



## Frimley Church of England School

### Approach to Reading



#### Purpose

The teaching of **reading** should foster a lifelong love of reading.

#### Intent

At Frimley, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to create a balance between instruction in cognitive reading processes which develop the children's technical and comprehension skills and affective experiences which foster a lifelong love of reading.

#### Implementation

This curriculum is delivered through synthetic phonics, a whole class reading approach, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers. Pupils are provided with retrieval challenges in all lessons to support retention and long-term memory of previously taught areas. Monitoring of Reading provision will be an ongoing process throughout the academic year. English leaders will monitor lesson flipcharts (including teacher models and inputs, learning scaffolds, resources used and learning activities), learning outcomes through scrutiny of work and pupil and staff voice – both formally and informally. Assessment outcomes will also be monitored and analysed to identify wider school trends. Subsequent actions will be taken in response to all formats of monitoring to continually improve reading provision.

At Frimley all classes follow a structured 5 day approach to reading activities. All sessions are interactive and teachers facilitate speaking and listening opportunities, with children working hard individually. Engagement promoted through regular use of think-pair-share, responses on mini-whiteboards and collaborative tasks. Children explore their class reader in two sessions a week so that they are able to effectively apply their reading skills to a familiar text. Those children who require additional support in their reading are supported with phonics interventions and regular reading in school. Their reading is tracked through PM Benchmarking.

High quality texts and passages are chosen, appropriate to the expectations of the year group or ability of children, and teachers use this to model the application of the agreed reading skills. Children are taught to notice breakdown in reading - identifying words/phrases they don't understand and strategies to fix breakdown in meaning. Children are taught to relate the text to themselves, previous reading experiences and the world around them.

Further to modelled sessions, children have the opportunity to read texts with greater independence and apply their skills when responding to the wide range of domain questions. More complex questions are evaluated between wider groups and teachers model how to refine answers to a high standard.

Reading activities build upon the KS1 experience and phonics are taught across the school where necessary. A wide range of rich, stimulating texts, both fiction and non-fiction, are available for pupils in the classrooms and library. We provide the children with a variety of reading experiences which leads to confident readers, who are happy to discuss their opinions on a variety of different styles of text. Reading schemes are used to support children as they develop their abilities. These ensure a structured progression in reading, alongside the teaching of phonics. Intrinsic teaching of reading, based on rich and varied texts is a priority to ensure children read for deeper meaning. The school runs annual book days and book fairs to promote reading.

#### Impact

- Pupils will enjoy reading across a range of genres
- Pupils will have an appreciation of our rich and varied literary heritage

- Pupils will be able to read easily, fluently and with good understanding
  - Pupils will be in the habit of reading widely and often, for both pleasure and information;
  - Pupils of all abilities will be able to succeed in all reading lessons
  - Pupils will use a range of strategies for decoding words, not solely relying on phonics
  - Pupils will have a good knowledge of a range of authors
  - Pupils will be ready to read in any subject in their forthcoming secondary education
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- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to homework
  - The percentage of pupils working at EXS within each year group will be at least in line with national averages
  - The percentage of pupils working at GDS within each year group will be at least in line with national averages

**National curriculum expectations:**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that by the end of Key Stage 2 all pupils should be able to:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

**Reading Long term plan**

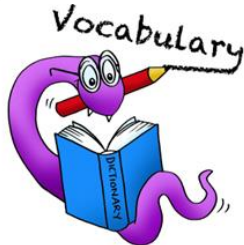
	Year 3	Year 4	Year 5	Year 6
Autumn 1	The boy who grew dragons	Stitch Head	Malamander	Holes
Autumn 2	The boy called Christmas	The nothing to see here hotel	The Girl Who Speaks Bear	What's that in dog years?
Spring 1	The 1000-Year-Old Boy	The Lion The Witch and The Wardrobe	The Jamie Drake Equation	Letters from the lighthouse
Spring 2	Secrets of a sun king	Romans on the Rampage	The Jamie Drake Equation	Once
Summer 1	Matilda	Varjak Paw	The Last Bear	Pig Heart Boy
Summer 2	Flinton Fedora	Fortunately, the milk!	The Boy at the Back of the Class	The Final Year

**What Frimley offers to its pupils: (Reading medium term plans)**

	Year 3	Year 4	Year 5	Year 6	
Autumn term	<p><b>Class Texts</b></p> <p>The boy who grew dragons The boy called Christmas</p> <p>And additional extracts chosen from selected <b>age appropriate</b> texts.</p>	<p>Stitch Head The nothing to see here hotel</p> <p>And additional extracts chosen from selected <b>age appropriate</b> texts.</p>	<p>Malamander The Girl Who Speaks Bear</p> <p>And additional extracts chosen from selected <b>age appropriate</b> texts.</p>	<p>Holes What's that in dog years?</p> <p>And additional extracts chosen from selected <b>age appropriate</b> texts.</p>	
	<p><i>Crucial Learning</i></p> <p><i>Application of VIPERS through the class reading books and a number of extracts from texts.</i></p>				
	<p><b>Knowledge</b></p> <p><u>Word Reading</u> As Year 2 and:</p> <ul style="list-style-type: none"> <li>• <b>Use knowledge of root words to understand meanings of words</b></li> <li>• <b>Use prefixes to understand meanings e.g. un-, dis-, mis-, re-</b></li> <li>• <b>Use suffixes to understand meanings e.g. -ation, -ous</b></li> <li>• <b>Read and understand meaning of words on Y3/4 word list – see bottom.</b></li> <li>• Use intonation, tone and volume when reading aloud</li> <li>• Take note of punctuation when reading aloud.</li> </ul>	<p><u>Word Reading</u> As Year 3 and:</p> <ul style="list-style-type: none"> <li>• Use knowledge of root words to understand meanings of words</li> <li>• <b>Use prefixes to understand meanings e.g. sub-, inter-, anti-, auto-</b></li> <li>• <b>Use suffixes to understand meanings e.g. -ation, -ous, -tion, -sion, -ssion, -cian</b></li> <li>• Read and understand meaning of words on Y3/4 word list – see bottom</li> <li>• <b>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</b></li> </ul>	<p><u>Word Reading</u> As Year 4 and:</p> <ul style="list-style-type: none"> <li>• Use knowledge of root words to understand meanings of words</li> <li>• Apply knowledge of prefixes to understand meaning of new words</li> <li>• <b>Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably,</b></li> <li>• <b>Read and understand meaning of words on Y5/6 word list.</b></li> <li>• Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> </ul>	<p><u>Word Reading</u> As Year 5 and:</p> <ul style="list-style-type: none"> <li>• Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment</i></li> <li>• <b>Use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial</b></li> <li>• Read and understand meaning of words on Y5/6 word list – see bottom</li> <li>• <b>Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin</b></li> <li>• <b>Employ dramatic effect to engage listeners whilst reading aloud</b></li> <li>• <b>Read extensively for pleasure</b></li> <li>• <b>Skim texts to ascertain the gist</b></li> <li>• <b>Use a combination of scanning and close reading to locate information</b></li> </ul> <p>As above and:</p> <ul style="list-style-type: none"> <li>• <b>Evaluate texts quickly in order to determine their usefulness or appeal</b></li> <li>• <b>Understand underlying themes, causes and consequences within whole texts.</b></li> <li>• <b>Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives)</b></li> <li>• <b>Recognise authors' techniques to influence and manipulate the reader.</b></li> </ul>	

**Crucial Learning**

*Vocabulary means to find out the meaning of words in context.*



**infer** *Inference means to draw conclusions based on evidence in the text.*

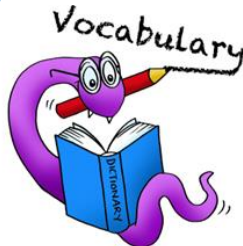
*Prediction means to estimate what will happen based on evidence in the text.*



*Explain means:*  
- identify how information/narrative content is related and contributes to the meaning.  
- identify how meaning is enhanced through choice of words and phrases.

*Application of VIPERS to more complex texts and questions.*

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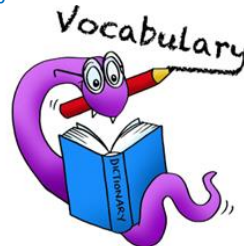
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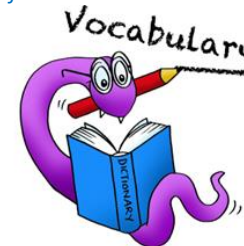
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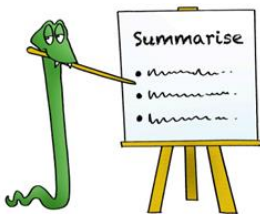








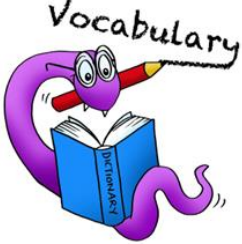
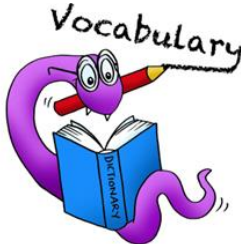
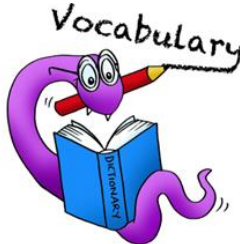
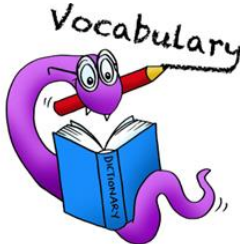
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	<p><i>Retrieval</i> means find information in the text.</p>  <p>text.</p>  <p><i>Summarise</i> means give a brief statement of the key information in a text.</p>	<p>-identify how information/narrative content is related and contributes to the meaning. - identify how meaning is enhanced through choice of words and phrases.</p> <p><i>Retrieval</i> means find information in the text.</p>  <p>text.</p>  <p><i>Summarise</i> means give a brief statement of the key information in a text.</p>	<p>-identify how information/narrative content is related and contributes to the meaning. - identify how meaning is enhanced through choice of words and phrases.</p> <p><i>Retrieval</i> means find information in the text.</p>  <p>text.</p>  <p><i>Summarise</i> means give a brief statement of the key information in a text.</p>	<p>-identify how information/narrative content is related and contributes to the meaning. - identify how meaning is enhanced through choice of words and phrases.</p> <p><i>Retrieval</i> means find information in the text.</p>  <p>text.</p>  <p><i>Summarise</i> means give a brief statement of the key information in a text.</p>
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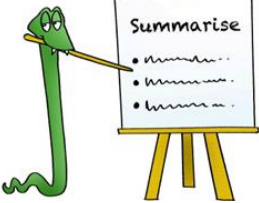
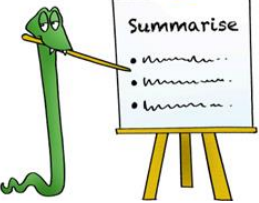
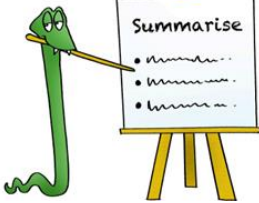
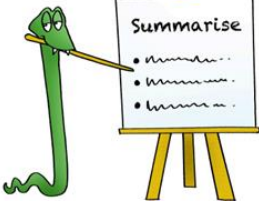


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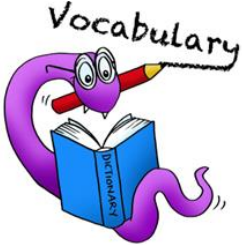


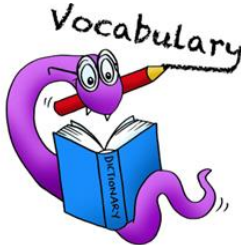


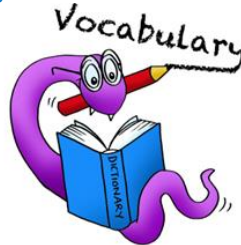


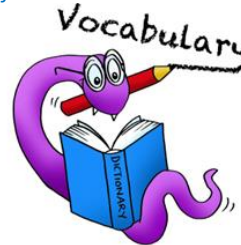


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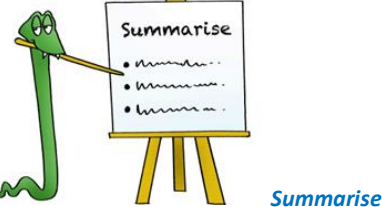


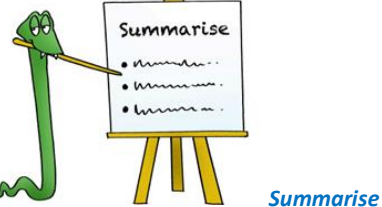


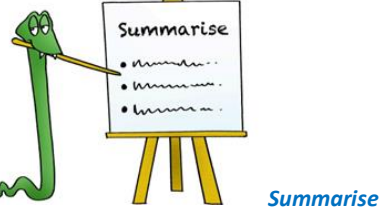


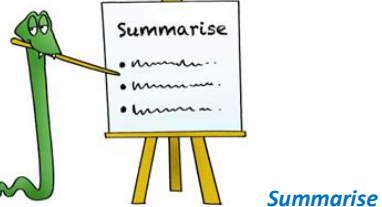


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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Summer term</b></p>	<p><b>Class Texts</b></p>	<p>Matilda Flinton Fedora</p> <p>And additional extracts chosen from selected <b>age appropriate</b> texts.</p>	<p>Varjak Paw Fortunately, the milk!</p> <p>And additional extracts chosen from selected <b>age appropriate</b> texts.</p>	<p>The Last Bear The Boy at the Back of the Class</p> <p>And additional extracts chosen from selected <b>age appropriate</b> texts.</p>	<p>Pig Heart Boy The Final Year</p> <p>And additional extracts chosen from selected <b>age appropriate</b> texts.</p>	
	<p><b>Crucial Learning</b></p>	<p><i>Application of VIPERS through the class reading books and a number of extracts from texts.</i></p>				
	<p><b>Knowledge</b></p>	<p><b>Word Reading</b> As Year 2 and:</p> <ul style="list-style-type: none"> <li>• Use knowledge of root words to understand meanings of words</li> <li>• Use prefixes to understand meanings e.g. <i>un-, dis-, mis-, re-</i></li> <li>• Use suffixes to understand meanings e.g. <i>-ation, -ous</i></li> <li>• Read and understand meaning of words on Y3/4 word list – see bottom.</li> <li>• Use intonation, tone and volume when reading aloud</li> </ul> <p>Take note of punctuation when reading aloud.</p>	<p><b>Word Reading</b> As Year 3 and:</p> <ul style="list-style-type: none"> <li>• Use knowledge of root words to understand meanings of words</li> <li>• Use prefixes to understand meanings e.g. <i>sub-, inter-, anti-, auto-</i></li> <li>• Use suffixes to understand meanings e.g. <i>-ation, -ous, -tion, -sion, -ssion, -cian</i></li> <li>• Read and understand meaning of words on Y3/4 word list – see bottom</li> </ul> <p><b>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</b></p>	<p><b>Word Reading</b> As Year 4 and:</p> <ul style="list-style-type: none"> <li>• Use knowledge of root words to understand meanings of words</li> <li>• Apply knowledge of prefixes to understand meaning of new words</li> <li>• Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably,</i></li> <li>• Read and understand meaning of words on Y5/6 word list.</li> </ul> <p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p>	<p><b>Word Reading</b> As Year 5 and:</p> <ul style="list-style-type: none"> <li>• Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment</i></li> <li>• Use suffixes to understand meanings e.g. <i>-cious, -tious, -tial, -cial</i></li> <li>• Read and understand meaning of words on Y5/6 word list – see bottom</li> <li>• Use etymology to help the pronunciation of new words e.g. <i>chef, chalet, machine, brochure – French in origin</i></li> <li>• Employ dramatic effect to engage listeners whilst reading aloud</li> <li>• Read extensively for pleasure</li> <li>• Skim texts to ascertain the gist</li> <li>• Use a combination of scanning and close reading to locate information</li> </ul> <p><b>As above and:</b></p>	



				<ul style="list-style-type: none"> <li>• Evaluate texts quickly in order to determine their usefulness or appeal</li> <li>• Understand underlying themes, causes and consequences within whole texts.</li> <li>• Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives)</li> </ul> <p>Recognise authors' techniques to influence and manipulate the reader.</p>
<p><b>Crucial Learning</b></p>	<p><i>Vocabulary means to find out the meaning of words in context.</i></p>  <p><b>Vocabulary</b></p>  <p><b>infer</b> <i>Inference means to draw conclusions based on evidence in the text.</i></p> <p><i>Prediction means to estimate what will happen based on evidence in the text.</i></p>  <p><b>Predict</b></p>	<p><i>Application of VIPERS to more complex texts and questions.</i></p> <p><i>Vocabulary means to find out the meaning of words in context.</i></p>  <p><b>Vocabulary</b></p>  <p><b>infer</b> <i>Inference means to draw conclusions based on evidence in the text.</i></p> <p><i>Prediction means to estimate what will happen based on evidence in the text.</i></p>  <p><b>Predict</b></p>	<p><i>Application of VIPERS to more complex texts and questions.</i></p> <p><i>Vocabulary means to find out the meaning of words in context.</i></p>  <p><b>Vocabulary</b></p>  <p><b>infer</b> <i>Inference means to draw conclusions based on evidence in the text.</i></p> <p><i>Prediction means to estimate what will happen based on evidence in the text.</i></p>  <p><b>Predict</b></p>	<p><i>Application of VIPERS to more complex texts and questions.</i></p> <p><i>Vocabulary means to find out the meaning of words in context.</i></p>  <p><b>Vocabulary</b></p>  <p><b>infer</b> <i>Inference means to draw conclusions based on evidence in the text.</i></p> <p><i>Prediction means to estimate what will happen based on evidence in the text.</i></p>  <p><b>Predict</b></p>

	 <p><b>Explain</b> means:  -identify how information/narrative content is related and contributes to the meaning.  - identify how meaning is enhanced through choice of words and phrases.</p> <p><b>Retrieval</b> means find information in the text.</p>  <p><b>Summarise</b> means give a brief statement of the key information in a text.</p> 	 <p><b>Explain</b> means:  -identify how information/narrative content is related and contributes to the meaning.  - identify how meaning is enhanced through choice of words and phrases.</p> <p><b>Retrieval</b> means find information in the text.</p>  <p><b>Summarise</b> means give a brief statement of the key information in a text.</p> 	 <p><b>Explain</b> means:  -identify how information/narrative content is related and contributes to the meaning.  - identify how meaning is enhanced through choice of words and phrases.</p> <p><b>Retrieval</b> means find information in the text.</p>  <p><b>Summarise</b> means give a brief statement of the key information in a text.</p> 	 <p><b>Explain</b> means:  -identify how information/narrative content is related and contributes to the meaning.  - identify how meaning is enhanced through choice of words and phrases.</p> <p><b>Retrieval</b> means find information in the text.</p>  <p><b>Summarise</b> means give a brief statement of the key information in a text.</p> 
<p><b>Theology and vision links</b></p>	<p>Matilda demonstrates love</p> <p>Love your neighbour explored through all texts.</p>	<p>Varjak Paw Love</p> <p>Fortunately, the milk! Love thy neighbour, Forgiveness</p> <p>Love your neighbour explored through all texts.</p>	<p>The Last Bear demonstrates love</p> <p>Love your neighbour explored through all texts.</p>	<p>Love your neighbour explored through all texts.</p>
<p><b>Skills applied in all areas</b></p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>Listening to and discussing a range of fiction, poetry, plays, non-fiction</li> <li>Regularly listening to whole novels read aloud by the teacher.</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>advertisements, formal speeches, leaflets, magazines, electronic texts.</i></li> </ul>	<p>Maintain positive attitudes to reading and understanding what they read by:</p> <ul style="list-style-type: none"> <li>Listening to and discussing a range of fiction, poetry, plays and nonfiction which they might not choose to read themselves.</li> </ul>	<p>Maintain positive attitudes to reading and understanding what they read by:</p> <ul style="list-style-type: none"> <li>Listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.</li> <li>Regularly listening to whole novels read aloud by the teacher from an</li> </ul>

- Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion
- **Analysing and evaluate texts looking at language, structure and presentation e.g. newspaper reports, recipes, etc.**
- Recognising some different forms of poetry e.g. *narrative, free verse etc.*
- Reading books and texts for a range of purposes e.g. *enjoyment, research, skills development, reference.*
- Using dictionaries to check meanings of words they have read.
- Sequencing and discussing the main events in stories
- Retelling a range of stories, including less familiar fairy stories, fables and folk tales.
- Identifying and discussing themes e.g. *good over evil, weak and strong etc*
- Identifying and discussing conventions e.g. *numbers three and seven in fairy tales, magical sentence repeated several times.*
- Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination.
- Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action

**Understand what they read independently by:**

- Discussing their understanding of the text.
- Explaining the meaning of unfamiliar words by using the context.
- Making predictions based on details stated.
- Raising questions during the reading process to deepen understanding

- Regularly listening to whole novels read aloud by the teacher.
- Analysing and evaluate texts looking at language, structure and presentation.
- Analysing different forms of poetry e.g. *haiku, limericks.*
- Reading books and texts for a range of purposes and responding in a variety of ways.
- Analysing and comparing a range of plot structures.
- Retelling a range of stories, including less familiar fairy stories, myths and legends.
- Identifying, analysing and discussing themes e.g. *safe and dangerous, just and unjust etc.*
- Identifying, discussing and collecting effective words and phrases which capture the reader's interest and imagination e.g. *metaphors, similes.*
- Learning a range of poems by heart and rehearsing for performance.
- Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action.

**Discussing their understanding of the text by:**

- Explaining the meaning of key vocabulary within the context of the text.
- Making predictions based on information stated and implied.
- Demonstrating active reading strategies e.g. *generating questions, finding answers, refining thinking, modifying questions, constructing images.*
- Drawing inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence

- Regularly listening to whole novels read aloud by the teacher from an increasing range of authors.
- Exploring themes within and across texts e.g. loss, heroism, friendship.
- Making comparisons within a text e.g. characters' viewpoints of same events
- Analysing the conventions of different types of writing.
- Recommending books to their peers with reasons for choices
- Reading books and texts that are structured in different ways for a range of purposes.
- Expressing preferences about a wider range of books including modern fiction, traditional stories and myths and legends
- Learning a wider range of poems by heart.
- Preparing poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.

**Understand what they read by:**

- Checking that the book makes sense to them and demonstrating understanding e.g. *through discussion etc.*
- Exploring meaning of words in context.
- Demonstrating active reading strategies e.g. *generating questions to refine thinking, noting thoughts in a journal et.*
- Inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.
- Predicting what might happen from information stated and implied.
- Re-read and reads ahead to locate clues to support understanding.

- increasing range of authors, which they may not choose themselves.
- Recognising themes within and across texts e.g. *hope, peace, fortune, survival.*
- Making comparisons within and across texts e.g. similar events in different books.
- Comparing texts written in different periods.
- Analysing the conventions of different types of writing e.g. *use of dialogue to indicate geographical and/or historical settings for a story*
- Independently read longer texts with sustained stamina and interest.
- Recommending books to their peers with detailed reasons for their opinions.
- Expressing preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions.
- Learning a wider range of poems by heart.
- Preparing poems and playscripts to read aloud and perform using dramatic effects.

**Understand what they read by:**

- Exploring texts in groups and deepening comprehension through discussion.
- Exploring new vocabulary in context
- Demonstrating active reading strategies e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group.*
- Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. *Point + Evidence + Explanation*

- Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text.
- Using point and evidence to structure and justify responses.
- Discussing the purpose of paragraphs and identifying key ideas.

- Retrieve and record information from non-fiction.
- Evaluating how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.*

**Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say by:**

- Developing and agreeing on rules for effective discussion
- Making and responding to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles*

- Identifying main ideas drawn from more than one paragraph and summarising these.
- Retrieve and record information from non-fiction.
- Analysing and evaluating how specific information is organised within a non-fiction text.
- Explaining how paragraphs are used to order or build up ideas, and how they are linked.
- Navigating texts to locate and retrieve information in print and on screen.
- Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.
- Develop, agree on and evaluate rules for effective discussion.
- Making and responding to contributions in a variety of group situations e.g. *whole class, independent reading groups, book circles*

- Scanning for key words and text marking to locate key information.
- Summarising main ideas drawn from more than one paragraph and identifying key details which support this.
- Identifying how language, structure and presentation contribute to.
- Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.
- Exploring, recognising and using the terms metaphor, simile, imagery.
- Explaining the effect on the reader of the authors' choice of language.
- Distinguish between statements of fact or opinion within a text
- 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.
- 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 preparing formal presentations individually or in groups. Using notes to support presentation of information.
- Responding to questions generated by a presentation.
- Participating in debates on an issue related to reading (fiction or nonfiction).
- Provide reasoned justifications for their views justifying opinions and elaborating by referring to the text.
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- Predicting what might happen from information stated and implied.
- Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text.
- Scanning for key information e.g. looking for descriptive words associated with a setting.
- Skimming for gist.using a combination of skimming, scanning and close reading across a text to locate specific detail.
- Identifying how language, structure and presentation contribute to meaning e.g. *persuasive leaflet, balanced argument.*
- Discuss and evaluate how authors use language including figurative language, considering the impact on the reader
- Exploring, recognising and using the terms personification, analogy, style and effect.
- Explaining the effect on the reader of the authors' choice of language and reasons why the author .may have selected these.
- Distinguish between statements of fact or opinion across a range of texts.
- Participate in discussions about books building on their own and others' ideas and challenging views courteously.
- 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 preparing formal presentations individually or in groups.
- Using notes to support presentation of information responding to

					<p>questions generated by a presentation.</p> <ul style="list-style-type: none"><li>• Participating in debates on issues related to reading (fiction/non-fiction).</li><li>• Provide reasoned justifications for their views. Justifying opinions and elaborating by referring to the text</li></ul>
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