	ated – securing orange	
READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	GUIDED READING Extension	
		Opportunities
		Next steps
		(Needed for GDS)
VOCABULARY DECODING:		
Vocabulary		
identifies simple and recurring literary language read common exception words (Year 1 Spellings)		
identifies the meaning of vocabulary in context	read accurately by blending sounds in unfamiliar words	
explains their understanding of texts that are pitched beyond the level they	containing GPCs that have been taught (-s, -es, -ing, -	
can read independently	containing of C3 that have been taught (-3, -e3, -ing, -	







	ed, —er and —est endings) including words with more than one syllable  read aloud, accurately and independently books that are consistent with their developing phonic knowledge.  read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)  respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
with support, justifies their views about texts they have had read to them e.g. uses the word 'because' recognises patterns in texts, e.g. repeated phrases and refrains discusses the significance of the title observes the punctuation and uses this to aid understanding retrieves key information from a text identifies complete sentences identifies typical phrases e.g. story openings and endings understands that there is a range of non-fiction texts, e.g. different layouts for instructions, non-fiction books etc begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction comments on things that interest them	checking the text makes sense as they read and self-correct mistakes.  explaining clearly their understanding of what is read to them.  discussing word meanings and linking new meanings to words already known.





INFERRING Inferring identifies goals/motives of the main character on the basis of what they have said and done e.g. 'I think she wants her daddy to help her build a sandcastle.' expresses preferences linked to own experiences e.g. 'I like going to the beach too' uses different voices for characters when reading dialogue aloud use different voice pitch to indicate whether they are reading an exclamation or question	INFERRING Inference: making inferences from the text based on what is said and done in the book. linking their own experiences to their reading and using these to help understand the text.	
PREDICTING predicts events and endings	PREDICTING predicting what might happen from what has been read so far	
SUMMARISING identifies how non-fiction texts are sequenced identifies the beginning, middle and end of stories and pattern in poetry	SUMMARISING understanding the particular characteristics of fairy tales and traditional stories discussing the significance of the title and events retelling well known stories such as fairy tales and traditional stories	
reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy re-reads to self-correct if meaning is lost asks questions to clarify connects what they read or hear to their own experiences knows the voice telling the story is called the narrator	READING BEHAVIOURS AND FLUENCY learning to appreciate poetry/rhymes and recite some by heart participating in discussions about both books that are read to them and those they can -read for themselves, taking turns and listening to what others say	

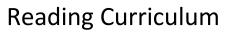






Year 1 SUMMER Key Themes : Mini-beasts/Heroes and Villa	ins	
Suggested texts:	The Lonely Beast – Narrative	
Yucky Worms (POR)	Traction Man (POR)	
Poetry – selected poems	Diary of a broad bean – explanation	
The following skills and understanding should be assessed within the context include some abstract terms (non-fiction) include some level of formality and specialised language (non-fiction)	ct of reading books that are pitched appropriately, including thes	se features:
use captions		
	Learning Intentions	
READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	ed – securing turquoise  GUIDED READING	Extension
	COIDED NEADING	Opportunities  Next steps (Needed for GDS)
VOCABULARY Vocabulary identifies simple and recurring literary language	DECODING: read common exception words (Year 1 Spellings)	
identifies the meaning of vocabulary in context		
explains their understanding of texts that are pitched beyond the level they can read independently	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (-s, -es, -ing, - ed, -er and -est endings) including words with more than one syllable	
	read aloud, accurately and independently books that are consistent with their developing phonic knowledge.	
	read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)	







	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	
with support, justifies their views about texts they have had read to them e.g. uses the word 'because' recognises patterns in texts, e.g. repeated phrases and refrains discusses the significance of the title observes the punctuation and uses this to aid understanding retrieves key information from a text identifies complete sentences identifies typical phrases e.g. story openings and endings understands that there is a range of non-fiction texts, e.g. different layouts for instructions, non-fiction books etc begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction comments on things that interest them	checking the text makes sense as they read and self-correct mistakes.  explaining clearly their understanding of what is read to them.  discussing word meanings and linking new meanings to words already known.	asking and answering questions about books
INFERRING Inferring identifies goals/motives of the main character on the basis of what they have said and done e.g. 'I think she wants her daddy to help her build a sandcastle.' expresses preferences linked to own experiences e.g. 'I like going to the beach too' uses different voices for characters when reading dialogue aloud use different voice pitch to indicate whether they are reading an exclamation or question	INFERRING making inferences from the text based on what is said and done in the book. linking their own experiences to their reading and using these to help understand the text.	





#### **Reading Curriculum**

PREDICTING	PREDICTING
predicts events and endings	predicting what might happen from what has been read so far
SUMMARISING	SUMMARISING
identifies how non-fiction texts are sequenced	understanding the particular characteristics of fairy tales and
identifies the beginning, middle and end of stories and pattern in poetry	traditional stories
	discussing the significance of the title and events
	retelling well known stories such as fairy tales and traditional
	stories
READING BEHAVIOURS AND FLUENCY	READING BEHAVIOURS AND FLUENCY
reads age-appropriate texts fluently, pauses appropriately, reading in	learning to appreciate poetry/rhymes and recite some by
phrases, and using punctuation with around 90% accuracy	heart
re-reads to self-correct if meaning is lost	participating in discussions about both books that are read to
asks questions to clarify	them and those they can -read for themselves, taking turns
connects what they read or hear to their own experiences	and listening to what others say
knows the voice telling the story is called the narrator	

#### Year 2 AUTUMN Key Themes : Ourselves/Great fire of London

There should be opportunities for every child to read daily either in guided reading sessions or as part of the wider curriculum. Adults should hear children read regularly, with additional support for PPG and children who are not yet fluent, accurate and confident readers.

#### Objectives highlighted in bold must be revisited in every unit / half-termly

objectives infinificed in bold indict be revisited in every differ hair terminy	
Suggested texts:	Year 2 Grammar vocabulary to be used when discussing reading:
The Magic Finger – Narrative	noun, noun phrase, statement, question, exclamation, command, compound, suffix,
Poetry – Harvest, fireworks	adjective, adverb, verb, past tense, present tense, apostrophe, comma
Great Fire of London – Non fiction	
Claude in the city (POR)	
Guided reading:	Phonics:
	Follow Letter and Sounds

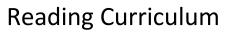




Pupils will be grouped according to their ability, reading one book band higher than their independent reading book. Teachers will use <b>HFL Guided</b>	Use HFL phonics tracker YR to Y2 to support pace and progression in phonics	
Reading Booklet (Reception to Year 2) for learning objectives specific to		
each group.		
The following skills and understanding should be assessed within the	Prior learning: (Taken from Year 1 TAF)	
context of reading books that are pitched appropriately, including these	read accurately many words of two or more syllables containing	graphemes taught so far
features:	for all of the 40+ phonemes	
following skills and understanding should be assessed within the context of	f • read most words containing common Year 1 suffixes	
reading books that are pitched appropriately, including:	• read most Year 1 common exception words in age-appropriate books	
picture books with a greater proportion of space given to sentences on a	• read most words accurately without frequent overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on	
page - pictures support the text to a lesser degree and may be more detailed		
sentences that feature adverbs of time and manner, and prepositions to	decoding individual words	
indicate place	<ul> <li>sound out most unfamiliar words accurately In a book they can already read fluen</li> <li>check that it makes sense to them, correcting most inaccurate reading</li> </ul>	
simple chapter books with a straightforward structure and broad but		
distinctive characterisation	answer questions and make some inferences	
	• join in discussions about what has happened so far in what they have read	
Core	Learning Intentions	
Age Rela	ated – securing purple	
DEADING ACROSS THE CHIRDICH LIM INCLUDING IN ENGLISH	CHIDED BEADING	Extension

Age Related – Securing purple		
READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	GUIDED READING	Extension
		Opportunities
		Next steps
		(Needed for GDS)
VOCABULARY	DECODING:	
discusses effective language choices, e.g. 'slimy' is a good word there because identifies that adverbs help to tell us how the character is feeling	Read common exception words (Year 2 Spellings).  read accurately by applying phonic knowledge and blending until decoding has become embedded and reading is fluent, including words with 2 or more syllables.	







	read most words quickly and fluently without overt sounding/blending.  read and recognise alternate sounds for different graphemes.  read words with common suffixes (ed, ing).
RETRIEVING identifies words and phrases that link events	RETRIEVING checking the text makes sense as they read and self-
refers back to the text for evidence	correcting mistakes.
retrieves information stated within text (may not be obvious) uses evidence from a text – may look through the book to help them remember or use information shows awareness of use of features of organisation e.g. index, bold	explaining clearly their understanding of what is read to them.  asking and answering questions about books
headings makes statements about characters on the basis of what is said and done,	
making note of how verbs and adverbs support their judgements' e.g. 'I	discuss the sequence of events in a book and how events are related
think she is selfish/kind/angry because it says she'	are related
begins to understand that written language (standard English) has	discussing word meanings and linking new meanings to
conventions that don't apply in spoken language	words already known.
explains differences between fiction and non-fiction understands that books can be used to find things out, and is beginning to	
do so	
recognises that information is grouped according to subject	
begins to use dictionaries, glossaries and indexes to locate meanings and	
information identifies simple literary language e.g. words/phrases that identify a	
traditional tale/narrative/story	
identifies elements of an author's style e.g. familiar characters, settings or common themes	





identifies how settings and characters are created using specific vocabulary that creates imagery identifies that the verbs used for dialogue tell us how a character is feeling e.g. "I grabbed" orhe shouted  INFERRING  demonstrates empathy with characters looking at descriptions and actions identifies evidence of change as a result of events, for example in character behaviour  recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself explains how the way a character speaks reflects their personality identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour evaluates simple persuasive devices e.g. says which posters in a shop or TV adverts would make them want to buy something, and why with support, justifies their views about what they have read	INFERRING asking inferences from the text based on what is said and done in the book. linking their own experiences to their reading and using these to help understand the text.	
PREDICTING  predicts with increasing accuracy during reading and then adapts  prediction in the light of new information	PREDICTING predicting what might happen from what has been read so far	
predicts some key events of a story based on the settings described in the story opening		
SUMMARISING	SUMMARISING	
identifies the sequence of events e.g. answers questions such as 'Which	discussing favourite words and phrases and explaining why	
event happened first? What happened before he fell over?'	they like them	
	recognising recurring language in poems/stories	
	reading non-fiction books organised in different ways	
	retelling well known stories including fairy tales and traditional stories.	



because...

#### **Yorke Mead Primary School**





#### **READING BEHAVIOURS AND FLUENCY**

self-corrects spontaneously and at the point of error sustains silent reading most of the time sustains interest in longer narratives e.g. a short chapter book recognises the difference between description in fiction and non-fiction e.g. in non-fiction description is generally used for precision rather than to create an emotional response

identifies that adverbs help to tell us how the character is feeling

#### **READING BEHAVIOURS AND FLUENCY**

learning to appreciate poetry/rhymes and recite some by heart

participating in discussions about both books that are read to them and those they can -read for themselves, taking turns and listening to what others say.

Read common exception words (Year 2 Spellings).

Suggested texts:	Man on the Moon (POR)	
The Magic school bus: On the ocean floor - Narrative	Non-fiction texts - Florence Nightingale, Amelia Earh	art
Non-fiction texts – sea creatures	How to wash a Woolly Mammoth - Instructions	
Poetry – sea creatures		
The following skills and understanding should be assessed within the	context of reading books that are pitched appropriately, including	uding these features:
following skills and understanding should be assessed within the conto	ext of reading books that are pitched appropriately, including	:
books with a storyline or sequence of events/actions told in paragraph	S	
books with more developed sequences and patterns of events		
non-fiction texts that are structured in different ways		
	Core Learning Intentions	
	Age Related – securing gold	
READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	GUIDED READING	Extension
		Opportunities
		Next steps
		(Needed for GDS)
VOCABULARY	DECODING:	
discusses effective language choices, e.g. 'slimy' is a good word there		







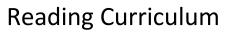
	read accurately by applying phonic knowledge and blending until decoding has become embedded and reading is fluent, including words with 2 or more syllables.  read most words quickly and fluently without overt sounding/blending.  read and recognise alternate sounds for different graphemes.  read words with common suffixes (ed, ing).
identifies words and phrases that link events refers back to the text for evidence retrieves information stated within text (may not be obvious) uses evidence from a text – may look through the book to help them remember or use information shows awareness of use of features of organisation e.g. index, bold headings makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements' e.g. 'I think she is selfish/kind/angry because it says she' begins to understand that written language (standard English) has conventions that don't apply in spoken language explains differences between fiction and non-fiction understands that books can be used to find things out, and is beginning to do so recognises that information is grouped according to subject begins to use dictionaries, glossaries and indexes to locate meanings and information	checking the text makes sense as they read and self- correcting mistakes.  explaining clearly their understanding of what is read to them.  asking and answering questions about books discuss the sequence of events in a book and how events are related discussing word meanings and linking new meanings to words already known.





identifies simple literary language e.g. words/phrases that identify a traditional tale/narrative/story identifies elements of an author's style e.g. familiar characters, settings or common themes identifies how settings and characters are created using specific vocabulary that creates imagery identifies that the verbs used for dialogue tell us how a character is feeling e.g. "I grabbed" orhe shouted  INFERRING  demonstrates empathy with characters looking at descriptions and actions identifies evidence of change as a result of events, for example in character behaviour  recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself explains how the way a character speaks reflects their personality identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour evaluates simple persuasive devices e.g. says which posters in a shop or TV adverts would make them want to buy something, and why with support, justifies their views about what they have read	INFERRING asking inferences from the text based on what is said and done in the book. linking their own experiences to their reading and using these to help understand the text.	
PREDICTING predicts with increasing accuracy during reading and then adapts prediction in the light of new information predicts some key events of a story based on the settings described in the story opening	PREDICTING predicting what might happen from what has been read so far	







identifies the sequence of events e.g. answers questions such as 'Which event happened first? What happened before he fell over?'	discussing favourite words and phrases and explaining why they like them recognising recurring language in poems/stories reading non-fiction books organised in different ways retelling well known stories including fairy tales and traditional stories.	
READING BEHAVIOURS AND FLUENCY self-corrects spontaneously and at the point of error sustains silent reading most of the time sustains interest in longer narratives e.g. a short chapter book recognises the difference between description in fiction and non-fiction e.g. in non-fiction description is generally used for precision rather than to create an emotional response	READING BEHAVIOURS AND FLUENCY learning to appreciate poetry/rhymes and recite some by heart participating in discussions about both books that are read to them and those they can -read for themselves, taking turns and listening to what others say.	

Year 2 SUMMER Key Themes : Hot and Cold climates		
Suggested texts:	Princess & The White Bear King (POR)	
Lila and the Secret of Rain (POR)	Poetry – riddles, birds	
Non-fiction texts -African animals	Baby Chimps, The Emperor's Egg – explanation	
Instructional texts – Recipes		
The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:		
following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including:		
non-fiction texts with longer, more formal sentences and wider range of terminology (range of unknown words is controlled)		
books with clear print and font with good spacing for more sustained blocks of text		
Core Learning Intentions		
Age Related – securing white		





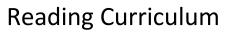
READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	GUIDED READING	Extension Opportunities Next steps (Needed for GDS)
discusses effective language choices, e.g. 'slimy' is a good word there because identifies that adverbs help to tell us how the character is feeling	DECODING:  Read common exception words (Year 2 Spellings).  read accurately by applying phonic knowledge and blending until decoding has become embedded and reading is fluent, including words with 2 or more syllables.  read most words quickly and fluently without overt sounding/blending.  read and recognise alternate sounds for different graphemes.  read words with common suffixes (ed, ing).	
RETRIEVING identifies words and phrases that link events refers back to the text for evidence retrieves information stated within text (may not be obvious) uses evidence from a text – may look through the book to help them remember or use information shows awareness of use of features of organisation e.g. index, bold headings makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements' e.g. 'I think she is selfish/kind/angry because it says she'	RETRIEVING checking the text makes sense as they read and self- correcting mistakes.  explaining clearly their understanding of what is read to them.  asking and answering questions about books discuss the sequence of events in a book and how events are related	





begins to understand that written language (standard English) has	discussing word meanings and linking new meanings to	
conventions that don't apply in spoken language	words already known.	
explains differences between fiction and non-fiction		
understands that books can be used to find things out, and is beginning to		
do so		
recognises that information is grouped according to subject		
begins to use dictionaries, glossaries and indexes to locate meanings and		
information		
identifies simple literary language e.g. words/phrases that identify a		
traditional tale/narrative/story		
identifies elements of an author's style e.g. familiar characters, settings or		
common themes		
identifies how settings and characters are created using specific vocabulary		
that creates imagery		
identifies that the verbs used for dialogue tell us how a character is feeling		
e.g. "I grabbed" orhe shouted		
INFERRING	INFERRING	make links between the
demonstrates empathy with characters looking at descriptions and actions	asking inferences from the text based on what is said and	book they are reading
identifies evidence of change as a result of events, for example in	done in the book.	and other books they
character behaviour	linking their own experiences to their reading and using these	have read.
recognises that different characters have different thoughts/feelings	to help understand the text.	
about, views on and responses to particular scenarios e.g. that the wolf		
would see the story of Red Riding Hood differently from the girl herself		
explains how the way a character speaks reflects their personality		
identifies common themes in traditional tales e.g. use of magic objects, good		
overcoming evil, a bad character learning a lesson and changing their		
behaviour		
evaluates simple persuasive devices <i>e.g.</i> says which posters in a shop or TV		
adverts would make them want to buy something, and why		
with support, justifies their views about what they have read		







PREDICTING predicts with increasing accuracy during reading and then adapts prediction in the light of new information predicts some key events of a story based on the settings described in the story opening	PREDICTING predicting what might happen from what has been read so far	make a plausible prediction about what might happen on the basis of what has been read so far
<b>SUMMARISING identifies the sequence of events</b> <i>e.g.</i> answers questions such as 'Which event happened first? What happened before he fell over?'	discussing favourite words and phrases and explaining why they like them recognising recurring language in poems/stories reading non-fiction books organised in different ways retelling well known stories including fairy tales and traditional stories.	
READING BEHAVIOURS AND FLUENCY self-corrects spontaneously and at the point of error sustains silent reading most of the time sustains interest in longer narratives e.g. a short chapter book recognises the difference between description in fiction and non-fiction e.g. in non-fiction description is generally used for precision rather than to create an emotional response	READING BEHAVIOURS AND FLUENCY learning to appreciate poetry/rhymes and recite some by heart participating in discussions about both books that are read to them and those they can -read for themselves, taking turns and listening to what others say.	