

Reading Knowledge Progression



Word reading	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>HIGHLIGHTED STATEMENTS ARE REQUIREMENTS OF EYFS EARLY LEARNING GOALS AND THE NATIONAL CURRICULUM</p>	<p>I know that letters can make many different sounds so that I can recognise words said orally with the same initial sound, such as money and mother.</p> <p>I know that words convey meaning and form sentences.</p> <p>I know the 41 sounds (first 6 Set 2 sounds) so that I can read words consistent with my phonic knowledge by sound-blending.</p> <p>I know how to blend sounds into words so that I can read short words made up of known letter– sound correspondences.</p> <p>I know how to read some (at least 10) letter groups that each represent one sound (digraphs) and say sounds for so that I can sound and blend unfamiliar printed words quickly and accurately.</p> <p>I know some common exception words (RWINc red words on bookmarks to green book level) so that I can read aloud simple sentences and books that are consistent with my phonic and sight vocabulary knowledge.</p> <p>I know to read aloud so that I can read simple phrases and sentences made up of words with known letter–sound correspondences and, where</p>	<p>I know how to apply my phonic knowledge and skills so that I can decode words.</p> <p>I know the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes so that I can I can respond speedily.</p> <p>I know how to blend sounds so that I can read accurately unfamiliar word containing GPC’s that have been taught.</p> <p>I know alternative sound correspondences so that I can read common exception words. E.g., ay, ai, a/e</p> <p>I know how to apply my phonics so that I can read common exception words that have been taught GPC’s (General Phoneme Correspondence).</p> <p>I know –s, - es, -ing, -ed, -er and –est endings so that I can read words.</p> <p>I know how to decode longer words so that I can read words of more than one syllable that contain taught GPCs.</p>	<p>I know how to automatically use my phonic knowledge and skills to decode words so that I can read fluently.</p> <p>I know how to blend the sounds in words that contain the graphemes taught in sets 1,2 and 3 so that I can read accurately.</p> <p>I know how to recognise alternative sounds for graphemes so that I can blend and read accurately.</p> <p>I know how to decode longer words so that I can read accurately words of two or more syllables that contain the graphemes taught.</p> <p>I know common suffixes -ing, -ed, -er, -est, -less, -ness, -met, -ful so that I can read words with these suffixes.</p> <p>I know words where the usual spelling rule doesn’t apply so that I can read common exception words.</p> <p>I know how to decode words in my head (Fred in your head) so that I can read most words quickly and accurately without overt sounding and blending.</p>	<p>I know how to apply my knowledge of root words, prefixes and suffixes (etymology and morphology) so that I can read aloud.</p> <p>I know how to apply my knowledge of root words, prefixes and suffixes (etymology and morphology) so that I can understand the meaning of new words.</p> <p>I know how to identify the unusual correspondences between spelling and sound, and where these occur in the word so that I can read further exception words.</p> <p>I know books are structured in a number of different ways so that I can read for different purposes.</p> <p>I know to test out different pronunciations so that I can read longer words.</p> <p>I know I can use dictionaries to check the meaning of unknown words I have read so that I understand words and broaden my vocabulary.</p> <p>I know to match what I decode to words I may have already heard but may not</p>	<p>I know how to apply my knowledge of root words, prefixes and suffixes (etymology and morphology) so that I can read aloud.</p> <p>I know how to apply my knowledge of root words, prefixes and suffixes (etymology and morphology) so that I can understand the meaning of new words.</p> <p>I know how to identify the unusual correspondences between spelling and sound, and where these occur in the word so that I can read further exception words.</p> <p>I know how to use prefixes and suffixes so that I understand meanings of words (sub-, inter-, anti-, -ation, -ous, -tion).</p> <p>I know how to read further exception words, noting the unusual correspondence between spelling and sound ways so that I can read broader vocabulary.</p> <p>I enjoy listening to and discussing wide range of poetry, fiction, plays, nonfiction and reference books so that I broaden my</p>	<p>There should be no need for further direct teaching of word reading skills for almost all pupils. Attention is paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation.</p> <p>I know how to use my knowledge of root words, prefixes and suffixes (morphology and etymology) so that I can investigate how the meanings of words change e.g., un+happy+ness, dis+repute+able.</p> <p>I know how to use suffixes e.g. – cious, -tious, -tial, -cial so that I can understand meanings of new words.</p> <p>I know how to use my knowledge of root words, prefixes and suffixes (morphology and etymology) so that I can read aloud with understanding and fluency.</p> <p>I know how to employ dramatic effect whilst reading aloud so that I engage listeners.</p> <p>I know I can read an extensive array of text genres so that I read for pleasure.</p> <p>I know how to evaluate texts quickly so that I determine their usefulness or appeal.</p> <p>I know how to read underlying messages that exist beneath words written on a page (read</p>	<p>There should be no need for further direct teaching of word reading skills for almost all pupils. Attention is paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation.</p> <p>I know how to use my knowledge of root words, prefixes and suffixes (morphology and etymology) so that I can investigate how the meanings of words change e.g., un+happy+ness, dis+repute+able.</p> <p>I know how to use suffixes e.g. – cious, -tious, -tial, -cial so that I can understand meanings of new words.</p> <p>I know how to use my knowledge of root words, prefixes and suffixes (morphology and etymology) so that I can read aloud with understanding and fluency.</p> <p>I know how to use etymology to help the pronunciation of new words e.g., chef, chalet, machine, brochure – French in origin so that I can read unfamiliar words.</p> <p>I know how to employ dramatic effect whilst reading aloud so that I engage listeners.</p> <p>I know I can read an extensive array of text genres so that I read for pleasure.</p> <p>I know how to evaluate texts quickly so that I determine their usefulness or appeal.</p> <p>I know how to read underlying messages that exist beneath words written on a page (read between the lines) so that I understand underlying themes, causes and consequences within whole texts.</p>

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<p>necessary, a few exception words.</p> <p>I know to re-read these books aloud so that I can read confidently with fluency, understanding and enjoyment.</p>	<p>I know how to read common exception words, noting unusual correspondences between spelling and sound so that I can identify where these occur in the word.</p> <p>I know I'm, I'll, we'll so that I can read words with contractions and understand that the apostrophe represents the omitted letter.</p> <p>I know 75 sounds (All Set 3 sounds plus the additional graphemes) so that I can read books aloud, accurately that are phonetically decodable.</p> <p>I know to only use my phonic knowledge to work out words.</p> <p>I know to re-read my book so that I can read with fluency, confidence, understanding and enjoyment.</p> <p>I know how to read aloud accurately books that are consistent with my developing phonic knowledge so that I can do not use other strategies to work out words</p> <p>I know to re-read my books so that I can read with more fluency and confidence.</p>	<p>I know how to read aloud books that are matched to my phonic knowledge, sounding out unfamiliar words without undue hesitation so that I can read all Set 3 sounds in nonsense words.</p> <p>I know how to read aloud books that are matched to my phonic knowledge, sounding out unfamiliar words without undue hesitation so that I can read multi-syllabic words containing Set 1, 2 and 3 sounds.</p> <p>I know how to read aloud books that are matched to my phonic knowledge, sounding out unfamiliar words without undue hesitation so that I can read a passage at 80-90+ words per minute with intonation that shows some comprehension.</p> <p>I know how to re-read books so that my fluency and confidence in word reading improve.</p> <p>I know to re-read my book so that I can read with fluency, confidence, understanding and enjoyment.</p>	<p>have seen in print so that I can read them.</p>	<p>vocabulary and learn cross-curricularly.</p> <p>I know books are structured in a number of different ways so that I can read for different purposes.</p> <p>I know how to use dictionaries to check the meaning of unknown words I have read so that I can understand words and broaden my vocabulary.</p> <p>I know a wide range of books (fairy stories/ myths and legends) so that I can retell these orally.</p>	<p>between the lines) so that I can understand underlying themes, causes and consequences within whole texts.</p> <p>I know how to identify the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives) so that I can read the flow the author intends.</p>	<p>I know how to identify the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives) so that I can read the flow the author intends.</p> <p>I know how to recognise authors' techniques to influence and manipulate the reader so that I can read with the desired response.</p>
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Reading Knowledge Progression

Comprehension	EYFS	Year 1	Year 2 Pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class. This begins in year 2 and applies across KS2.	Year 3 At this stage, teaching comprehension takes precedence over teaching word reading directly. Focus is vocabulary and book discussions.	Year 4	Year 5	Year 6
	<p>I know how to listen to a story so that I can have conversations about stories.</p> <p>I know how to listen to a story so that I learn new vocabulary.</p>	<p>I know how to listen to a range of poems, stories and nonfiction at a level beyond what I can read independently so that I learn new vocabulary.</p>	<p>I know how to discuss the sequence of events in books and how items of information are related so that I have greater understanding.</p> <p>I know a wider range of stories, fairy stories and</p>	<p>I know how to listen to a wide range of fiction, poetry, play, non-fiction and reference books or text books so that I can discuss them with others.</p> <p>I know how to read a wide range of books (fairy stories/</p>	<p>I know how to listen to a wide range of fiction, poetry, play, non-fiction and reference books or text books so that I can discuss them with others.</p> <p>I know how to read a wide range of books (fairy stories/</p>	<p>I know how to read a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks so that I broaden my vocabulary and knowledge.</p>	<p>I know how to read a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks so that I broaden my vocabulary and knowledge.</p>

Reading Knowledge Progression



<p>I know to re-read what I have read to check that it makes sense so that I understand it.</p> <p>I know how to retell stories and narratives using my own words and recently introduced vocabulary from listening to a story so that I show an understanding of what has been read to me.</p> <p>I know how to anticipate key events in stories so that I show an understanding of what has been read to me.</p> <p>I know how to use introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play so that I show an understanding of what has been read to me.</p>	<p>I know how to listen to a range of poems, stories and nonfiction at a level beyond what I can read independently so that I can talk about characters, events and understand a book.</p> <p>I know what I read or what has been read to me can be linked to my own experiences.</p> <p>I know some fairy tales, traditional tales so that I can retell key stories.</p> <p>I know some texts so well so that I can recognise and join in with predictable phrases.</p> <p>I know some rhymes and poems so well so that I can recite some by heart.</p> <p>I know how to make links to words already known so that I learn new word meanings.</p> <p>I know how to re-read so that I check that the text makes sense and self-correct when reading.</p> <p>I know how to discuss the significance of the title and events within a story so that I understand the book.</p> <p>I know how to make inferences based on what is being said and done within a text so that I understand the book.</p> <p>I know how to use what has happened so far in a story so</p>	<p>traditional tales so that I broaden my vocabulary and use it when speaking and writing.</p> <p>I know nonfiction texts can be presented in different ways so that I can retrieve information diversely.</p> <p>I know how to recognise simple recurring language in stories and poems so that I can add expression.</p> <p>I know how to discuss and clarify the meanings of words so that I can link new meanings to known vocabulary.</p> <p>I know how to discuss my favourite words and phrases so that I share my opinions to others.</p> <p>I know how to recite some poems learnt by heart.</p> <p>I know how to self-correct any reading mistakes so that I can check that the text makes sense to me.</p> <p>I know how to make inferences based upon what is being said and done so that I understand a text.</p> <p>I know how to I ask and answer questions so that I can understand a text.</p> <p>I know how to draw upon what has already happened in a text so far so that I predict what might happen.</p>	<p>myths and legends) so that I can retell these orally.</p> <p>I know how to use a dictionary so that I can check the meaning of words that I have read.</p> <p>I know how to read and talk about a book so that I can identify the theme within a range of different types of books.</p> <p>I know that there are different types of poems so that I can recognise some different forms of poetry e.g., narrative, free verse.</p> <p>I know how to identify vocabulary so that I can discuss words/phrases that capture the reader's interest and imagination.</p> <p>I know how to discuss my understanding and explaining the meaning of particular words so that I check that a text makes sense to me.</p> <p>I know how to ask questions so that I deepen my understanding of a text.</p> <p>I know how to draw inference such as inferring character's feelings and thoughts based on their actions within a text so that I deepen my understanding of a text.</p> <p>I know how to draw upon things implied or stated within a text so that I can make predictions.</p> <p>I know the purpose of paragraphs so that I can discuss them.</p>	<p>myths and legends) so that I can retell these orally.</p> <p>I know how to use a dictionary so that I can check the meaning of words that I have read.</p> <p>I know how to read and talk about a book so that I can identify the theme within a range of different types of books.</p> <p>I know that there are different types of poems so that I can recognise some different forms of poetry e.g., narrative, free verse.</p> <p>I know how to prepare poems to read aloud and perform for my peers so that I show understanding through intonation, tone, volume and action.</p> <p>I know how to identify vocabulary so that I can discuss words/phrases that capture the reader's interest and imagination.</p> <p>I know how to check that a text makes sense to me by discussing my understanding and explaining the meaning of particular words.</p> <p>I know how to ask questions to deepen my understanding of a text.</p> <p>I know how to draw inference such as inferring character's feelings and thoughts based on their actions within a text so that I deepen my understanding of a text.</p> <p>I know how to draw on things implied or stated in a text so that I can predict what might happen.</p>	<p>I know that books are structured in different ways so that I can read for a range of purposes.</p> <p>I know books have themes so that I can recognise themes within and across texts e.g., hope, peace, fortune, survival.</p> <p>I know how to make comparisons within and across texts.</p> <p>I know how to compare texts written in different periods.</p> <p>I know how to read independently so that I can independently read longer texts with sustained stamina and interest.</p> <p>I know how to give reasons with details so that I can recommend books to my peers, explaining my own preferences for genres.</p> <p>I know a wider range of poems by heart.</p> <p>I know how to prepare poems and play scripts to read aloud so that I perform using dramatic effects.</p> <p>I know ways to check the book makes sense to me so that I can discuss my understanding and explore the meaning of words in context.</p> <p>I know to ask questions so that I improve my understanding.</p> <p>I know ways to check the book makes sense to me so that I can discuss my understanding and explore the meaning of words in context.</p> <p>I know to ask questions so that I improve my understanding.</p>	<p>I know that books are structured in different ways so that I can read for a range of purposes.</p> <p>I know how to recognise themes within and across texts e.g., hope, peace, fortune, survival.</p> <p>I know how to make comparisons within and across texts. (The Boy in the Striped Pyjamas)</p> <p>I know how to compare texts written in different periods. (Grimm Fairy Tales)</p> <p>I know how to read independently so that I can independently read longer texts with sustained stamina and interest.</p> <p>I know how to give reasons with details so that I can recommend books to my peers, explaining my own preferences for genres.</p> <p>I know a wider range of poems by heart.</p> <p>I know how to prepare poems and play scripts to read aloud so that I perform using dramatic effects.</p> <p>I know ways to check the book makes sense to me so that I can discuss my understanding and explore the meaning of words in context.</p> <p>I know to ask questions so that I improve my understanding.</p> <p>I know how to explore texts in groups so that I deepen my understanding through discussion.</p> <p>I know how to infer characters feelings, thoughts and motives from their actions so that I justify inferences with evidence e.g., Point;Evidence;Explanation.</p>
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Reading Knowledge Progression

		<p>that I make sensible and appropriate predictions about what might happen.</p> <p>I know how to listen carefully so that I can explain clearly what has been read to me.</p> <p>I know how to take turns and listen to what others say so that I can participate in discussion about what has been read to me.</p>		<p>I know how to identify the key idea of paragraphs so that I can discuss them.</p> <p>I know that language, structure and presentation contribute to meaning.</p> <p>I know how to retrieve and record information from non-fiction texts so that I can answer questions.</p>	<p>I know how to identify main ideas drawn from more than one paragraph so that I can summarise these accurately.</p> <p>I know how to identify how language, structure and presentation contribute to meaning.</p> <p>I know how to retrieve and record information from non-fiction texts so that I can answer questions.</p>	<p>I know how to draw inference such as inferring character's feelings and thoughts based on their actions within a text so that I justify inferences with evidence. Point; evidence; explanation</p> <p>I know how to draw on things implied or stated in a text so that I can predict what might happen.</p> <p>I know how to summarise the main ideas drawn from more than one paragraph so that I identify key details that support the main ideas.</p> <p>I know how to identify how language, structure and presentation contribute to meaning so that I can discuss a text.</p> <p>I know how to discuss and evaluate how authors use language, including figurative language, so that I can consider and understand the impact on the reader by: → I can explore, recognise and use the terms personification, analogy, style and effect. → I can explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these. → I can distinguish between statements of fact or opinion across a range of texts e.g., first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</p>	<p>I know how to predict what might happen from information stated and implied.</p> <p>I know how to identify how language, structure and presentation contribute to meaning so that I can discuss a text.</p> <p>I know how to discuss / evaluate how authors use language including figurative language, considering the impact on the reader by: → exploring, recognising and using the terms personification, analogy, style and effect. → explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these. → distinguishing between statements of fact or opinion across a range of texts e.g., first-hand account of an event compared with a reported example. → participating in discussions about books building on my own and others' ideas and challenging views courteously.</p> <p>I know how to explain and discuss my understanding of what I have read, including through presentations and debates, maintaining a focus on the topic and using notes where necessary by: → Preparing formal presentations individually or in groups. → Using notes to support presentation of information. → Responding to questions generated by a presentation. → Participating in debates on issues related to reading (fiction/non-fiction). → Provide reasoned justifications for their views</p>
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Reading Knowledge Progression



						<p>→ I can participate in discussions about books building on their own and others' ideas and challenging views courteously.</p> <p>I know how to explain and discuss my understanding of what I have read, including through presentations and debates, maintaining a focus on the topic and using notes where necessary by:</p> <ul style="list-style-type: none"> → Preparing formal presentations individually or in groups. → Using notes to support presentation of information. → Responding to questions generated by a presentation. → Participating in debates on issues related to reading (fiction/non-fiction). → Provide reasoned justifications for their views → Justifying opinions and elaborating by referring to the text e.g. Point;Evidence;Explanation <p>I know how to distinguish between statements of fact and opinion so that I don't debate wrongly</p> <p>I know how to retrieve, record and present information from non-fiction so that my knowledge is clearly and accurately shared.</p>	<p>→ Justifying opinions and elaborating by referring to the text e.g., Point;Evidence;Explanation</p> <p>I know how to distinguish between statements of fact and opinion so that I don't debate wrongly</p> <p>I know how to retrieve, record and present information from non-fiction so that my knowledge is clearly and accurately shared.</p>
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Reading Knowledge Progression



		<p>BOOK CLUB I know how to listen carefully so that I can participate in discussions about what has been read to me.</p> <p>I know how to listen to others and wait my turn so that I can share my opinions of a text.</p>	<p>BOOK CLUB I know how to listen carefully so that I can participate in discussions about what has been read to me.</p> <p>I know how to draw upon vocabulary heard from texts so that I use subject-specific vocabulary confidently across the curriculum with accuracy (oral and written).</p> <p>I know how to listen to new books, poems, other writing, and vocabulary with the rest of the class so that I can talk about it with others.</p> <p>I know how to discuss word meanings, linking new meanings to those already known so that I can talk about it with others.</p>	<p>BOOK CLUB I know how to participate in discussion about books that I have read independently and books that have been read to me so that I can listen and respond to the opinions of my peers.</p>	<p>BOOK CLUB I know how to participate in discussion about books that I have read independently and books that have been read to me so that I can listen and respond to the opinions of my peers.</p>	<p>BOOK CLUB I know how to listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.</p> <p>I know how to participate in discussions about books that are read to me and those I read myself, so that I build on my own and others' ideas and challenge views courteously.</p> <p>I know how to deliver formal presentations and debates so that I explain and discuss my understanding of what I have read, maintaining a focus on the topic and using notes where necessary.</p> <p>I know how to provide reasoned justifications for my views.</p> <p>I know how to say detailed reasons for my opinions and explain my own preferences for text genres so that I recommend books to my peers.</p> <p>I know how to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>I know reading books that are structured in different ways so that I can read for a range of purposes</p> <p>I know a wider range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary</p>	<p>BOOK CLUB I know how to listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.</p> <p>I regularly listen to novels read aloud by the teacher from an increasing range of authors. I know how to participate in discussions about books that are read to me and those I read myself, so that I build on my own and others' ideas and challenge views courteously.</p> <p>I know how to deliver formal presentations and debates so that I explain and discuss my understanding of what I have read, maintaining a focus on the topic and using notes where necessary.</p> <p>I know how to provide reasoned justifications for my views.</p> <p>I know how to say detailed reasons for my opinions and explain my own preferences for text genres so that I recommend books to my peers.</p>
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Reading Knowledge Progression

						heritage, and books from other cultures and traditions. I know how to explore texts in a group so that I deepen my understanding through discussion.	
Reading for pleasure	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I know the importance of listening to, discussing and reading books so that I talk about people, places, events.</p> <p>I know how to share a book and talk about it so that I use high quality talk and extend my vocabulary.</p> <p>I know how to select a book to share at home and/or at school with staff and/or peers so that I enjoy different types of books.</p> <p>I know how to listen to and join in with refrains from different stories, poems so that I can recite them by heart.</p>	<p>I know how to listen to texts so that I develop pleasure in reading and am motivated to read.</p> <p>I know how to listen to and discuss a wide range of poems, stories and non-fiction at a level beyond my independent reading ability so that I broaden my vocabulary and understanding.</p> <p>I know sharing different texts is important so that I link what I read or hear read to my personal experiences</p> <p>I know some familiar key stories, fairy stories and traditional tales so that I can retell them.</p> <p>I know some predictable phrases so that I can recognise and join in with them.</p>	<p>I know how to enjoy listening to, discussing and expressing views about a range of poetry, stories and nonfiction at a level beyond what I can read independently.</p> <p>I regularly listen to novels read aloud by the teacher from an increasing range of authors so that I broaden my vocabulary and understanding.</p> <p>I enjoy listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.</p> <p>I can independently read longer texts with sustained stamina and interest.</p> <p>I can recommend books to my peers with detailed reasons for my opinions and explain my own preferences for text genres.</p> <p>I enjoy listening to, discussing and expressing views about a range of poetry, stories and</p>	<p>I know I can participate in discussion about books that I have read independently and books that have been read to me whilst listening to and responding to the opinions of my peers.</p>	<p>I know I can participate in discussion about books that I have read independently and books that have been read to me whilst listening to and responding to the opinions of my peers.</p>	<p>I know I enjoy listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.</p> <p>I regularly listen to novels read aloud by the teacher from an increasing range of authors.</p>	<p>I know I enjoy listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.</p> <p>I regularly listen to novels read aloud by the teacher from an increasing range of authors.</p>

Reading Knowledge Progression

		<p>I know some rhymes and poems so that I can recite some by heart.</p>	<p>nonfiction at a level beyond what I can read independently.</p> <p>I can understand a text by asking and answering questions.</p>				
<p>Aspirational Targets</p>	<p>To talk enthusiastically about a book of their choice and engage other children to listen and ask questions.</p> <p>To listen carefully and answer questions and develop other children’s understanding of a book.</p>	<p>To be able to learn and recite a piece of poetry and perform it for their peers with confidence.</p> <p>To be able to talk confidently about their choice of poem and poet.</p>	<p>To use subject – specific vocabulary confidently across the curriculum with accuracy</p>	<p>To read a wide variety of text genres and use expression and intonation appropriately.</p> <p>To enjoy participating in group/ individual presentations to present my views and opinions about a particular text.</p>	<p>To demonstrate my empathy and in-depth understanding of a character through role play and drama.</p> <p>To develop the plot, setting and characters within a text by adding my own ideas.</p>	<p>To speak confidently about my favourite authors and give reasons for my preferences.</p> <p>To present my views on authors/ poets/ texts confidently and naturally through various means (PowerPoint, iMovie)</p>	<p>To make suggestions to my peers about suitable books that I have read and begin to identify the favourite genres of my peers</p> <p>To participate in and talk confidently during a debate.</p> <p>To listen to and respect the opinions of others whilst giving counter arguments in an appropriate manner.</p>