

Reading Curriculum Overview



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	How many nursery rhymes do you know?	Where does the day go at night?	Who went to Grandma's house?	What can we see on land, sea and air?	Who goes to the ugly bug ball?	Who do you want to be?
Reception	Myself and my family	People who help us	Once upon a time	Growth	Transport	Under the sea
EYFS Overview	<p>Ages & Stages -</p> <ul style="list-style-type: none"> 22-36 months - <ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. 30-50 months - <ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. 40-60+ months - <ul style="list-style-type: none"> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Early Learning Goal - Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. 					
Year 1 Guided Reading- use Roberta Greenwood resources and LAPs	Lost and Found by Oliver Jeffers	Nibbles by Emma Yarlett	Lion Inside by Rachel Bright	The curious case of the missing mammoth by Ellie Hattie	Toys in Space by Mini Grey	Goldilocks and Just the one bear by Leigh Hodgkinson
Key Learning	<p>Range of Reading during year 1:</p> <ul style="list-style-type: none"> Fiction, non-fiction and poetry books linked to developing phonic knowledge – phonically decodable texts. 					

	Objectives covered through Pathways to Write <ul style="list-style-type: none"> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently Link what is read or heard to own experiences Become familiar with key stories, fairy tales and traditional tales Retell stories and consider their particular characteristics Recognise and join in with predictable phrases Learn to appreciate rhymes and poems Recite some rhymes and poems by heart Discuss word meanings, linking new meanings to those already known Understand both the books that can be read accurately and fluently and those listened to Draw on what they already know Check that the text makes sense Correct inaccurate reading Discuss the significance of the title and events Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read to them Explain clearly understanding of what is read to them 		Objectives covered by Guided reading Word reading <ul style="list-style-type: none"> Read aloud accurately books that are consistent with their developing phonic knowledge. <ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to grapheme for the 44 phonemes. Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow. Read accurately by blending sounds in unfamiliar words. Read common exception words, noting tricky parts. Read words containing -s, -es, -ing, -ed, -est endings. Split two and three syllable words into the separate syllables to support blending for reading. Read words with contractions; e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter. Develop fluency, accuracy and confidence by re-reading books. Read more challenging texts using phonics and common exception word recognition. 	Developing pleasure in reading and motivation to read <ul style="list-style-type: none"> Relate texts to own experiences. Recognise and join in with language patterns and repetition. Use patterns and repetition to support oral retelling; e.g. fairy stories, traditional tales and stories by well-known authors. Orally retell familiar stories in a range of contexts; e.g. small world, role play, storytelling. Enjoy and recite rhymes and poems by heart. Make personal reading choices and explain reasons for choices. 	Understanding books which they can read themselves and those which are read to them Understanding books which they can read to themselves and those which are read to them - <ul style="list-style-type: none"> Introduce and discuss key vocabulary, linking meanings of new words to those already known. Activate prior knowledge e.g. what do you know about minibeasts? Check that texts make sense while reading and self-correct. Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Give opinions and support with reasons e.g. I like the Little Red Hen because she... Explain clearly their understanding of what is read to them. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. Identify and discuss main events in stories. Make predictions based on what has been read so far. Identify and discuss the main characters in stories. Discuss the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. Make basic inferences about what is being said and done. Recall specific information in fiction and non-fiction texts. Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram. 	Participating in discussion <ul style="list-style-type: none"> Listen to what others say. Take turns.
Year 2 Guided Reading- use Roberta Greenwood resources and LAPs	Troll Swap by Leigh Hodgkinson	The Owl who was afraid of the dark by Jill Tomlinson	Dragon Machine by Helen Ward	Major Glad, Major Dizzy by Jan Oke	The Last Wolf by Mini Grey	Grandad's Secret Giant by David Litchfield
Key Learning	Range of Reading during Year 2: Books at an age appropriate interest level including: <ul style="list-style-type: none"> Fiction e.g. Traditional tales, tales from other cultures, adventure stories. Non-fiction e.g. instructions, letters, non-chronological reports, explanations. Poetry e.g. classic poems, poems on a theme, riddles, rhyming poems. 					

	Objectives covered through Pathways to Write <ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which can be read independently • Discuss the sequence of events in books and how items of information are related • Become familiar with and retell a wider range of traditional tales • Read non-fiction books that are structured in different ways • Recognise simple recurring literary language • Discuss and clarify the meanings of words • Continue to build up a repertoire of poems learnt by heart • Understand books read independently and those which are listened to • Draw on what is already known or on background information and vocabulary provided by the teacher • Check that the text makes sense • Make inferences on the basis of what is being said and done • Answer and ask questions • Predict what might happen on the basis of what has been read so far • Participate in discussion about books, poems and other works • Explain and discuss understanding of books, poems and other material 		Objectives covered by Guided reading Word reading <ul style="list-style-type: none"> • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read books to build up fluency and confidence in word reading. • Read frequent encountered words quickly and accurately without overt sounding and blending. • Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping. • Read words containing common suffixes e.g. -ness, -ment, -ful, -less, -ly, -ing, -ed, -er, -est, -y. • Read further common exception words, noting tricky parts. • Read longer and less familiar texts independently. 	Developing pleasure in reading and motivation to read <ul style="list-style-type: none"> • Sequence and discuss the main events in stories and recounts. • Orally retell wider range of stories, fairy tales and traditional tales. • Recognise the use of repetitive language within a text or poem (e.g. Run, run as fast as you can) and across texts (e.g. Long, long ago in a land far away...) • Learn and recite a range of poems using appropriate intonation. • Make personal reading choices and explain reasons for choices. 	Understanding books which they can read themselves and those which are read to them <ul style="list-style-type: none"> • Identify, discuss and collect favourite words and phrases. • Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. • Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised. • Uses tone and intonation when reading aloud. • Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned? • Check that texts make sense while reading and self-correct. • Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. • Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because... • Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. • Make inferences about characters and events using evidence from the text e.g. What is the character thinking, saying feeling? • Make predictions based on what has been read so far. • Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. 	Participating in discussion <ul style="list-style-type: none"> • Participate in discussion about what is read to them, taking turns and listening to what others say. • Make contributions in whole class and group discussion. • Consider other points of view. • Listen and respond to contributions from others.
Year 3 Whole Class reading (VIPERS)	Seal Surfer by Michael Foreman	Winter's Child by Graham Baker-Smith	Stone Age Boy by Satoshi Kitamura	Big blue whale by Nicola Davies	Journey by Aaron Becker	Zeraffa Giraffa by Dianne Hofmeyr
Key Learning	Range of Reading during Year 3: . Books at an age appropriate interest level including: • Fiction e.g. fables, folk tales, mystery, adventure, fantasy, play scripts. • Non-fiction e.g. persuasive letters, diaries, non-chronological reports, explanations, recounts (biographies), discussion. • Poetry e.g. classic poems, shape poems, calligrams, poems on a theme.					

	<u>Objectives covered through Pathways to Write</u> <ul style="list-style-type: none"> Listen to and discuss a wide range of texts Read for a range of purposes Use dictionaries to check the meaning of words Identify themes and conventions Prepare poems and play scripts to read aloud and to perform Show understanding through intonation, tone, volume and action Discuss words and phrases that capture the reader's interest and imagination Recognise different forms of poetry Check text makes sense Explain meaning of words in context Ask questions to improve understanding of a text Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Predict from details stated and implied Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about books 		Whole class reading: <u>Word Reading -</u> <ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. <i>un-, dis-, mis-, re-, pre-, im-, in-</i> Use suffixes to understand meanings e.g. <i>-ly, -ous.</i> Read and understand words from the Year 3 list. 		<u>Non-fiction information retrieval -</u> <ul style="list-style-type: none"> Prepare for research by identifying what is already known about the subject and key questions to structure the task. Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossary, diagram.</i> Quickly appraise a text to evaluate usefulness. Navigate texts in print and on screen. Record information from a range of non-fiction texts. 	
			<u>Developing pleasure in reading and motivation to read -</u> <ul style="list-style-type: none"> Sequence and discuss the main events in stories. Orally retell a range of stories including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales</i> Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor. Identify and discuss conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. 		<u>Participating in discussion -</u> <ul style="list-style-type: none"> Participate in discussion about what is read to them and books they have read independently. Develop and agree on rules for effective discussion. Take turns and listen to what others say. Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles. 	
				<u>Understanding books which they can read to themselves and those which are read to them -</u> <ul style="list-style-type: none"> Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Explain the meaning of unfamiliar words by using the context. Use dictionaries to check meanings of words they have read. Use intonation, tone and volume when reading aloud. Take note of punctuation when reading aloud. Discuss their understanding of the text. Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character...</i> Draw inferences around characters thoughts, feelings, actions, and justify with evidence from the text. Make predictions based on details stated. Justify responses to the text using the PE prompt - Point + Evidence. Discuss the purpose of paragraphs. Identify a key idea in a paragraph. Analyse and evaluate texts looking at language, structure and presentation e.g. persuasive letter, diary and calligram etc 		
Year 4 Whole Class reading (VIPERS)	Gorilla by Anthony Browne	Leon and the place between by Graham Baker-Smith	Escape from Pompeii by Christina Balit	When the Giant stirred by Celia Godkin	Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 seconds by Jen Green	Blue John by Berlie Doherty
Key Learning	Range of Reading during Year 4: Books at an age appropriate interest level including: <ul style="list-style-type: none"> Fiction e.g. fairy tales, folk tales, fantasy, myths, stories with issues and dilemmas, play scripts. Non-fiction e.g. newspapers, information texts, explanations, persuasion, discussion. Poetry e.g. classic poems, kennings, haiku, cinquain, poems on a theme. 					
	<u>Objectives covered through Pathways to Write</u> <ul style="list-style-type: none"> Listen to and discuss a wide range of texts Read for a range of purposes Use dictionaries to check the meaning of words Identify themes and conventions Prepare poems and play scripts to read aloud and to perform Show understanding through intonation, tone, volume and action Recognise different forms of poetry Discuss words and phrases that capture the reader's interest and imagination 		Whole class reading: <u>Word Reading -</u> <ul style="list-style-type: none"> Use knowledge of root words to understand the meanings of new words. Use prefixes to understand meanings e.g. <i>in-, ir-, sub-, inter-, super-, anti-, auto-</i>. Use suffixes to understand meanings e.g. <i>-ation, -tion, -ssion, -cian, -sion.</i> Read and understand words from the Year 4 list. 		<u>Non-fiction information retrieval -</u> <ul style="list-style-type: none"> Prepare for research by identifying what is already known about the subject and key questions to structure the task. Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, subheadings, contents, bullet points, glossary, diagrams.</i> Scan for dates, numbers and names. Record information from a range of non-fiction texts. Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information (print or screen). Explain how paragraphs are used to order, build up ideas, and how they are linked. 	

	<ul style="list-style-type: none"> • Check text makes sense • Explain meaning of words in context • Ask questions to improve understanding of a text • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions • Predict from details stated and implied • Identify main ideas from paragraphs • Identify how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books 	<p>Developing pleasure in reading and motivation to read -</p> <ul style="list-style-type: none"> • Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts. • Prepare poems and play scripts to read aloud, showing understanding through intonation, volume and action. • Learn a range of poems by heart and rehearse for performance. • Orally retell a range of stories, including less familiar fairy stories, myths and legends. 				<p>Participating in discussion -</p> <ul style="list-style-type: none"> • Make and respond to contributions in a variety of grouping situations e.g. whole class, independent reading groups, book circles. • 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. <p>Understanding the text -</p> <ul style="list-style-type: none"> • Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes. • Explain the meaning of key vocabulary within the context of the text. • Use dictionaries to check meanings of words that they have read. • Use punctuation to determine intonation and expression when reading aloud to a range of audiences. • Make predictions based on information stated and implied. • Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. • Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, it's people and animals. • Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. • Justify responses to the text using the PE prompt - Point + Evidence. • Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because... 1/2/3 reasons, Clitheroe castle is a worthwhile place to visit because 1/2/3 reasons across a text. • Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. • Recognise and analyse the different forms of poetry e.g. haiku, limericks, kennings. 	
<p>Year 5 Whole Class reading (VIPERS)</p>	<p>Queen of the falls by Chris Van Allsburg</p>	<p>The Lost Happy Endings by Carol Ann Duffy</p>	<p>Arthur and the Golden Rope by Joe Todd-Stanton</p>	<p>The Darkest Dark by Chris Hadfield</p>	<p>The Paperbag Prince by Colin Thompson</p>	<p>The Hunter by Paul Geraghty</p>	
<p>Key Learning</p>	<p>Range of Reading during Year 5: Books at an age appropriate interest level including:</p> <ul style="list-style-type: none"> • Fiction e.g. myths, legends, stories from other cultures, stories with historical settings, film and play script. • Non-fiction e.g. magazines, information texts, formal reports, persuasive texts, discussion texts. • Poetry e.g. classic narrative poems, poems with figurative language, poems with a structure. 						
	<p><u>Objectives covered through Pathways to Write</u></p> <ul style="list-style-type: none"> • Read and discuss a wide range of texts • Recommend books to peers • Identify and discuss themes and conventions • Make comparisons within and across books • Learn poetry by heart • Prepare poems and plays for performance • Check sense, discuss understanding and explore meaning of words in context • Ask questions to improve understanding 		<p>Whole class reading:</p> <p>Word Reading -</p> <ul style="list-style-type: none"> • Use knowledge of root words to understand meanings of words. • Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -ible, -ibly, -ably. • Read and understand words from the Year 5 list. 		<p>Participating in discussion and debate -</p> <ul style="list-style-type: none"> • Participate in discussion 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. • Prepare formal presentations individually or in groups. • Use notes to support presentation of information. • Respond to questions generated by a presentation. • Participate in debates on an issue related to reading (fiction or non-fiction.) 		

	<ul style="list-style-type: none"> • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Summarise main ideas, identifying key details • Identify how language, structure and presentation contribute to meaning • Evaluate authors' language choice • Distinguish between fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussion about books • Explain and discuss understanding of reading • Provide reasoned justifications for views 		<p>Maintaining positive attitudes to reading -</p> <ul style="list-style-type: none"> • Recommend books to their peers with reasons for choices. • Express preferences about a wider range of books including modern fiction, traditional stories and legends. • Learn a wide range of poems by heart. • Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. 		<p>Understanding books which they can read to themselves and those which are read to them -</p> <ul style="list-style-type: none"> • Explain the meaning of words within the context of the text. • Use punctuation to determine intonation and expression when reading aloud to a range of audiences. • Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. • Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. • Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. • Predict what might happen from information stated and implied. • Through close reading of the text, re-read and read ahead to locate clues to support understanding. • Explore themes within and across texts e.g. loss, heroism, friendship. • Make comparisons within a text e.g. characters' viewpoints of same events. • Distinguish between statements of fact or opinion within a text. • Scan for key words and text mark to locate key information. • Summarise main ideas drawn from more than one paragraph and identify key details which support this. • Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation. • Identify how language, structure and presentation contribute to meaning e.g formal letter, informal diary, persuasive speech. 	
<p>Year 6</p> <p>Whole Class reading (VIPERS)</p>	<p>Star of Fear, Star of Hope by Jo Hoestlandt</p>	<p>Can we save the tiger? by Martin Jenkins</p>	<p>Selfish Giant by Oscar Wilde and Ritva Voutilainen</p>	<p>Jemmy Button by Alix Barzelay The Island by Jason Chin</p>	<p>Manfish by Jennifer Berne</p>	<p>Sky Chasers by Emma Carroll</p>
<p>Range of Reading during Year 6: Books at an age appropriate interest level including:</p> <ul style="list-style-type: none"> • Fiction e.g. detective fiction, science fiction, stories with flashbacks or time shifts. • Non-fiction e.g. persuasive texts, explanations, discussion texts, recounts, biographies, information text hybrids. • Poetry e.g. classic poetry, poems with imagery, free verse, song lyrics. 						
<p>Key Learning</p>	<p><u>Objectives covered through Pathways to Write</u></p> <ul style="list-style-type: none"> • Read and discuss a wide range of texts • Recommend books to peers • Identify and discuss themes and conventions • Make comparisons within and across books • Learn poetry by heart • Prepare poems and plays for performance • Check sense, discuss understanding and explore meaning of words in context • Ask questions to improve understanding • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Summarise main ideas, identifying key details • Identify how language, structure and presentation contribute to meaning • Evaluate authors' language choice • Distinguish between fact and opinion • Retrieve, record and present information • Participate in discussion about books • Explain and discuss understanding of reading • Provide reasoned justifications for views 		<p>Whole class reading:</p> <p>Word Reading -</p> <ul style="list-style-type: none"> • Work out unfamiliar words by focusing on all letters in the word, e.g. <i>not reading invitation for imitation</i>. • 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>. • Use suffixes to understand meanings e.g. <i>-cious, tious, -tial</i>. • Read and understand words from the Year 6 list. • Use etymology to help the pronunciation of new words e.g. <i>chef, chalet, machine, brochure - French in origin</i> 		<p>Understanding books which they can read to themselves and those which are read to them -</p> <ul style="list-style-type: none"> • Explain the meaning of new vocabulary within the context of the text. • Demonstrate active reading strategies e.g. challenging peers with questions, opinions, responding to different viewpoints within a group. • Use of reading journal to record on-going reflections and responses to personal reading. • Justify opinions and elaborate by referring to the text e.g using the PEE prompt - Point + Evidence + Explanation. • Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g PEE • Predict what might happen from information stated and implied. • Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. • Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom. • Compare characters within and across texts. • Compare texts written in different periods. • Recognise themes within and across texts e.g hope, peace, fortune, survival. • Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a 	
<p>Evaluating the impact of the author's use of language -</p> <ul style="list-style-type: none"> • Explore, recognise and use the terms of personification, analogy, style and effect. • 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. 		<p>Maintaining positive attitudes to reading -</p> <ul style="list-style-type: none"> • Recommend books to their peers with detailed reasons for their opinions. 				

		<ul style="list-style-type: none"> • Prepare poems and play scripts to read aloud and perform using dramatic effects. 	<p>reported example such as Samuel Pepy's Diary and a historical textbook.</p> <ul style="list-style-type: none"> • Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting. • Skim for gist. • Use a combination of skimming, scanning and close reading across a text to locate specific detail.
		<p><u>Participating in discussion and debate -</u></p> <ul style="list-style-type: none"> • Participate in discussions about books, building on their own and others' ideas of challenging views courteously. • Explain and discuss their understanding of what they have read, including through formal presentations and debates. • Prepare formal presentations individually or in groups. • Use notes to support presentation of information. • Respond to questions generated by a presentation. 	