



Higham Primary School Progression of Knowledge and Skills

English – Reading (The 21 steps)

Intent

At Higham, English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single pupil becomes primary literate and progresses in the areas of reading, writing and speaking and listening. English is embedded within all our lessons and we will strive for a high level of English for all.

Higham Primary School shares the aims of the National Curriculum for English (2014) by ensuring that all pupils:

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

At Higham, we believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the information they gain from texts. By using high-quality texts, immersing children in vocabulary rich learning environments and having a clear progression of skills, the children at Higham will be exposed to a language heavy, creative and continuous English curriculum which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening.

At Higham, we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words effectively by applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a neat, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in pieces of writing, editing their work effectively during and after the writing process.

We understand the importance of parents and carers in supporting their children to develop word reading, comprehension skills, grammar, spelling and composition skills, and encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through high-quality texts.

Implementation

In our school, the teaching of English allows pupils to incrementally build their skills in reading and writing within a carefully designed curriculum. We have a rigorous and well organised English curriculum and framework that provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of quality texts including fiction, non-fiction, poetry and film clips to motivate and inspire our children. Teachers also ensure that cross curricular links with concurrent theme work are woven in the programme of study.

Spoken Language

Spoken language underpins the development of reading and writing and is integral across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding of reading and writing. Teachers ensure pupils are confident and competent in spoken language and listening skills, by building secure foundations through use of discussion and debate. Pupils are encouraged to listen and respond appropriately; ask relevant questions to extend their understanding and knowledge; articulate and justify answers, arguments and opinions; and give well-structured descriptions, explanations and narratives for different purposes. Pupils are taught to maintain attention and participate actively in collaborative conversations and to consider and evaluate different viewpoints. Teachers provide opportunities for pupils to participate in presentations, performances, role play and improvisations and debates. Through drama, pupils are given the opportunity and encouragement to develop and demonstrate their creative talents and imagination.

Phonics

Phonics is taught throughout the school using the Read Write Inc. scheme, which ensures systematic coverage and progression. Children start phonics when they join our reception class and is initially taught as a whole class, focusing on children's recognition of the letter sounds and how to read and write these. From the spring term of reception, and into Key Stage 1 children are taught in smaller groups, led either by the class teacher or by trained teaching assistant. The children are assessed regularly to ensure that they are in the appropriate group for supporting and extending their individual needs. During the summer term in Year 1, pupils undertake the statutory Phonics Screening Check which assess their ability to apply what they have learnt, and parents are informed of their child's achievement at the end of



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the school year. Pupils who do not pass their Phonic Screening Check continue to have intervention to support the acquisition of these key skills.

Reading

We aim to create successful, fluent, readers who will monitor their understanding of what they are reading and review the text when something does not make sense. In reading lessons, pupils are explicitly taught strategies including inference, questioning, clarifying, summarising, prediction and activating prior knowledge. The pupils use these strategies to check how well they comprehend what they have read and overcome barriers to comprehension. Pupils develop skills in skimming and scanning, forming opinions, thinking aloud, asking questions, getting the gist, connecting to prior knowledge, inference and prediction. In Key Stage 2, whole class reading lessons explicitly teach pupils reading skills through the use of VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve and Sequence or Summarise).

These skills are applied by the pupils with increased independence when interacting with texts across all curriculum areas. Pupils are exposed to a rich and varied reading curriculum which helps them develop culturally, emotionally, intellectually, socially and spiritually.

At Higham we use the Read Write Inc programme for the teaching of early reading skills and pupils have access to a selection of phonics based scheme books for reading at home. Once pupils have acquired the sufficient reading skills to be able to independently access texts, we use the Accelerated Reader Programme to continue to support their reading and vocabulary development. A Star test is completed as a baseline and then repeated regularly which provides teachers with the child's Zone of Proximal Development (ZPD).

The scheme is structured to ensure that children have access to a wide range of texts, and allows for pupils to develop their skills within a specific level before moving to the next level. Our aim for all pupils is to be on the Accelerated Reader Programme by the beginning of Year 3. Where a pupil has been identified as not on track to achieve this target, intervention is put in place through 1:1 and small group reading support to enable them to catch up and achieve in line with their peers. Pupils are able to access books from our extensive library within their ZPD and once they have finished a text they then undertake a comprehension 'quiz' and/or vocabulary test. Time is allocated throughout the week for quiet reading and for children to complete a quiz. Assessments are analysed regularly and weekly diagnostic reports inform class teachers of pupils progress against their individual targets. Parents have access to and are able to view their child's progress through the use of Home Connect.

Each classroom has vibrant and inviting reading area, with a range of non-fiction and poetry books relating to a variety of curriculum subjects to ensure engagement remains high. There is also a selection of books which are directly linked to the theme for the term so that pupils can apply their reading skills across the curriculum and read more widely around a subject.

All pupils have a home-reading record which they are encouraged to take home daily. Parents, carers and pupils are asked to add comments to indicate how much pupils have read.

Reading is celebrated in classrooms and around the school at Higham. Children are read to regularly and our bright and colourful displays celebrate the children's favourite authors, characters and books. In addition, throughout the school year the importance of reading is enhanced through World Book Day.

Writing

At Higham, we teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum.

Writing skills are developed through a text-based approach. From 'hooking' the pupils in at the start of a unit and exploring the text in order to build an understanding of the writer's craft, pupils develop a deep understanding of the components of writing – planning, drafting, sharing, evaluating, revising, editing and then publishing. Texts are carefully chosen to deepen pupils knowledge of the wider curriculum, while ensuring pupils are immersed in our rich and varied literary heritage and high quality vocabulary.

As we believe consistency and well-taught English is the foundation of a valuable education, we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. In line with the new National Curriculum, all year groups are taught the explicit grammar, punctuation and spelling objectives required for that age groups. As well as teaching the objectives, teachers are able to embed the skills throughout the year in cross-curricular writing opportunities ensuring that most children are achieving the objectives at the expected level and that some children can achieve at a greater depth standard. In this sense, assessment of writing is also more fluid as teachers can assess against a set framework. All year groups use the same format for assessing writing which have been produced in line with the end of Key Stage assessment frameworks as published by the Department for Education.

Our pupils are exposed to variety of genres which help them to utilise and embed their writing skills and teachers use a writing journey to plan, structure and teach their English lessons. This journey is designed to show progress, teach the pertinent year group objectives, apply and consolidate these skills and develop vocabulary. Writing is taught through the use of a quality text, which exposes the children to inference, high-level vocabulary, a range of punctuation and characterisation. Each text is purposefully selected in order to promote a love of reading, engagement and high quality writing from each child.

Spellings

Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. In Years 2 to 5 RWI Spelling is used to build upon their existing phonic knowledge.

RWI Spelling is an interactive programme, which uses a variety of resources and activities to help children to learn spellings with common patterns and use rules in order to help them recall spellings as well as teaching exceptions to these rules. Each pupil has a class-based individual workbook to allow them to practise their spellings and the teaching naturally embeds pupils' knowledge and understanding of



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phonics at all ages across our Year 2 to Year 5 classes. Individual spelling log books are used for children to record and learn their own spellings. In Year 6 Spelling Shed is used to support the teaching of spelling. When marking work, we do not correct all spelling errors, as this can demoralise children and inhibit pupil's experimentation with more adventurous vocabulary. Instead we focus on high frequency words, topic words and those studied in spelling lessons.

Grammar and Punctuation

Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more relevant to the intended writing outcome. Teachers will sometimes focus on particular grammar and punctuation skill as a standalone lesson, if they feel that the pupils need additional lessons to embed and develop their understanding or to consolidate skills.

Handwriting

In Key Stage 1 and Year 3, handwriting sessions are taught regularly to the children and follow a cursive programme. The children have separate handwriting books and are expected to apply this cursive script into their daily writing.

Assessment

Assessment is an integral part of teaching and learning and is a continuous process. Teachers use formative assessment strategies daily to assess children's learning and understanding, through: effective questioning, clear learning objectives and success criteria, facilitating and listening to discussion, providing feedback and the marking of work, including identifying next steps in their learning. At the end of all lessons, teachers and pupils reflect on their own learning against the steps to success criteria. These ongoing assessments inform future planning and teaching. Lessons are adapted readily and interventions are put in place where necessary.

Impact

As a result we will have a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. They are confident to take risks in their reading and writing and love to discuss and share their ideas.

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards will have also improved, as skills taught in English lessons are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar and punctuation. We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

In summary the impact of our English curriculum is:

- pupils will enjoy reading/writing across a range of genres
- pupils of all abilities will be able to succeed in all reading lessons/English lesson because work will be appropriately scaffolded
- pupils will use a range of strategies for decoding words, not solely relying on phonics
- pupils will have a good knowledge of a range of authors
- pupils will have a wide vocabulary that they will use within their writing
- pupils will have a good knowledge of how to adapt their writing based on the context and audience
- pupils will be ready to read in any subject in their forthcoming secondary education
- pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught.
- parents and carers will have a good understanding of how they can support reading, spelling, grammar and composition at home and contribute regularly to home-school records and home learning



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Early Years Foundation Stage			
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
		Speaking	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
ELG	Literacy	Comprehension	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
		Word Reading	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
		Writing	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

For further details on English in EYFS please see separate document 'Reading in EYFS' and 'Spoken Language in EYFS'



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Year R	Step 1	Step 2	Step 3	End of year Expectations
	<ul style="list-style-type: none"> • Develop interest/pleasure in books and reading. • Develop interest in wide range of reading materials for example books, poems etc either read to or read themselves • Listen attentively to stories, anticipating key events and responding to what they hear with relevant comments, questions or actions 			
Book Handling and Enjoyment	<ul style="list-style-type: none"> • Independently I show an interest in illustrations and print in books and the environment. • I know that information can be relayed in the form of print. • I can hold books the correct way up and turn pages. • I can listen to and join in with stories and poems, one-to-one and also in small groups. 	<ul style="list-style-type: none"> • I can look at books independently. • I can handle books carefully. • I know that print carries meaning and, in English, is read from left to right and top to bottom. • I know that in English we have a return sweep at the end of each line • I am developing one to one matching of words on the page with the word I speak • I can point to each word as I read • I understand the concepts of letter/words/initial letter/grapheme 	<ul style="list-style-type: none"> • I enjoy an increasing range of books. • I can use vocabulary and forms of speech that are increasingly influenced by my experience of books. • I am secure with one to one matching • I am able to control all aspects of book handling and am consistent with the direction I look at print when reading 	<ul style="list-style-type: none"> • I enjoy listening to stories. • I enjoy looking at and reading books. • I enjoy reading/listening to a wide range of reading materials for example books, poems etc • I am able to control all aspects of book handling and am consistent with the direction I look at print • I can respond to stories through a variety of means including role play • I can recite familiar poems and rhymes
Phonological Awareness and Word Reading	<ul style="list-style-type: none"> • I enjoy rhyming and rhythmic activities. • I show awareness of rhyme and alliteration. • I recognise rhythm in spoken language. • I can continue a rhyming string. • I can recognise familiar words and signs such as my own name and advertising logos. • I can hear syllables and clap the number I can hear 	<ul style="list-style-type: none"> • I can locate the initial letter in words and say the initial sound. • I can segment the sounds in simple words and blend them together. • I know which letters represent some of the sounds. 	<ul style="list-style-type: none"> • I can link sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • I am able to monitor if my reading is phonically correct • I self-correct sometimes if my reading is not phonologically correct 	<ul style="list-style-type: none"> • I can read and understand simple sentences. • I can use my phonic knowledge to decode regular words and read them aloud accurately. • I can read some common exception words. • I enjoy reading simple words/sentences to my friends
Comprehension	<ul style="list-style-type: none"> • I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories. 	<ul style="list-style-type: none"> • I am beginning to be aware of the way stories are structured. • I can suggest how the story might end. • I can adapt my prediction if the story ends in a different way • I can listen to stories with increasing attention and recall. 	<ul style="list-style-type: none"> • I can describe main story settings, events and principal characters. • I know that information can be retrieved from books and computers. • I am able to monitor if my reading doesn't make sense • I self-correct sometimes if reading doesn't make sense 	<ul style="list-style-type: none"> • I can read and understand simple sentences • I can demonstrate my understanding when talking with others about what I have read. • I can ask 'how' and 'why' questions about stories I have read or listened to



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Year 1	Step 4	Step 5	Step 6	End of Year Expectations
	<ul style="list-style-type: none"> • Re-read books to build up their fluency and confidence in word reading. • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Pupils should revise and consolidate the GPCs and common exception words taught in Reception. As soon as they can read words comprising of the Year 1 GPCs accurately and speedily, they should move onto the Yr 2 programme of study for word reading. • Explore the meaning of words and develop vocabulary knowledge when decoding real words 			
Word Reading	<ul style="list-style-type: none"> • I can sound out most phonemes and I am able to identify common digraphs. • I am beginning to blend simple CVC, CVCC words. • I am learning new GPCs. • I can read most Common Exception Words (CEW) from EYFS. 	<ul style="list-style-type: none"> • I can use my phonic knowledge to sound out digraphs and split digraphs. • I can sound out graphemes (letters or groups of letters) for all 40+ phonemes. • I can read GPCs within known words with increasing accuracy. • I can recognise familiar words (CEW) in simple texts. 	<ul style="list-style-type: none"> • I can use phonic knowledge to blend sounds together to read words, including long phonemes. • I can read words without overt sounding and blending after a few encounters • I can read the common exception words* • I can read accurately words containing GPCs that have been taught. • I can read familiar endings to words (:s, :es, :ing, :ed, :er, :est). • I am beginning to spot errors in decoding and attempt to self-correct • I am starting notice contractions and am beginning to understand them. • I am starting to be aware of, and use, alternative sounds for graphemes <p>* these will vary according to the phonics programme being used in school</p>	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word, read other words of more than one syllable that contain taught GPCs. • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • Read other words of more than one syllable that contain taught CPCs • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
Range of texts	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 			



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Year 1	Step 4	Step 5	Step 6	End of Year Expectations
Comprehension	<ul style="list-style-type: none"> • I know a few familiar stories and I can recall some events. • I can use pictures and texts to identify meaning. • I can discuss some simple features; answering questions relating to, for example, changes in font size, details in illustrations or diagrams, identifying when somebody is speaking. • I understand the features of a book and use these to help me understand what it is about. E.g Title, blurb... • I can join in with group reading of familiar stories. • I can ask what unfamiliar words mean and remember them the next time I come across them. • I recognise what a poem is and understand some sounds rhyme. • I am familiar with some traditional tales and I know some of the features • I can say what I like about a story. 	<ul style="list-style-type: none"> • I know a range of familiar stories and I can talk about the main events, such as: beginning, middle and end. • I can use my knowledge of texts that I have read to answer questions. E.g. what typically happens to good and bad characters? • I can recognise the difference between fiction and non-fiction. • I understand the familiar structure in certain stories and I can join in with repeated language • I can use my knowledge of texts to support reading of unfamiliar words. • I can guess what new words mean, using clues from my teacher. • I understand rhyming words and how they can be used in poems. • I know a few traditional tales very well and I know the key characteristics. 	<ul style="list-style-type: none"> • I can identify the main events or key points in a text. • I can answer straight forward questions about a story. • I can recognise the difference between fiction and non-fiction. • I can recognise obvious story language- 'Once upon a time.. Big Bad Wolf...' and recognise a range of patterns in texts, including stories, rhymes and non-fiction. • I can explain clearly my understanding of what is read to me • I can recognise repetition of language in my reading. • I can discuss what new words mean, linking new meanings to those I already know. • I can appreciate rhymes and poem and recite some by heart. • I am very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • I can participate in discussion about what is read to me, taking turns and listening to what others say. 	<ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teacher. • Checking that the text makes sense to them as they read and correcting inaccurate reading. • Discussing the significance of the title and events • Recognising and joining in with predictable phrases. • Explain clearly their understanding of what is read to them • Discussing word meanings, linking new meanings to those already known. • Learning to appreciate rhymes and poems, and to recite some by heart • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • Being encouraged to link what they read or hear read to their own experiences • Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently. • Participate in discussion about what is read to them, taking turns and listening to what others say.
Making Inferences	<ul style="list-style-type: none"> • I can use stories I have already read to support my predictions. • I can understand what the main characters are doing. 	<ul style="list-style-type: none"> • I am beginning to understand how the characters have an impact on the main events in a story. • I know the general structure of the texts I am reading and can make a prediction based on these. • I understand the feelings of the main characters within a story. 	<ul style="list-style-type: none"> • I can express opinions about main events and characters in a story. • I can make simple predictions about the characters. • I can recognise why a character is feeling a certain way. • I can link what I read or hear to my own experiences, with support. 	<ul style="list-style-type: none"> • Making inferences on the basis of what is being said and done. • Predicting what might happen on the basis of what has been read so far. • Link what is read or listened to with own experiences.



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Year 2	Step 7	Step 8	Step 9	End of Year Expectations
	<ul style="list-style-type: none"> • Re-read books to build up fluency and confidence in word reading. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Pupils should revise and consolidate the GPCs and common exception words taught in Yr1. As soon as pupils can read words comprising of the Year 2 GPCs accurately and speedily they should move onto the Years 3 and 4 programme of study for word reading. 			
Word Reading	<ul style="list-style-type: none"> • I can read a range of words on sight and am able to use my phonic strategies to read more complex words. • I can read words with common suffixes. • I notice contractions, but need some support to read them accurately. • I know the function of full stops when reading and I show this when reading aloud. 	<ul style="list-style-type: none"> • I can read fluently and have started to use my phonic skills to decode unfamiliar words quickly and easily. • I can predict alternative grapheme sounds in unfamiliar words. • I can read multi syllabic words I can read words containing common suffixes. • In contractions, I understand the apostrophe is replacing the missing letters. • I can read aloud taking into account of punctuation and author intention. 	<ul style="list-style-type: none"> • I can read familiar words quickly, without needing to sound them out. • I can read common suffixes, understanding the impact on root words. • I can use a range of decoding strategies. • I can use syllable boundaries to read each syllable then combine them to read a word • I can self -correct when I have read a sentence incorrectly. • I can accurately read words with contractions. • I can read all (Year 1 & 2 HFW). 	<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllable containing these graphemes. • Read words containing common suffixes • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly & accurately without overt sounding and blending, when they have been frequently encountered. • Sound out unfamiliar words accurately, automatically and without undue hesitation
Range of Texts	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • 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 • Being introduced to non-fiction books that are structured in different ways. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 			



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Comprehension	<ul style="list-style-type: none"> • I understand the key events or features of a text. • I can simply comment on beginning, middle and end. • I can work with a group to answer questions about texts. • I know how non-fiction texts are structured and can name some of their features. • I can recite some lines from simple poems, saying what I like. • I can explain the meaning of words in context. • I can recognise interesting words. • I can recognise key themes within a text, linked to familiar stories. • I can say what I think about books, poems and non-fiction. • I can use the front cover and book title, as well as illustrations to make reading choices. 	<ul style="list-style-type: none"> • I understand how the key events in a story result in the final outcome. • I can discuss, in a group, the sequence of events in a story. • I can answer questions about text I have read. • I know how non-fiction texts are structured and I can refer to the key features – explaining their purpose. • I can recite poem appreciating these. • I can discuss words and phrases. • I can recognise key themes within a text, linked to familiar stories. • I am able to take part in discussions about books, poems and non-fiction texts. • I can use the front cover and book title, as well as illustrations and the words inside to make reading choices. 	<ul style="list-style-type: none"> • I can retell a story, referring to most of the key events and characters. • I can summarise a story, giving the main points clearly in sequence. • I can find the answers to questions in non-fiction, stories and poems. • I can locate specific information e.g. key information/events, characters names etc. • I can decide how useful a non-fiction text is for the purpose. • I continue to build up a repertoire of poems learnt by heart, with appropriate intonation • I can discuss my favourite words and phrases and how it affects meaning. • I can recognise key themes and ideas within a text. • I can participate in discussions about books, poems and other works and can compare similarities and differences between texts. • I can make choices about which texts to read, based on prior reading experiences. 	<ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teacher. • Checking that the text makes sense to them as they read and correcting inaccurate reading. • Answering and asking questions. • Discussing the sequence of events in books and how items of information are related. • Discussing their favourite words and phrases. • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. • 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. • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
Language for Effect	<ul style="list-style-type: none"> • I can recognise rhyming words • I can recognise tongue twisters/alliteration 	<ul style="list-style-type: none"> • I can identify how vocabulary choices affect meaning – ‘Crept lets you know he’s trying to be quiet’. • I can recognise words that sound like their meaning 	<ul style="list-style-type: none"> • I can understand some differences between spoken and written language • I can recognise simple similes 	<ul style="list-style-type: none"> • Recognising simple recurring literary language in stories and poetry.



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Year 2	Step 7	Step 8	Step 9	End of Year Expectations
Making Inferences	<ul style="list-style-type: none"> • I can comment on character's actions. • I can provide simple explanations about events. • I can explore what I think is going to happen in a text. 	<ul style="list-style-type: none"> • I am beginning to understand the reasons for a character's behaviour. • I can discuss possible reasons for events. • I can explore what I think is going to happen and suggest why I think this. 	<ul style="list-style-type: none"> • I can make simple inferences about thoughts and feelings of characters and reasons for their actions. • I can discuss reasons for events, by using clues in the story. • I understand why a writer has written a text – 'She wants you to know how to make a kite'. • I can make predictions based on reading other books by the author and my own experiences. • I understand how the author uses words to convey thoughts, feelings and actions, including 'reading between the lines'. 	<ul style="list-style-type: none"> • Making inferences on the basis of what is being said and done. • Predicting what might happen on the basis of what has been read so far.



Higham Primary School Progression of Knowledge and Skills

English – Reading (The 21 steps)

Year 3	Step 10	Step 11	Step 12	End of year expectations
	<p>At this stage teaching comprehension should take precedence over teaching word reading directly. Any word reading should support the development of vocabulary.</p> <ul style="list-style-type: none"> • To check that the text makes sense. • To ask questions to improve understanding. 			
Word Reading	<ul style="list-style-type: none"> • I can read an increasing number of exception words. • I can read aloud using a range of strategies appropriately, including decoding, to establish meaning. • I can apply my increasing knowledge of root words, prefixes and suffixes 	<ul style="list-style-type: none"> • I can read an increasing number of exception words. • I can read aloud with expression and intonation taking into account punctuation. • I can apply my increasing knowledge of root words, prefixes and suffixes 	<ul style="list-style-type: none"> • I can read an increasing number of exception words. • I can read aloud with intonation and expression, taking into account higher grade punctuation. • I can apply my increasing knowledge of root words, prefixes and suffixes • I can test out different pronunciations of longer words 	<ul style="list-style-type: none"> • Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet • Test out different pronunciations of longer words
Range of texts	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books • Reading books that are structured in different ways and reading for a range of purposes. • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 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. • Be introduced to a range of authors that they might not choose themselves • Be able to select own books (and be taught how to do so) 			
Comprehension	<ul style="list-style-type: none"> • I can summarise and explain the main points in a text. • Begin to use knowledge of alphabet to locate information and meaning (dictionary/index). 	<ul style="list-style-type: none"> • I am able to quote directly from the text to support thoughts and discussions. • I can increasingly use knowledge of alphabet to locate information and meaning 	<ul style="list-style-type: none"> • I can locate information by skimming (for a general impression and scanning (to locate specific information). • I can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin). 	<ul style="list-style-type: none"> • Retrieve and record information from fiction and non-fiction. • Use dictionaries to check the meaning of words that they have read.



Higham Primary School Progression of Knowledge and Skills

English – Reading (The 21 steps)

Year 3	Step 10	Step 11	Step 12	End of year expectations
Themes and Conventions	<ul style="list-style-type: none"> I can briefly summarise the difference between a fiction and non-fiction text, giving examples. I can recognise some differences between different poems I can explore some straightforward underlying themes and ideas. 	<ul style="list-style-type: none"> I am beginning to identify the differences between a wider range of non-fiction text types (e.g. instructions, explanation, poetry) and fiction texts. I can recognise presentation devices e.g. numbering and headings in instructions I can use some appropriate vocabulary to describe different poems I can summarise and explain the main points in a text. 	<ul style="list-style-type: none"> I can identify differences between different fiction and non-fiction genres. I can name different types of poems I can discuss the merits of different presentational devices in helping clarity of meaning I can summarise and explain the main points in a text, referring back to the text to support this. 	<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books Identify how language, structure and presentation contribute to meaning. Recognise presentational devices Recognise some different forms of poetry. Identify main themes from more than one paragraph and summarise.
Language for effect	<ul style="list-style-type: none"> I can identify where language is used to create mood, build tension or 'paint a picture'. I can explain the meaning of WOW words in context. I can explore potential meaning of ambitious vocabulary read in context. 	<ul style="list-style-type: none"> I can comment on author's choice of language to create mood and build tension. I can explore potential meanings of WOW words read in context. I can clarify the meanings of ambitious words and/or phrases in context. I can discuss how the words make me feel 	<ul style="list-style-type: none"> I can identify language features of some different text types (e.g. that the language of recount is different to the language of instructions). I can clarify the meaning of WOW words and/or phrases in context. I can talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). I can discuss why the author might have chosen these words/phrases 	<ul style="list-style-type: none"> Discuss words and phrases that capture the reader's interest and imagination. To discuss their understanding and explain the meaning of words in context.
Making Inferences	<ul style="list-style-type: none"> I can explain how and why main characters act in certain ways in a story. I can predict what might happen in a story. 	<ul style="list-style-type: none"> I can explain how and why main characters act in certain ways in a story, using evidence from the text. When prompted, I can justify and elaborate on opinions and predictions. 	<ul style="list-style-type: none"> I can sometimes empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act. I can justify and elaborate on opinions and predictions with reference to the text. 	<ul style="list-style-type: none"> Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences from evidence. Predict what might happen from details stated and implied.



Higham Primary School Progression of Knowledge and Skills

English – Reading (The 21 steps)

Year 4	Step 13	Step 14	Step 15	End of year expectations
	<p>At this stage teaching comprehension should take precedence over teaching word reading directly. Any word reading should support the development of vocabulary.</p> <ul style="list-style-type: none"> • Ask questions to clarify understanding. • Identify main themes/ideas based on evidence drawn from different points in the text. • 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. 			
Word Reading	<ul style="list-style-type: none"> • I can usually read a range of appropriate texts with fluency and accuracy. • I can recognise prefixes and suffixes in words. • I can read some (Year 4/5 Common Exception words) understanding the correspondence between spelling and sound. 	<ul style="list-style-type: none"> • I can read a range of appropriate texts fluently and accurately, including exception words. • I can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (unimportant). 	<ul style="list-style-type: none"> • I can read aloud with pace, fluency and expression, taking punctuation and author's intent into account. • I can explore potential meaning of ambitious vocabulary read in context (using knowledge of etymology-word origin), morphology-form and structure of the word, i.e. the root word plus prefix and/or suffix or the context of the word. • I can read most (Year4/5 HFW), understanding the correspondence between spelling and sound. 	<ul style="list-style-type: none"> • Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Apply knowledge of root words prefixes and suffixes (see appendix 1), both to read aloud and to understand the meaning of new words they meet. • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Range of texts	<p>Continue to develop a positive attitude to reading a range of appropriate texts fluently and accurately and understand what is read.</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books • Reading books that are structured in different ways and reading for a range of purposes. • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • 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. • Be introduced to a range of authors that they might not choose themselves • Be able to select own books (and be taught how to do so) 			
Comprehension	<ul style="list-style-type: none"> • I can use knowledge of text structure to locate information. 	<ul style="list-style-type: none"> • I can skim and scan to identify key ideas and answer questions from a text. 	<ul style="list-style-type: none"> • I can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes/contents pages. 	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction. • Use dictionaries to check the meaning of words that they have read.
Themes and Conventions	<ul style="list-style-type: none"> • I can identify the various features of fiction genres (e.g. science fiction, adventure, autobiography, diary, mystery etc). • I can recognise key themes in what I have read 	<ul style="list-style-type: none"> • I can compare and talk about the structures and features of a range of non-fiction texts. • I can compare key themes across different books 	<ul style="list-style-type: none"> • I can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. • I can discuss key themes in what I have read e.g. triumph of good over evil/revenge 	<ul style="list-style-type: none"> • Read books that are structured in different ways and reading for a range of purposes. • Recognise key themes and conventions in what they read • Identify main themes from more than one paragraph and summarise. • Recognise some different forms of poetry.



Higham Primary School Progression of Knowledge and Skills

English – Reading (The 21 steps)

Year 4	Step 13	Step 14	Step 15	End of year expectations
Language for Effect	<ul style="list-style-type: none"> I can talk about the author's choice of language and its effect on the reader in a range of texts. 	<ul style="list-style-type: none"> I can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act. 	<ul style="list-style-type: none"> I can discuss how and why the text affects the reader and refer back to the text to back up a point of view. 	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning. Discuss words and phrases that capture the reader's interest and imagination.
Making Inferences	<ul style="list-style-type: none"> I am continuing to talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). I can infer meaning, using evidence from the text and wider experiences. - I can predict what might happen by quoting directly from the text. 	<ul style="list-style-type: none"> I confidently talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). I can infer and deduce meaning based on evidence drawn from different points in the text. I can refer to the text to support opinions and predictions (sum up what I have found/ discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views). 	<ul style="list-style-type: none"> I can work out the meaning of unknown words from the way they are used in context. I can discuss messages, moods, feelings and attitudes using the clues from the text, by means of inference and deduction skills. I can refer to the text to support opinions and elaborate (sum up what I have found/ discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views; clarify my thinking by elaborating on and justifying my views, using additional evidence and linking to wider knowledge/experiences). 	<ul style="list-style-type: none"> To discuss their understanding and explain the meaning of words in context. Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences from evidence. Predict what might happen from details stated and implied.



Higham Primary School Progression of Knowledge and Skills

English – Reading (The 21 steps)

Year 5	Step 16	Step 17	Step 18	End of year expectations
	<ul style="list-style-type: none"> • Recommending books that they have read to their peers, giving reasons for their choices. • 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 			
Word Reading	<ul style="list-style-type: none"> • I can confidently read unknown words with prefixes and suffixes and I am beginning to make connections between words. 	<ul style="list-style-type: none"> • I can confidently read most words, understanding the impact of prefixes and suffixes on root words. 	<ul style="list-style-type: none"> • I understand the history of words and the relationship between them to help me read unknown polysyllabic words. • I understand the impact of prefixes and suffixes on root words. • I can read all Year4/5 Common Exception Words 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.
Range of Texts	Maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reading books that are structured in different ways and reading for a range of purposes. • 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. • Learning a wider range of poetry by heart. • 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 • 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 view courteously 			
Comprehension	<ul style="list-style-type: none"> • I can identify the different features of fiction and non-fiction genres. • I can compare, contrast and evaluate different non-fiction texts. • I can discuss my understanding of a text. • I can skim to identify key ideas. • I can make simple comparisons between books. 	<ul style="list-style-type: none"> • I can identify the individual genre in a mixed genre text e.g. an explanation within an information text. • I can discuss my understanding of a text by identifying the purpose of the author. • I can skim and scan non-fiction texts to speed up research. • I can make comparisons between books, commenting on similarities and differences. 	<ul style="list-style-type: none"> • I can identify, collate and discuss the key ideas and information from a range of sources. • I can talk confidently about the purpose of the text and the specific intentions of the author. • I can ask questions to clarify my understanding. • I can use what I know about text structure to find information. • I can compare, contrast and evaluate different books. 	<ul style="list-style-type: none"> • Summarising the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas. • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Asking questions to improve their understanding. • Retrieve, record and present information from non-fiction. • Making comparisons within and across books. • Distinguish between statements of fact and opinion.



Higham Primary School Progression of Knowledge and Skills

English – Reading (The 21 steps)

Year 5	Step 16	Step 17	Step 18	End of year expectations
Themes and Conventions	<ul style="list-style-type: none"> I can use the way in which a text is organised to help me understand. I can talk about books, discuss the main points and build on my reasoning. 	<ul style="list-style-type: none"> I can comment on the structural choices an author has used to organise a text. I can take part in discussions, listening to others' ideas and building on them. 	<ul style="list-style-type: none"> I can recognise language that is a feature of a particular genre and how this contributes to meaning. I can take part in discussions, listening to others' ideas and build on them to support the development of my ideas. 	<ul style="list-style-type: none"> Identifying and discussing themes and conventions in and across a wide range of writing. Identifying how language, structure and presentation contribute to meaning. Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
Language for Effect	<ul style="list-style-type: none"> I can comment on how an author has used language and its effect upon the reader. 	<ul style="list-style-type: none"> I can identify and articulate my response to the effect of figurative and descriptive language. 	<ul style="list-style-type: none"> I can discuss the difference between literal and figurative language and the effects of imagery. 	<ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.
Making Inference	<ul style="list-style-type: none"> I can recognise which characters the author wants the reader to like/dislike. I can make simple predictions about a story. 	<ul style="list-style-type: none"> I can explain what I think the character's personality is like by referring to their behaviours. I can state my predictions for the story, using evidence from the book. 	<ul style="list-style-type: none"> I understand the thoughts and feelings of characters by referring to their actions. I can justify my opinion. I can explore texts to support and justify my predictions and opinions. 	<ul style="list-style-type: none"> Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied. Provide reasoned justifications for their views.



Higham Primary School Progression of Knowledge and Skills

English – Reading (The 21 steps)

Year 6	Step 19	Step 20	Step 21	End of year expectations
	<ul style="list-style-type: none"> • Recommending books that they have read to their peers, giving reasons for their choices. • Explain and discuss their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary 			
Word Reading	<ul style="list-style-type: none"> • I know how to read most unfamiliar words and can predict the meaning of related words using my knowledge. (e.g. words with the prefix circum meaning around). 	<ul style="list-style-type: none"> • I can read almost all words accurately. • I use my knowledge of word history and the link between words to suggest meaning. 	<ul style="list-style-type: none"> • I am able to read accurately all words (including those containing suffixes and prefixes) and can predict the meaning, using my knowledge of the history of words and the relationship between them. 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
Range of Texts	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes. • 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. • Making comparisons within and across books. • Learning a wider range of poetry by heart. • 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. 			
Comprehension	<ul style="list-style-type: none"> • I can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts. • I can talk confidently about the purpose of the text and the specific intentions of the author, using examples from the text. • I can ask questions to confirm what I already know. • I can use my skills of skimming, scanning, text marking and knowledge of the genre to identify the main points. • I can compare and contrast the styles of different writers and provide examples. • I am able to link them with my own ideas to support what I say. 	<ul style="list-style-type: none"> • I can discuss the purpose, audience and organisation of different fiction/nonfiction texts. • I can use the way text types are organised to help me sustain understanding over longer texts. • I can ask and respond to questions about a text to demonstrate my understanding. • I can use my skills of skimming, scanning, text marking and knowledge of genre to identify and record the key features/information. • I can compare, contrast and explore the styles of writers and poets, finding examples in the text. • I use their knowledge to support my own ideas. 	<ul style="list-style-type: none"> • I can discuss the purpose, audience and organisation of different fiction/nonfiction texts, evaluating their success. • I can apply my knowledge of word reading skills to a range of different contexts to support my understanding of a text. • I can ask and respond to questions to demonstrate a secure understanding. • I can collect and organise key ideas from a range of sources and present this to others. • I can describe and evaluate the styles of different writers, finding examples and justifying my interpretations • I am able to state why I believe they have valid points and use the text to clarify. 	<ul style="list-style-type: none"> • Summarising the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas. • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Asking questions to improve their understanding. • Retrieve, record and present information from non-fiction. • Making comparisons within and across books. • Distinguish between statements of fact and opinion. • Explain and discuss their understanding of what they have read, including through formal presentations and debates.



Higham Primary School Progression of Knowledge and Skills

English – Reading (The 21 steps)

Year 6	Step 19	Step 20	Step 21	End of year expectations
Themes and Conventions	<ul style="list-style-type: none"> I can identify the ways in which one paragraph is linked to the next. I can take part in discussions, taking account of what others say and comment on their ideas. 	<ul style="list-style-type: none"> I can comment on and compare the language choices the author has used over a range of non-fiction texts. I am able to analyse what others' say to support my own ideas linked to a text. 	<ul style="list-style-type: none"> I can explore how the way in which a text is organised, language features and choice of specific vocabulary supports the writers theme and purpose, providing examples. I can analyse and critically analyse others ideas courteously. 	<ul style="list-style-type: none"> Identifying and discussing themes and conventions in and across a wide range of writing. Identifying how language, structure and presentation contribute to meaning. Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
Language for Effect	<ul style="list-style-type: none"> I can identify how the author has created messages, moods, feelings and attitudes through vocabulary choices. 	<ul style="list-style-type: none"> I can clearly identify the effect the writing has on a reader, and begin to explain how this impact has been created. 	<ul style="list-style-type: none"> I can analyse, compare and contrast how different authors use literal and figurative techniques to create imagery. 	<ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.
Making Inferences	<ul style="list-style-type: none"> I understand the motives of characters; I can explain their personality, with evidence from the text, to justify this. I can refer to the text to support my predictions and provide examples. 	<ul style="list-style-type: none"> I understand why characters feel and act the way they do. I can refer to their personality, using examples to justify their motives. I understand how the author uses hidden messages to imply what might happen. 	<ul style="list-style-type: none"> I can predict how a character will react to situations, based on my understanding of their personality and previous actions. I can use hidden messages and action from the text to make a sound prediction; I use evidence from the text to support this. 	<ul style="list-style-type: none"> Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Provide reasoned justifications for their views.