

EYFS	<p>In the Early Years the progression in Reading is taken from the EYFS statutory framework and Development Matters. The most relevant statements for Reading are taken from the following areas of learning:</p> <ul style="list-style-type: none"> • Communication and Language • Literacy • Understanding of the world 			
Nursery	Word reading	Comprehension	Communication and language	
	<ul style="list-style-type: none"> • Understands the idea of a 'word' and how there is always a space before and after a word • Begins to identify letters in a word • Hear and say the initial sound in words • Reads own name without a visual prompt in different fonts • Understands that print is read from top to bottom, beginning to develop an understanding of return sweep • Is secure in phase 1 phonics <p><i>I Understand the five key concepts about print: - print has meaning the names of the different parts of a book- print can have different purposes page sequencing we read English text from left to right and from top to bottom</i></p>	<ul style="list-style-type: none"> • Begins to ask some questions to develop my understanding of a text (who, where, what) • Begins to predict what might happen in a story using illustrations • Talks about a familiar book/story (1-1 or small groups) • Identifies some favourite stories/books and shares them with a friend 	Listening, Attention and Understanding	Speaking
Reception	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them • Blend sounds into words, read short words made up of known letter-sound correspondences • Read some letter groups that each represent one sound and say sounds for them • Read simple phrases and sentences made up of words with known letter-sound correspondences 	<ul style="list-style-type: none"> • Re-read books to build up my confidence in word reading, fluency and understanding and enjoyment • Retell a familiar story • Use story vocabulary: repeated phrases, openers and story openings and ending • Predict in more detail • Notice relationships between one text and another • Recognise that additional information may be contained in illustrations, diagrams etc. • Choose a book and say why I have chosen it 	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important • Learn new vocabulary • Use new vocabulary through the day • Engage in story times • Listen to and talk about stories to build familiarity and understanding 	<ul style="list-style-type: none"> • Sing a large repertoire of songs and rhymes • Talk about familiar books, and able to tell a longer story • Use longer sentences of four to six words - "I had pizza for tea. I played in the garden." "I want to play with the cars' or' what's that thing called?" • Use sentences joined up with words like because, or, and. For example: "I like ice cream because it makes my tongue shiver". • Use the future and past tense. "I am going the shops" and "I went to the shops". • Use talk to organise myself and my play: "Let's go on a bus... you sit there... I'll be the driver." • Answer simple 'why?' questions

	<ul style="list-style-type: none"> • Use phonic knowledge to decode regular words and read them aloud accurately • Read some common irregular words, noting tricky parts • Read a book in line with their phonic ability • Be secure in phase 4 LW phonics 	<ul style="list-style-type: none"> • Comment spontaneously on perceived links with own life experience or other experiences, e.g. films, books • Identify different parts of a book – title, front, cover, contents, index 	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound • Learn rhymes, poems and songs. • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<p>work and why they might happen</p> <ul style="list-style-type: none"> • Develop social phrases • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words • Use new vocabulary in different contexts
ELGs	<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. 	<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. 	<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 	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering 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 the adult.

National Curriculum	Pupils should be taught to: <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 words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • 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 • re-read these books to build up their fluency and confidence in word reading. 				
	Word Reading	Comprehension and understanding			
Year 1		Retrieve	Deduce and Infer	Language for effect	Themes and Conventions
	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to sound out unfamiliar words accurately. • Can use knowledge of letters, sounds and words to establish meaning when reading aloud. • Respond speedily with the correct sound to graphemes 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 many common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • Split two and three syllable words into 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(s). 	<ul style="list-style-type: none"> • Finding information to help answer simple, literal questions, in texts at an appropriate reading stage. 	<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. Being supported to ask questions about aspects of a text they don’t understand. • Discussing the significance of the title and main events. • Making inferences on the basis of what is being said and done. • To include making plausible predictions about characters, using knowledge of the story and own experiences. • Predicting what might happen on the basis of what has been said so far and based on titles, text, blurb and / or pictures. • Participating in discussions about what is read to them, taking turns and listening to what others say and can express opinions about main events and characters in 	<ul style="list-style-type: none"> • Discussing word meanings, linking new meanings to those already known and can notice interesting words. 	<ul style="list-style-type: none"> • Enjoys listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • Being encouraged to link what they read or hear read to their own personal experiences. • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics (e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts) • Recognising and joining in with predictable phrases. • Learning to appreciate rhymes and poems, and able to recite some by heart.

	<ul style="list-style-type: none">• Read aloud quickly and accurately, without overt sounding and blending, books that are consistent with their phonic knowledge and that do not require them to use other strategies to work out words.• Re-read these books to build up their fluency and confidence in word reading		<p>stories, e.g. good and bad characters.</p> <ul style="list-style-type: none">• Explaining clearly their understanding of what is read to them.		
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National Curriculum					
	Word Reading	Comprehension and understanding			
		Retrieve	Deduce and Infer	Language for effect	Themes and Conventions
Year 2	<ul style="list-style-type: none"> Continue to apply phonic knowledge and skills 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 most words of two or more syllables that contain the same graphemes as above. Read most words containing common suffixes e.g. -ness, -ment, -ful, -less, -ly, -ing, -ed, -er, est, -y Read further most common exception words, noting unusual correspondences between spelling and sound where these occur in the word. Read most words quickly and accurately, without overt sounding and blending, sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words (approx. 90 words per min). Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read these books to build up their fluency and confidence in word reading. Can read aloud, taking into account . ? ! 	<ul style="list-style-type: none"> Answering and asking questions and can locate specific information on a given page in response to a given question, e.g. key events, characters' names etc. or key information on a non-fiction page. Asking questions before reading a non-fiction text and look for the answers within the text when reading. 	<ul style="list-style-type: none"> Drawing and elaborating 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. Ask questions about aspects of a text they don't understand. Making inferences on the basis of what is being said and done. To include commenting on characteristics and actions of characters in stories. Predicting what might happen on the basis of what has been read so far, using a range of clues (e.g. experience of books written by the same author, experience of books already read on a similar theme, book title, cover and blurb). Participating in discussion of books, poems and other work that are read to them and those that they can read for themselves, taking turns and listening to what others say. Comparing similarities and differences between texts/books. Discuss and clarify the meaning of word 	<ul style="list-style-type: none"> Recognising simple recurring literary language in stories and poetry. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary; discussing their favourite words and phrases. Can explain the meaning of 'WOW' words in context (appropriate grade of book), e.g. despair, marvel (including words with common prefixes and suffixes e.g. undecided, forgetful). 	<ul style="list-style-type: none"> Enjoys 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. Discussing the sequence of events in books and how items of information are related. Can summarise a story, giving the main points clearly in sequence. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Can retell an unknown story (unfamiliar before first reading) beginning, middle and end (may only be in simple terms because of its unfamiliarity but children have got the general gist of the story as a whole). Being introduced to non-fiction books that are structured in different ways and begin to talk about the features of certain non – fiction texts (non-chronological report, information poster, letter). Can distinguish between fiction and non –fiction. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

National Curriculum					
	Word Reading	Comprehension and understanding			
		Retrieve	Deduce and Infer	Language for effect	Themes and Conventions
Year 3	<ul style="list-style-type: none"> ➤ Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology – as listed in English Appendix 1) both to read aloud and to understand the meaning of new words they meet. ➤ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ➤ Read most words containing prefixes un-, dis-, mis-, re-, pre-, im-, in- ➤ Read most words containing common suffixes e.g. -ly, -ous ➤ Use punctuation to read with intonation, tone and volume when reading aloud 	<ul style="list-style-type: none"> ➤ Retrieving and recording information from non-fiction. ➤ Can locate information by skimming (for a general impression) and scanning (to locate specific information). ➤ 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"> ➤ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. ➤ Asking questions to improve their understanding of a text – ask questions to clarify the meaning of events that they don't understand. ➤ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Is able to quote directly from the text to support thoughts and discussions. ➤ Predicting what might happen from details stated and implied. Predict from what they have read how incidents or events will develop or be concluded. ➤ Identifying main ideas drawn from more than one paragraph and summarise these referring back to the text to support this. ➤ Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Can discuss reasons for actions and events based on evidence in the text. 	<ul style="list-style-type: none"> ➤ Using a dictionary to check the meaning of words that they have read. Locate word in a dictionary by the first 2 letters. ➤ Discussing words and phrases that capture the reader's interest and imagination. Can explore potential meanings of ambitious vocabulary (WOW Words) read in context. ➤ Identifying how language, structure and presentation contribute to meaning. Identifies where language is used to create mood, build tension or paint a picture. 	<ul style="list-style-type: none"> ➤ Enjoys listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books (reference sources are: dictionaries, encyclopaedias, bibliographies, directories, atlases, and handbooks) or text books. ➤ Reading books that are structured in different ways and reading for a range of purposes e.g. Investigate the features of traditional stories – openings and endings, how events and characters are introduced, how problems are resolved. ➤ Explain how the organisational features of non-fiction texts support the reader in researching a topic. ➤ Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. ➤ Identifying themes and conventions in a wide range of books. Identify typical story themes e.g. good and evil, wise and foolish, weak over strong. ➤ Preparing simple poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. ➤ Recognising some different forms of poetry (e.g. free verse, narrative poetry). Distinguish between rhyming and non-rhyming poetry.

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Year 4	<ul style="list-style-type: none"> ➤ Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology – as listed in English Appendix 1) both to read aloud and to understand the meaning of new words they meet. ➤ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ➤ Read most words containing prefixes in-, ir-, sub-, inter-, super-, anti-, auto- ➤ Read most words containing common suffixes e.g. -ation, -tion, -sion, -cian, -sion 	<ul style="list-style-type: none"> ➤ Retrieving and recording information from non-fiction For example: children can use knowledge of text structure to locate information (e.g. use appropriate heading and sub-heading in non-fiction). 	<ul style="list-style-type: none"> ➤ Extending their ability to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. ➤ Asking questions to improve their understanding of a text ➤ Ask questions to explore meanings and explanations of the events or ideas introduced in a text. ➤ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. This will mean: children 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. Children can find evidence in and / or around the text to support your views. ➤ Predicting what might happen from details stated and implied. Use information about characters to make plausible predictions about their actions. ➤ Identifying main ideas drawn from more than one paragraph and summarise these- i.e. children can Sum up what you have found / discussed / thought about; make your point / state your thoughts and ideas. ➤ Participating in discussion about both books that are read to them and those they can read for themselves, 	<ul style="list-style-type: none"> ➤ Using a dictionary to check the meaning of words that they have read and can clarify the meanings of ambitious words and / or phrases in context. ➤ Discussing words and phrases that capture the reader's interest and imagination. ➤ Can understand that figurative language creates images. ➤ Identifying how language, structure and presentation contribute to meaning. For example: can talk about the effects of different words and phrases to create different images and atmosphere (e.g. powerful verbs, descriptive adjectives and adverbs). ➤ Can compare the structure of different stories to discover how they differ in pace, build 	<ul style="list-style-type: none"> ➤ Enjoys listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books (reference sources are: dictionaries, encyclopaedias, bibliographies, directories, atlases, and handbooks) or text books ➤ Can discuss the work of some established authors and knows what is special about their work. ➤ Reading books that are structured in different ways and reading for a range of purposes. For example: Explore narrative order (opening, build-up, problem, resolution and ending) and how scenes are built up and concluded through description, action and dialogue. ➤ Identify the main features of non-fiction texts including headings, captions and bullet points and understand how these support the reader. ➤ Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. ➤ Identifying themes and conventions in a wide range of books, i.e. identify social, moral or cultural issues in stories e.g. the dilemmas faced by characters or the moral of the story. ➤ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. ➤ Recognising some different forms of poetry (e.g. free verse, narrative poetry). Identify different patterns of rhyme and verse within this poetry and read these aloud effectively

			<p>taking turns and listening to what others say, i.e. -Can talk with friends about books and listen to the opinions of others.</p>	<p>up, sequence, complication and resolution.</p> <ul style="list-style-type: none">➤ Can compare and talk about the structures and features of a range of non-fiction texts.➤ Children can talk about the author's choice of language and its effect on the reader in non-fiction texts (e.g. 'foul felon' in a newspaper report about a burglary).	
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National Curriculum					
	Word Reading	Comprehension and understanding			
		Retrieve	Deduce and Infer	Language for effect	Themes and Conventions
Year 5	<ul style="list-style-type: none"> Apply their growing knowledge of root words to understand meaning of words, prefixes and suffixes (morphology and etymology as listed in English appendix 1) both to read aloud and to understand the meaning of new words that they meet. Read and understand words from the year 5 list Apply knowledge of prefixes e.g dis-, re-, pre-, mis-, over- Apply knowledge of suffixes e.g. -ant, -ance, -ancy, -ent, -ency, -ible 	<ul style="list-style-type: none"> Retrieving, recording and presenting information from non-fiction. Children can retrieve and collate key ideas and information from a range of sources. 	<ul style="list-style-type: none"> Checking that the book makes sense to them, imagining events that are described and discussing their understanding. Children to explore different books and demonstrate an understanding of the book through discussion and debate. Asking questions to improve their understanding and Identify aspects of a text that they are not clear about. 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 and justifying predictions using evidence from the text. Children to discuss the plausibility of their predictions and the reason for them. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Children to summarise what is known about a character, event or topic and summarise a complete short text or a substantial section of a text. Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Children to discuss which character the writer wants the reader 	<ul style="list-style-type: none"> Exploring the meaning of words in context. Using dictionaries to locate word meanings and other information about words e.g. using alphabetical order, determining which definition is the most relevant in context. Identifying how language, structure and presentation contribute to meaning. Children to discuss terms such as metaphor and simile. Discussing and evaluating how authors use language, including figurative language, personification, analogy, style and effect, considering the impact on the reader. Explain the difference between literal and figurative language. Distinguish between statements of fact 	<ul style="list-style-type: none"> Continuing to enjoy, 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. To support this, children can identify the purpose, audience and organisation of different fiction / non-fiction texts and evaluate the success of each of these elements. Increasing familiarity with a wide range of books, including myths, legends & traditional stories, modern fiction, fiction from our literary heritage & books from other cultures & traditions. Recommending books that they have read to their peers, giving reasons for their choices. Read favourite authors and choose books to read on the recommendations of others. Identifying and discussing themes (such as loss or heroism) and conventions in and across a wide range of writing. Children can explain the structural devices an author has used to organise a text (e.g. going beyond the superficially obvious in fiction, such as decisions about plot structure or flash backs / flash forwards; in non-fiction, looking at devices and decisions the writer has made in multi-genre texts). Making comparisons within and across books including characters, setting, plot, genre and organisational features. To extend this further, children to compare the structure of different stories

			<p>to like or dislike and what techniques are used to achieve this.</p> <ul style="list-style-type: none"> • Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Providing reasoned justifications for their views, using additional evidence and linking to wider knowledge / experiences. 	<p>and opinion and fiction in different texts e.g. biography, autobiography, argument.</p>	<ul style="list-style-type: none"> • Learning a wider range of poetry (including classic poems) by heart. • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning
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National Curriculum					
	Word Reading	Comprehension and understanding			
		Retrieve	Deduce and Infer	Language for effect	Themes and Conventions
Year 6	<ul style="list-style-type: none"> Apply their 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. E.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment Use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial Apply knowledge of prefixes e.g Working out the meaning of unknown words from the way they are used in context Reading and understanding words from the year 6 list 	<ul style="list-style-type: none"> Retrieving, recording and presenting information from non-fiction using an appropriate format when researching a topic. Skimming for a gist, scanning for key information, and close reading, to locate specific detail across a text 	<ul style="list-style-type: none"> Checking that the book makes sense to them, discussing their understanding. Children to link parts of the text together in order to understand how details or specific sections support a main idea or point. Children should be able to accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning. Asking questions to improve their understanding. Children to Identify where they do not fully understand a text and ask effective questions that will help them to clarify their understanding. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Children to infer motives, moods, feelings and attitudes across a text and use evidence from the text to back up opinions. Predicting what might happen from details stated and implied. Children to make plausible predictions and explain what they are basing them on. Finally children to discuss how and why they need to modify their predictions as they read on. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and use quotations for illustration. Children to summarise 	<ul style="list-style-type: none"> Exploring the meaning of words in context and discussing reasons as to why certain words have been chosen. Identifying how language, structure and presentation contribute to meaning. Non-fiction - Children to understand how writers use the features and structure of information texts to convey information. Fiction - Understand how paragraphs build up narrative and how chapters and paragraphs are linked. Discussing and evaluating how authors use language, including figurative language such as similes, metaphors and personification, considering the 	<ul style="list-style-type: none"> Continuing to read and discuss/debate an increasingly wide range of age appropriate fiction/whole novels, poetry, plays, non-fiction and reference books or textbooks with confidence and fluency. In class, be able to read these texts aloud with intonation that shows understanding and their ability to sustain their reading of longer and more challenging texts. Reading books that are structured in different ways and reading for a range of purposes. Children need to be able to identify the purpose, audience and organisation of different fiction/non-fiction texts and evaluate the success of each of these elements. Increasing familiarity with a wide range of books, inc myths, legends & traditional stories, modern fiction, fiction from our literary heritage & books from other cultures & traditions. Recommending books that they have read to their peers, giving reasons for their choices. Children to discuss their personal reading with others and articulate their personal response to reading, identifying how and why a text affects a reader. Identifying and discussing themes and conventions in and across a wide range of writing. Children to identify how the narrative or author's voice influences the reader's point of view. Making comparisons within and across books and investigate different books on the

			<p>their current understanding about a text at regular intervals, linking summaries to previous predictions.</p> <ul style="list-style-type: none"> • Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Children to take into account the opinion of others. • Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Children to clearly identify the effect the writing has on the reader, and begin to explain how this impact has been created. • Providing reasoned justifications for their views. Children to identify material from texts to support an argument and know when it is useful to quote directly, paraphrase or adapt. 	<p>impact on the reader.</p> <ul style="list-style-type: none"> • Distinguishing between statements of fact and opinion and fiction in different texts e.g. biography, autobiography, argument. Within persuasive writing and other texts, children to investigate how language is used to present opinion. 	<p>same topic. Children to compare and contrast the work of a single author.</p> <ul style="list-style-type: none"> • Learning a wider range of poetry (including classic poems) by heart, discussing the use of language, rhyme scheme and effect on the reader. • 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. Children to vary the performance to convey meaning to an audience.
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