



# Our Reading Adventure



## Progression of Reading Skills

### EYFS and Key Stage One

### Year 1 Reading Objectives

Objectives to be taught across the year during guided reading sessions and embedded throughout the curriculum. The relevant skills will be taught as children progress with their reading ability.

<b>EYFS</b> <b>Word Reading</b>	<ul style="list-style-type: none"><li>• Hear and say the initial sound in words;</li><li>• Segment sounds in simple words and blend them together;</li><li>• Know which letters represent some of the sounds;</li><li>• Link sounds to letters, naming and sounding the letters of the alphabet;</li><li>• Begin to read words and simple sentences</li><li>• Read their name</li><li>• Read labels in the environment</li><li>• Recognise and read some common exception words</li></ul>
<b>EYFS</b> <b>Understanding and Retrieval</b>	<ul style="list-style-type: none"><li>• Children recall 2–3 facts from a non-fiction text.</li><li>• Children begin to recognise differences between a fiction and non-fiction text.</li><li>• Children begin to use new vocabulary in their play, linked to stories they have listened to.</li><li>• Children retell key events from a story which has been read to them.</li><li>• They use visual literacy to find information from a picture; point to information on the page in order to locate the answer which can be found easily in the text e.g. what was Red Riding Hood taking to her grandmother? What was Humpty Dumpty sitting on? Can you find out what Winnie the Pooh likes to eat best? Show me how you know.</li></ul>

	<ul style="list-style-type: none"> <li>• They can recognise and read their name;</li> <li>• They can recognise, point to, or find and read aloud words and phrases they have learned.</li> <li>• Children begin to understand the feelings of characters in texts they listen to e.g. why Little Bear might want his mummy at bedtime, or that the Gingerbread man might be brave – when the text does not explicitly say so;</li> <li>• Use pictures in texts which give clues;</li> <li>• Feel the mood of a setting, such as a scary forest or a funny event e.g. The Enormous Turnip;</li> <li>• Guess what could happen next.</li> </ul>
<b>EYFS</b>  <b>Discussion</b>	<ul style="list-style-type: none"> <li>• Children show pleasure in stories being read to them;</li> <li>• Enjoy sharing poems and rhymes together;</li> <li>• Sometimes look at a book out of choice, rather than something else;</li> <li>• Begin to have favourite texts which they ask for repeatedly;</li> <li>• May pick a favourite character or a favourite story; may be able to say why;</li> <li>• Sometimes read a familiar text aloud to themselves, remembering the words they have heard;</li> <li>• Know how the pictures relate to the story;</li> <li>• Point to parts of the text in answer to questions.</li> <li>•</li> </ul>
<b>YEAR 1</b>  <b>Word Reading</b>	<ul style="list-style-type: none"> <li>• Read aloud accurately, books that are consistent with their developing phonics knowledge and that do not require them to use other strategies to work out words.</li> <li>• Re-read books to build up fluency and confidence in word reading.</li> <li>• Check that the text makes sense to them as they read and correcting inaccurate reading.</li> <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, alternate sounds for graphemes.</li> <li>• Read accurately by blending sounds in unfamiliar words containing the GPCs that have been taught.</li> <li>• Recognise and use the different ways of pronouncing the same grapheme.</li> <li>• Read common exception words, noting unusual correspondence between spelling and sound where these occur in the word.</li> </ul>

	<ul style="list-style-type: none"> <li>• Read words containing taught GPCs and –s,–es, –ing, –ed, –er and –est.</li> <li>• Read other words of more than one syllable that contain taught GPCs.</li> <li>• Split two and three syllable words, including compound words into separate syllables to support blending for reading.</li> <li>• Read words with contractions (e.g. I'm, I'll, we'll etc.) and understand that the apostrophe represents the omitted letters.</li> </ul>
<b>YEAR 1</b>  <b>Developing Pleasure in Reading and Reading Motivation</b>	<ul style="list-style-type: none"> <li>• When prompted through questioning, relates texts to own experiences e.g. Have you ever been to the beach?</li> <li>• Draws on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• Recognises and joins in with language patterns and repetition during class story time.</li> <li>• Enjoys and recites simple rhymes and poems.</li> <li>• Makes personal reading choices and gives reasons for their selections.</li> <li>• Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which they can read independently.</li> <li>• Become familiar with key stories, fairy stories and traditional tales, re-telling them and considering their particular characteristics.</li> <li>• Orally retells familiar stories.</li> </ul>
<b>YEAR 1</b>  <b>Understanding</b>	<ul style="list-style-type: none"> <li>• Discussing word meanings, linking new meanings to those already known.</li> <li>• Is able to activate prior knowledge e.g. what do you know about minibeasts?</li> <li>• Recognises when a text does not make sense when reading and with prompting initially and then with increased independence can correct.</li> <li>• Gives opinions about books, stories and poems.</li> <li>• Demonstrates understanding of texts by answering questions related to who, what, where and when. Explain clearly their understanding of what is read to them.</li> <li>• Predicting what might happen on the basis of what has been read so far and gives simple reasons</li> <li>• Discussing the significance of the title and events.</li> <li>• Discuss the main events in a story.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identifies the main characters in a story.</li> <li>• Develop and demonstrate their understanding of characters and events through role-play and drama.</li> <li>• Making simple inferences on the basis of what is being said and done.</li> </ul>
<b>YEAR 1</b>  <b>Non-Fiction</b>  <b>Information</b>  <b>Retrieval</b>	<ul style="list-style-type: none"> <li>• Recalls information they have found out from non-fiction texts.</li> <li>• Locate parts of the text by naming or labelling e.g. titles, contents page and labelled diagrams.</li> <li>• Can use parts of the text to find information.</li> </ul>
<b>YEAR 1</b>  <b>Discussion</b>	<ul style="list-style-type: none"> <li>• In discussions about books, listens to what others say, responding by nodding or maintaining eye contact.</li> <li>• Taking turn to speak and express simple opinions.</li> </ul>

## Key Stage One

### Year 2 Reading Objectives

Objectives to be taught across the year during guided reading sessions and embedded throughout the curriculum. The relevant skills will be taught as children progress with their reading ability.

<b>YEAR 2</b> <b>Word Reading</b>	<ul style="list-style-type: none"><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>• Develop recognition of high frequency words.</li><li>• Re-read these books to build up their fluency and confidence in word reading.</li><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 e.g. –ing, –ed, –er, –est and –y.</li><li>• Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.</li></ul>
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<p><b>YEAR 2</b></p> <p><b>Developing Pleasure in Reading and Reading Motivation</b></p>	<ul style="list-style-type: none"> <li>• Discussing the sequence of events in books and how items of information are related.</li> <li>• Listening to, discussing and expressing views about a wide range of contemporary poetry, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>• Recognise the use of repetitive language within a story.</li> <li>• Make personal reading choices and provide recommendations to others. Demonstrate enthusiasm for certain authors and types of book.</li> <li>• Continuing to build up a repertoire of poems learnt by hear, appreciating these and reciting some with appropriate intonation to make the meaning clear.</li> </ul>
<p><b>YEAR 2</b></p> <p><b>Understanding</b></p>	<ul style="list-style-type: none"> <li>• Discussing their favourite words and phrases.</li> <li>• Take note of punctuation when reading e.g. pausing at full stops, question marks and exclamation marks.</li> <li>• Identify and discuss words within the context of a text using morphology to work out the meaning of unfamiliar words.</li> <li>• Pose and orally rehearse questions prior to reading non-fiction texts.</li> <li>• Recognise when a text does not make sense when reading and with prompting initially and then with increased independence, correct.</li> <li>• Demonstrate understanding of fiction and non-fiction texts by orally asking and answering who, what, where, when, why and how questions.</li> <li>• Discuss their understanding of a text and give opinions.</li> <li>• Develop and demonstrate their understanding of characters and events through role-play and drama drawing on the language of the text.</li> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• Making inferences on the basis of what is being said and done, referring to specific evidence from the text</li> <li>• Predicting what might happen on the basis of what has been read so far and give reasons.</li> <li>• Discussing and clarifying the meaning of words, linking new meanings to known vocabulary.</li> </ul>

	<ul style="list-style-type: none"> <li>• Can capture in writing, information about the main characters or setting.</li> </ul>
<b>YEAR 2</b> <b>Non-Fiction</b> <b>Information</b> <b>Retrieval</b>	<ul style="list-style-type: none"> <li>• Being introduced to non-fiction books that are structured in different ways.</li> <li>• Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points etc.</li> </ul>
<b>YEAR 2</b> <b>Discussion</b>	<ul style="list-style-type: none"> <li>• Participate in discussions 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> <li>• Give responses to the thoughts and ideas of others.</li> </ul>

## Key Stage Two

### Year 3 Reading Objectives

Objectives to be taught across the year during guided reading sessions and embedded throughout the curriculum. The relevant skills will be taught as children progress with their reading ability.

<b>YEAR 3</b> <b>Word Reading</b>	<ul style="list-style-type: none"><li>• Use knowledge of root words to understand meanings of words e.g. drama, dramatic, dramatically.</li><li>• Use prefixes to understand meanings e.g. re- meaning again or back, pre- meaning before.</li><li>• Use suffixes to understand meanings e.g. -ly meaning in this way.</li><li>• Read and understand selected words from the Years 3 list (taken from NC Year 3 and 4 list)</li></ul>
<b>YEAR 3</b> <b>Developing Pleasure in Reading and Reading Motivation</b>	<ul style="list-style-type: none"><li>• Identify and record the main events of a story in sequence e.g. story board or story map and use to re-tell.</li><li>• Orally retell stories including detail and vocabulary from the text to engage the reader. Engage through eye contact and gesture.</li><li>• Discuss themes in fairy stories, folk stories or traditional tales e.g. good over evil, wise and foolish.</li><li>• Discuss conventions in fairy tales, folk tales or traditional tales, introduced by the teacher e.g. a wish repeated several times.</li><li>• Prepare poems or play scripts to read aloud by text marking, colour coding or annotating to support rehearsal or performance. Show understanding through intonation, volume and action.</li></ul>
<b>YEAR 3</b>	<ul style="list-style-type: none"><li>• Identify and discuss favourite words and phrases that capture the reader's interest and imagination.</li><li>• Work out the meaning of unfamiliar words by using the context and offer explanations.</li></ul>



<b>Understanding</b>	<ul style="list-style-type: none"> <li>• Use dictionaries (first two letters, progressing to first three letters) to check meanings of words they have read and identify the appropriate definition in relation to the context of the text.</li> <li>• Use appropriate intonation and expression when reading aloud.</li> <li>• Take note of punctuation when reading aloud e.g. show a rising inflection in response to a question mark or change of voice due to speech marks.</li> <li>• Discuss their understanding of the text using tentative language e.g. I am puzzled by..., I would like to know if...</li> <li>• Discuss their understanding of the text by using tentative language e.g. perhaps...</li> <li>• Raise own questions during the reading process to deepen their understanding.</li> <li>• Draw inferences around character actions, thoughts and feelings e.g. why did the Pied Piper take revenge?</li> <li>• Make predictions based on details stated.</li> <li>• Respond to a statement using true or false; give simple reasons, drawing on the text.</li> <li>• Discuss the purpose of paragraphs in non-fiction texts e.g. non-chronological reports, biographies, letters.</li> <li>• Analyse texts looking at structure and presentation e.g. persuasive leaflets and letters, shape poems and calligrams.</li> </ul>
<b>YEAR 3</b>  <b>Non-Fiction</b>  <b>Information</b>  <b>Retrieval</b>	<ul style="list-style-type: none"> <li>• Activate prior knowledge and prepare for research by creating a mind-map or concept map of what is already known about the subject.</li> <li>• Identify how specific information is organised within a non-fiction text e.g. sub headings, bullet points, glossaries and diagrams.</li> <li>• Use a title, cover and blurb to determine whether a book will provide relevant information for research</li> <li>• Locate features of information texts in print and on screen e.g. contents, index, page numbers, hyperlinks and icons.</li> <li>• Record information from non-fiction texts. Complete charts using key words, phrases or sentences. Make notes.</li> </ul>
<b>YEAR 3</b>	<ul style="list-style-type: none"> <li>• Participate in discussion about what is read to them and books they have read independently e.g. answering questions and making relevant comments.</li> </ul>

<b>Discussion</b>	<ul style="list-style-type: none"> <li>• Develop and agree on rules for effective discussion, taking turns and listening to what others say.</li> <li>• Discuss and follow simple rules for discussion.</li> <li>• Make contributions in group situations e.g. pairs and guided groups.</li> </ul>
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## Key Stage Two

### Year 4 Reading Objectives

Objectives to be taught across the year during guided reading sessions and embedded throughout the curriculum. The relevant skills will be taught as children progress with their reading ability.

<b>YEAR 4</b>  <b>Word Reading</b>	<ul style="list-style-type: none"> <li>• Use knowledge of root words to understand meanings of words e.g. fame, famous, famously.</li> <li>• Use prefixes to understand meanings e.g. ir- meaning not or il- meaning not.</li> <li>• Use suffixes to understand meanings of nouns e.g. -tion meaning act of or state of.</li> <li>• Read and understand selected words from the Years 4 list (taken from NC Year 3 and 4 list)</li> </ul>
<b>YEAR 4</b>  <b>Developing Pleasure in Reading and Reading Motivation</b>	<ul style="list-style-type: none"> <li>• Speak confidently about texts using prompts such as: I really liked the part when...</li> <li>• Prepare a poem or play and perform. Use text marking, colour coding or annotating to support planning or performance. Perform with expression.</li> <li>• Orally retell myths, fairy tales and tales from other cultures, engaging the listener through dramatic use of voice and actions, eye contact, expression, gesture and props.</li> </ul>

<p><b>YEAR 4</b></p> <p><b>Understanding</b></p>	<ul style="list-style-type: none"> <li>• Identify, discuss and independently collect favourite words and phrases which capture the reader's interest and imagination in poetry and narrative texts e.g. similes and metaphors. Explain the meaning of key vocabulary within the context of the text. Work out the meaning of unfamiliar words from the context.</li> <li>• Use dictionaries (first 3 letters) to check meanings of words they have read, identifying the appropriate definition and explaining its use in relation to the context of the text.</li> <li>• Use punctuation and the meaning of key words to determine intonation and expression when reading aloud to a range of audiences.</li> <li>• Distinguish between information which is stated and that which is implied.</li> <li>• Make predictions from different parts of the story, based on information stated and that which is implied.</li> <li>• Identify, discuss and compare themes, across more than one text.</li> <li>• Draw inferences around a character's actions and justify with evidence from the text.</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these orally and in writing e.g. the character is evil because... (Give three reasons from across a text).</li> <li>• Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning e.g. poems with a structure.</li> <li>• Recognise and analyse a wider range of poetry e.g. haiku, limericks, kennings, classic poems, narrative poems.</li> </ul>
<p><b>YEAR 4</b></p> <p><b>Non-Fiction</b></p> <p><b>Information</b></p> <p><b>Retrieval</b></p>	<ul style="list-style-type: none"> <li>• Prepare for research by identifying what is already known about the subject and generate key questions to structure the task. Consider where and how to research.</li> <li>• Before researching, orally record existing knowledge on the subject and reduce the options for enquiry by posing focused questions.</li> <li>• Evaluate how specific information is organised within a non-fiction text e.g. text boxes, glossaries or diagrams.</li> <li>• Quickly appraise a text to evaluate its usefulness.</li> <li>• Scan texts in print or on screen to locate dates, numbers, names, headings, lists, bullet points, captions etc.</li> <li>• Identify how paragraphs are used to sequence and organise information, how they can build up information effectively and how links are made between them.</li> <li>• Quickly appraise a text to evaluate its usefulness.</li> </ul>
<p><b>YEAR 4</b></p>	<ul style="list-style-type: none"> <li>• Participate in discussion about what is read to them and books they have read independently e.g. expressing preferences, providing opinions, making relevant comments, building on the ideas of others etc.</li> </ul>

<b>Discussion</b>	<ul style="list-style-type: none"> <li>• Evaluate rules for effective discussion.</li> <li>• Make extended contributions and respond to others in a variety of group situations.</li> </ul>
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## Key Stage Two

### Year 5 Reading Objectives

Objectives to be taught across the year during guided reading sessions and embedded throughout the curriculum. The relevant skills will be taught as children progress with their reading ability.

<b>YEAR 5</b> <b>Word Reading</b>	<ul style="list-style-type: none"> <li>• Use knowledge of root words and suffixes to understand meanings e.g. - ible means capable of.</li> <li>• Read and understand selected words from the Years 5 list (taken from NC Year 3 and 4 list)</li> </ul>
<b>YEAR 5</b> <b>Developing Pleasure in Reading and Reading Motivation</b>	<ul style="list-style-type: none"> <li>• Recommend books and poems to their peers with reasons for choices, including recommendations for fiction books, authors and non-fiction texts.</li> <li>• Prepare a play script to read aloud and perform (reading aloud and then by heart), showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Use text markings, colour coding and annotations to support planning and rehearsal.</li> </ul>
<b>YEAR 5</b>	<ul style="list-style-type: none"> <li>• Identify unfamiliar vocabulary and discuss possible meanings.</li> </ul>

<p><b>Understanding</b></p>	<ul style="list-style-type: none"> <li>• Use punctuation to determine intonation and expression when reading aloud, taking note of how commas are used to avoid ambiguity.</li> <li>• Use devices to indicate parenthesis (commas, dashes and brackets).</li> <li>• Using a piece of evidence, (e.g. a section of speech or description of a character's behaviour) draw inferences around the character's thoughts, feelings and motives, and justify opinions through evidence.</li> <li>• Use clues from character's actions and speech to make plausible predictions. Predict consequences using a combination of information including that which is stated and implied.</li> <li>• Use close reading, re-reading and reading ahead to locate evidence to support statements provided by the teacher initially. Discuss and capture in writing.</li> <li>• Discuss a theme within a text, identified by the teacher initially e.g. from rags to riches. Explore how the theme acts as a one-word summary of the story, identifying evidence to support this.</li> <li>• Compare characters within a text e.g. two different characters or the same character at different points in the story. Capture in writing.</li> <li>• Compare different viewpoints.</li> <li>• Compare settings within a text and across texts.</li> <li>• Identify how language structure and presentation contribute to meaning in poetry.</li> </ul>
<p><b>YEAR 5</b></p> <p><b>Non-Fiction</b></p> <p><b>Information</b></p> <p><b>Retrieval</b></p>	<ul style="list-style-type: none"> <li>• Distinguish between statements of fact and opinion within a text e.g. persuasion.</li> <li>• Scan texts in print or on screen to locate dates, numbers, names, headings, lists, bullet points, captions, key words or phrases etc.</li> <li>• Identify the main idea of a paragraph in fiction and non-fiction and write a statement or paragraph heading to summarise. Extend to summarising ideas from more than one paragraph.</li> <li>• Analyse the conventions of different types of writing e.g. use of rhetorical questions or alliteration in persuasive adverts.</li> <li>• Formulate a simple hypothesis related to non-fiction e.g. I think that the author believes aliens could exist, and through close reading locate clues to support this.</li> </ul>

<p><b>YEAR 5</b></p> <p><b>Discussion</b></p>	<ul style="list-style-type: none"> <li>• Make active contributions to discussions about fiction, non-fiction and poetry, expressing opinions and preferences and giving reasons.</li> <li>• Prepare and deliver a short oral presentation linked to fiction or non-fiction e.g. author recommendation, explaining their understanding of what they have read.</li> <li>• Following a presentation linked to reading, ask and answer relevant questions to deepen understanding and generate further discussion.</li> </ul>
<p><b>YEAR 5</b></p> <p><b>Evaluating the impact of the author's use of language</b></p>	<ul style="list-style-type: none"> <li>• Explore, recognise and use the terms simile and metaphor. Explain the effect on the reader of the author's use of similes and metaphors in fiction and poetry.</li> <li>• Explain the effect on the reader of the author's choice of language.</li> <li>• Explore imagery in fiction and poetry, recognising and explaining the effect of noun-phrases.</li> </ul>

## Key Stage Two

### Year 6 Reading Objectives

Objectives to be taught across the year during guided reading sessions and embedded throughout the curriculum. The relevant skills will be taught as children progress with their reading ability.

<b>YEAR 6</b> <b>Word Reading</b>	<ul style="list-style-type: none"><li>• Work out unfamiliar words by focusing on all letters in a word e.g. not reading invitation as imitation.</li><li>• Use knowledge of root words and suffixes to understand meanings e.g. –cious meaning having or full of.</li><li>• Use knowledge of root word, prefixes and suffixes to investigate how the meanings of words change.</li><li>• Use etymology to help with the pronunciation of new words.</li><li>• Read and understand selected words from the Years 6 list (taken from NC Year 3 and 4 list)</li></ul>
<b>YEAR 6</b> <b>Developing Pleasure in Reading and Reading Motivation</b>	<ul style="list-style-type: none"><li>• Recommend books and poems to their peers orally and in writing, with detailed reasons for choices, including recommendations for fiction books, authors and non-fiction texts.</li><li>• Prepare a poem to read aloud and perform with dramatic effect (reading aloud and then by heart). Use intonation, tone and volume so that meaning is clear to an audience. Use text marking, colour coding and annotations to support planning and rehearsal.</li></ul>

<p><b>YEAR 6</b></p> <p><b>Understanding</b></p>	<ul style="list-style-type: none"> <li>• Identify unfamiliar vocabulary and discuss possible meanings.</li> <li>• Using a piece of evidence, (e.g. a section of speech or description of a character's behaviour) infer character's thoughts, feelings and motives, and justify opinions through evidence.</li> <li>• Use clues from character's actions and speech to make plausible predictions. Predict consequences using a combination of information including that, which is stated and implied.</li> <li>• Use close reading, re-reading and reading ahead to locate evidence to support statements provided by the teacher initially. Discuss and capture in writing.</li> <li>• Formulate a simple hypothesis related to fiction and non-fiction and through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture in writing.</li> <li>• Compare characters and settings in detail and with supporting evidence, within and across texts. E.g. being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom</i>.</li> <li>• Compare texts written in different periods.</li> <li>• Discuss a theme within a text. Explore how the theme acts as a one-word summary, identifying evidence to support this. Make own suggestions for themes and compare these across a range of texts and authors.</li> <li>• Skim and scan across a longer text for location of specific information. Group ideas together in a logical manner</li> <li>• Identify how language structure and presentation contribute to meaning.</li> </ul>
<p><b>YEAR 6</b></p> <p><b>Non-Fiction</b></p> <p><b>Information</b></p> <p><b>Retrieval</b></p>	<ul style="list-style-type: none"> <li>• Identify the main idea of a paragraph in fiction and non-fiction and write a statement or paragraph heading to summarise. Extend to summarising ideas from more than one paragraph.</li> <li>• Retrieve, record, and make notes and present information from non-fiction, including texts used in other subjects. Use simple abbreviations when note taking. Understand clearly what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt.</li> <li>• Analyse the conventions of different types of writing e.g. use of rhetorical questions or alliteration in persuasive adverts.</li> <li>• Formulate a simple hypothesis related to non-fiction e.g. I think that the author believes aliens could exist, and through close reading locate clues to support this. Compare this with other similar texts.</li> </ul>



<b>YEAR 6</b>  <b>Discussion</b>	<ul style="list-style-type: none"> <li>• Make active contributions to discussions about what is read to them and books they have read independently, taking turns and listening to what others say. Build on the thoughts and opinions of others.</li> <li>• Prepare and deliver simple presentations, explaining and discussing their understanding of what they have read.</li> <li>• Prepare and deliver a short oral presentation linked to reading. Use visual aids appropriately to support.</li> <li>• Respond to questions from an audience following a presentation linked to reading. Spend time structuring a response before presenting.</li> <li>• Challenge the views of others and participate in debate. Prepare and deliver formal presentations including debates.</li> </ul>
<b>YEAR 6</b>  <b>Evaluating the impact of the author's use of language</b>	<ul style="list-style-type: none"> <li>• Explore recognise and use the term personification. Describe its effect within a text.</li> <li>• Explore recognise and use the term analogy. Describe its effect within a text.</li> <li>• Explore recognise and use the terms style and effect. Describe its effect within a text.</li> <li>• Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</li> </ul>