

# English - Reading

**Progression document**

# Early Years Foundation Stage

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and from the Development Matters age ranges for three and four-year-olds and reception to match the programme of study for reading. The most relevant statements for reading are taken from the following Areas of Learning:

- Communication and Language • Literacy
- Expressive Arts and Design • Understanding the World

<b>Reading: Word Reading    Phonics and Decoding</b>		
<b>Three and Four-year-olds</b>	Literacy	<ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in words</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> </ul>
<b>Reception</b>	Literacy	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>
<b>ELG</b>	Literacy	Word Reading
Say a sound for each letter in the alphabet and at least 10 digraphs. <ul style="list-style-type: none"> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>		
<b>Common Exception Words</b>		
<b>Reception</b>	Literacy	<ul style="list-style-type: none"> <li>• Read a few common exception words matched to the school’s phonic programme.</li> </ul>

Fluency		
<b>Three and Four-year-olds</b>	Literacy	<ul style="list-style-type: none"> <li>- Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we can read English text from left to right and from top to bottom</li> <li>• the names of different parts of a book</li> <li>• page sequencing</li> </ul> </li> <li>- Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in words</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul> </li> </ul>
<b>Reception</b>	Literacy	<ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>
<b>ELG</b>	Literacy	Reading <ul style="list-style-type: none"> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>

Reading: Comprehension      Understanding and Correcting Inaccuracies			
<b>Three and Four-year-olds</b>	Communication and Language	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>	
	Literacy	<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	
<b>Reception</b>	Communication and Language	<ul style="list-style-type: none"> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	
<b>ELG</b>	Literacy	Comprehension	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
Comparing, Contrasting and Commenting			
<b>Three and Four-year-olds</b>	Communication and Language		<ul style="list-style-type: none"> <li>• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>

<b>Reception</b>	Understanding the World		<ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>
<b>ELG</b>	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> </ul>
		Speaking	<ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>

<b>Words in Context and Authorial Choice</b>			
<b>Three and Four-year-olds</b>	Communication and Language		<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> </ul>
	Literacy		<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>
<b>Reception</b>	Communication and Language		<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
<b>ELG</b>	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>• Anticipate (where appropriate) key events in stories.</li> </ul>

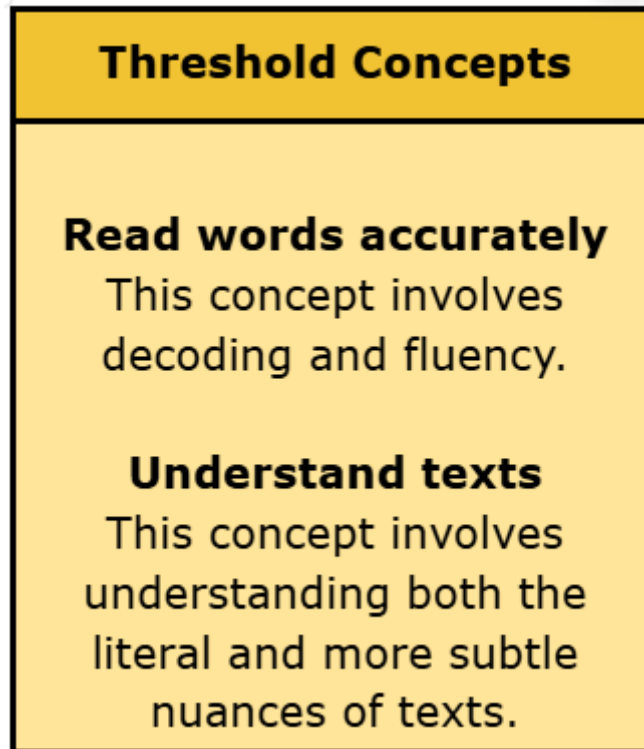
Inference and Prediction			
<b>Three and Four-year-olds</b>	Communication and Language		<ul style="list-style-type: none"> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul>
	Literacy		<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>
<b>ELG</b>	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>• Anticipate (where appropriate) key events in stories.</li> </ul>

Poetry and Performance			
<b>Three and Four-year-olds</b>	Communication and Language		<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> </ul>
<b>Reception</b>	Communication and Language		<ul style="list-style-type: none"> <li>• Engage in story times.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Learn rhymes, poems and songs.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> </ul>

<b>ELG</b>	Literacy	Comprehension	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
		Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>

<b>Reception</b>	Communication and Language		<ul style="list-style-type: none"> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
<b>ELG</b>	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>

## Essentials Curriculum - Threshold concepts



The knowledge and skills that pupils need in order to comprehend are very similar at different ages.

The programmes of study for comprehension in years 3/4 and 5/6 are similar, however the complexity of the texts in Mayflower's reading curriculum increases the level of challenge and therefore determines the progression.

Where there are programmes of study that cover two year groups, there may be some specific examples of what these skills look like in each year group.

Concept	By the end of Year 1,	By the end of Year 2,
<p><b>Read words accurately</b> This concept involves decoding and fluency.</p>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</li> <li>• Read other words of more than one syllable that contain taught GPCs.</li> <li>• Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s).</li> <li>• Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.</li> <li>• Re-read these books to build up fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>• Read words containing common suffixes.</li> <li>• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Re-read books to build up fluency and confidence in word reading.</li> </ul>
<p><b>Understand texts</b> This concept involves understanding both the literal and more subtle nuances of texts.</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 wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul> <ul style="list-style-type: none"> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• being introduced to non-fiction books that are structured in different ways</li> <li>• recognising simple recurring literary language in stories and poetry</li> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> <li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul> <ul style="list-style-type: none"> <li>• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> </ul>

	<ul style="list-style-type: none"> <li>• explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>
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Concept	By the end of Year 3,	By the end of Year 4,
<p><b>Read words accurately</b> This concept involves decoding and fluency.</p>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)</li> <li>• begin to read year 3/4 common exception words</li> </ul>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• read most words fluently and unfamiliar words with increasing speed and skill</li> <li>• read all year 3/4 common exception words</li> </ul>
<p><b>Understand texts</b> This concept involves understanding both the literal and more subtle nuances of texts.</p>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, including recognising, commenting on and discussing the features of these texts</li> <li>• reading books that are structured in different ways and reading for a range of purposes and discussing their favourite text type</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader’s interest and imagination</li> <li>• recognising some different forms of poetry (for example, free verse, narrative poetry)</li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied (justify predictions using evidence from the text, use relevant prior knowledge to make predictions and justify them)</li> <li>• identifying main ideas drawn from a key paragraph or page and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> </ul>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, including discussing their favourite text type with reasons why</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books, e.g. triumph of good over evil in myths</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader’s interest and imagination (discuss and explain why and how words have been chosen and the effect on the reader)</li> <li>• recognising some different forms of poetry (for example, free verse, narrative poetry)</li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence (using more than one piece of evidence)</li> <li>• predicting what might happen from details stated and implied (use relevant prior knowledge as well as details from the text to form predictions and to justify them)</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>

	<ul style="list-style-type: none"> <li>• retrieve and record information from non-fiction (recognise non-fiction texts are structured in different ways)</li> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>	<p>(whole paragraphs, chapters or texts)</p> <ul style="list-style-type: none"> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction (use all of the organisational devices)</li> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>
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<b>Concept</b>	<b>By the end of Year 5,</b>	<b>By the end of Year 6,</b>
<p><b>Read words accurately</b> This concept involves decoding and fluency.</p>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> <li>• read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues</li> <li>• read most year 5/6 words, discussing the unusual correspondences between spelling and sound and where these occur in the words</li> </ul>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> <li>• read fluently with full knowledge of all year 5/6 words, root words, prefixes, suffixes and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues</li> </ul>
<p><b>Understand texts</b> This concept involves understanding both the literal and more subtle nuances of texts.</p>	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing - comment on specific themes common within a genre</li> <li>• making comparisons within between characters and/or setting within a book</li> <li>• learning a wider range of poetry by heart</li> <li>• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding</li> </ul>	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• recommending books that they have read to their peers, giving detailed reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing - recognise more complex themes in what is read, e.g. loss or heroism</li> <li>• making comparisons between plot, characters and settings within and across different books</li> <li>• learning a wider range of poetry by heart</li> <li>• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding</li> </ul>

	<p>and exploring the meaning of words in context - investigate alternative word choices that could be made and read around the world and explore its meaning in the broader context of a section or paragraph</p> <ul style="list-style-type: none"> <li>• asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied - support predictions with relevant evidence from the text and confirm and modify predictions as they read on</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• ask and answer a range of questions appropriately, ensuring they use the text to support their answers</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• begin to distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction - use knowledge of texts and organisational devices to discuss the 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>• 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</li> <li>• provide reasoned justifications for their views</li> </ul>	<p>and exploring the meaning of words in context - read around the world and independently explore its meaning in the broader context of a section or paragraph</p> <ul style="list-style-type: none"> <li>• asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (give more than one piece of evidence to support each point made)</li> <li>• predicting what might happen from details stated and implied - confirm and modify predictions in light of new information</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Link information by analysing and evaluating ideas between sections of the text.</li> <li>• using questioning (with peers, adults or themselves) to gain a deeper understanding of texts, and answer a range of questions appropriately, ensuring they use the text to support their answers</li> <li>• identifying how language, structure and presentation contribute to meaning - give reasons for authorial choices using their knowledge of language and structure</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion and explain how they know this</li> <li>• retrieve, record and present information from non-fiction - use non-fiction materials for purposeful information retrieval, e.g. in history or geography reading</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>• 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</li> <li>• provide reasoned justifications for their views</li> </ul>
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