



Reading Progression

Please note: We consider it of utmost importance that our children are properly represented in the broad range of texts explored at Reay Primary School including fiction, non-fiction and poetry. Pupils are represented in a broad range of ways such as seeing themselves in picture books, authors, characters and/or cultures depicted.

Reading: Word Reading		
Phonics and Decoding		
Three and Four-Year-Olds	Literacy	<ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother
Reception	Literacy	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of 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 and, where necessary, a few exception words.
ELG	Literacy	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.
Common Exception Words		

Reception	Literacy	<ul style="list-style-type: none"> • Read a few common exception words matched to the school's phonic programme.
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Literacy	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we can read English text from left to right and from top to bottom • the names of different parts of a book • page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother
Literacy	<ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Reading: Comprehension

Understanding and Correcting Inaccuracies

Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none">• Enjoy listening to longer stories and can remember much of what happens.• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
	Literacy	<ul style="list-style-type: none">• Engage in extended conversations about stories, learning new vocabulary.
Reception	Communication and Language	<ul style="list-style-type: none">• Listen to and talk about stories to build familiarity and understanding.• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.• Listen carefully to rhymes and songs, paying attention to how they sound.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Literacy	Reading	<ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	
ELG-End of Reception Assessment	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.
Comparing, Contrasting and Commenting			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
Reception	Understanding the World		<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past.
ELG-End of Reception Assessment	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.
		Speaking	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Words in Context and Authorial Choice			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Use a wider range of vocabulary.
	Literacy		<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary.

Reception	Communication and Language		<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • 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. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG-End of Reception Assessment	Communication and Language	Speaking	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	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. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Inference and Prediction			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
ELG-End of Reception Assessment	Communication and Language	Speaking	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories.

Poetry and Performance			
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	
	Expressive Arts and Design	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. 	
Reception	Communication and Language	<ul style="list-style-type: none"> • Engage in storytimes. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs. 	
	Expressive Arts and Design	<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. 	
ELG-End of Reception Assessment	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.
	Expressive Arts and	Creating with Materials	<ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories.

	Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Non-Fiction			
Reception	Communication and Language		<ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG- End of Reception Assessment	Communication and Language	Speaking	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> • apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words 	<ul style="list-style-type: none"> • secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read polysyllabic words containing these graphemes 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, 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 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, 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 	<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 	<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

	<ul style="list-style-type: none"> • read common suffixes (-s, -es, -ing, -ed, etc.) • read polysyllabic words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically-decodable texts 	<ul style="list-style-type: none"> • read common suffixes • read exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending 	these occur in the word	these occur in the word		
Use prior knowledge to support understanding	<ul style="list-style-type: none"> • Think independently about what they know about relevant events or topics prior to reading. 	<ul style="list-style-type: none"> • Link the events or topic from a text to their own experience and/ or information they know. • Recognise how books are similar to others they have read or heard. 	<ul style="list-style-type: none"> • Link the events or topic from a text to their own experience and/ or information gathered. • Begin to make links to similar books they have read. 	<ul style="list-style-type: none"> • Link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts. 	<ul style="list-style-type: none"> • Use background knowledge or information about the topic or text type to establish expectations about a text. • Compare what is read to what was expected. 	<ul style="list-style-type: none"> • Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc. Make comparisons between a text and others they have read • Discuss the intentions of text – why is this person writing this? What do they hope to achieve? Is what they say and what they mean the same? Is there a hidden agenda?

<p>Check that text makes sense</p>	<ul style="list-style-type: none"> • Listen to their own reading, and that of others, and make a sense check at regular intervals. • Listen to and read nonsense poetry and play with the meaning in the ways in which they read it aloud. 	<ul style="list-style-type: none"> • Check that a text makes sense to them as they read, pausing when reading to check their understanding and, where necessary, re-reading to regain understanding. • Listen to and read nonsense poetry and play with the meaning in the ways in which they read it aloud. 	<ul style="list-style-type: none"> • Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read. • Put into their own words their understanding of what they have read. 	<ul style="list-style-type: none"> • Monitor their understanding of a text and take steps to retrieve the meaning if comprehension has been lost. • Admit that they are lost and find ways to get back into the text. 	<ul style="list-style-type: none"> • Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described. • Link parts of a text together in order to understand how details or specific sections support a main idea or point. 	<ul style="list-style-type: none"> • Link parts of a text together in order to understand how details or specific sections support a main idea or point. Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning. • Consider texts in terms of themes, linking parts together and discussing similar themes in other texts they have read.
<p>Ask questions to improve understanding</p>	<ul style="list-style-type: none"> • Ask questions about aspects of a text they don't understand. 	<ul style="list-style-type: none"> • Ask questions about a text to ensure they understand events or ideas in a text. 	<ul style="list-style-type: none"> • Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand. 	<ul style="list-style-type: none"> • Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text. 	<ul style="list-style-type: none"> • Identify aspects of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more. 	<ul style="list-style-type: none"> • Identify where they do not fully understand a text. Ask effective questions that will help them clarify their understanding of the text or the topic they are researching.
<p>Use visualisation to understand what has been read</p>	<ul style="list-style-type: none"> • Visualise what they have been reading, e.g. through drawing or acting out. • Complete a Mantle of the Expert topic based on a book 	<ul style="list-style-type: none"> • Use illustrations and simple formats such as flow charts or diagrams to re-present and explain a process or a series of events. • Complete a Mantle of the Expert topic based on a book 	<ul style="list-style-type: none"> • Re-present information gathered from a text as a picture or graphic, labelling it with material from the text. • Complete a Mantle of the Expert topic based on a book 	<ul style="list-style-type: none"> • Visualise the information they have read about, e.g. by mapping, illustrating, representing information graphically, and acting out. Use information from the text to justify their visual representations. 	<ul style="list-style-type: none"> • Re-present information from a text graphically. Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself. 	<ul style="list-style-type: none"> • Re-present information from a text graphically. Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself

				<ul style="list-style-type: none"> • Complete a Mantle of the Expert topic based on a book 	<ul style="list-style-type: none"> • Complete a Mantle of the Expert topic based on a book 	<ul style="list-style-type: none"> • Complete a Mantle of the Expert topic based on a book
<p>Skim, Scan and Look Closely</p>	<ul style="list-style-type: none"> • Skim read to gain an overview of a page/ text by focusing on significant parts – names, captions, titles. • Scan the text to locate specific information – using titles, labels. 	<ul style="list-style-type: none"> • Speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings and sub headings. • Scan pages to find specific information, using key words or phrases and headings. • Read sections of text more carefully, e.g. to answer a specific question. 	<ul style="list-style-type: none"> • Skim opening sentences of each paragraph to get an overview of a page or section of text. • Scan contents, indexes and pages to locate specific information accurately. Identify sections of a text that they need to read carefully in order to find specific information or answer a question. 	<ul style="list-style-type: none"> • Skim read a text to get an overview of it, scan for key words, phrases and headings. • Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text 	<ul style="list-style-type: none"> • Locate information accurately through skimming to gain an overall sense of the text. • Scan a text to gain specific information. • Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/ read on as appropriate. 	<ul style="list-style-type: none"> • Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning. • Read carefully sections of texts to research information and to answer questions.

<p>Annotate a text</p>	<ul style="list-style-type: none"> • Mark significant incidents in a story or information in a non-fiction text. • Start to make and follow story maps. 	<ul style="list-style-type: none"> • Make simple notes on a text, e.g. underlining key words or phrases, adding headings etc. • Make story maps to summarise. 	<ul style="list-style-type: none"> • Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading. • Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information. 	<ul style="list-style-type: none"> • Mark texts to identify vocabulary and ideas which they need to clarify. • Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful. 	<ul style="list-style-type: none"> • Annotate a text to identify key information or identify elements they don't understand or want to revisit or explore further. • Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system. • Use these as the basis of follow up and discussion if appropriate. 	<ul style="list-style-type: none"> • Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading. • As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful.
<p>Retrieve the meaning of unfamiliar vocabulary where this is explained in the text</p>	<ul style="list-style-type: none"> • Identify new or unfamiliar words that they meet in reading. • Explain the meaning of the words they meet in a text. 	<ul style="list-style-type: none"> • Learn to read on and re-read sentences to find the meaning of unfamiliar words which are explained in the text. 	<ul style="list-style-type: none"> • Practise re-reading a sentence and reading on in order to locate the meaning of unfamiliar words. • Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage. 	<ul style="list-style-type: none"> • Decide where unfamiliar words are explained in the text or where they need to use a dictionary or glossary to find a word meaning. • Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation. 	<ul style="list-style-type: none"> • Use a range of strategies, including the context and where necessary a dictionary, to make sense of the words used in a text. • Explain the meaning of words used in a text. 	<ul style="list-style-type: none"> • Apply appropriate strategies (re-reading, reading on, visualising, word knowledge, syntax) in order to find the meaning of unfamiliar vocabulary met in independent reading. • Check the plausibility and accuracy of their suggestions.

<p>Use strategies to locate or infer meaning to unfamiliar words</p>	<ul style="list-style-type: none"> • Speculate about the possible meanings of unfamiliar words met in reading. • Check whether the suggested meanings make sense in the context of the text. • EAL interventions 	<ul style="list-style-type: none"> • Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary. • Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage. • EAL interventions. 	<ul style="list-style-type: none"> • Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. • Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage. • EAL interventions. 	<ul style="list-style-type: none"> • Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning. (E.g.re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) • Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them. • EAL interventions. 	<ul style="list-style-type: none"> • Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. • Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or inference of the word meaning. • EAL interventions. 	<ul style="list-style-type: none"> • Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning. • Check the plausibility and accuracy of their explanation of or inference about a word meaning. • EAL interventions.
<p>Make predictions about a text</p>	<ul style="list-style-type: none"> • Make predictions based on clues such as pictures, illustrations, titles. 	<ul style="list-style-type: none"> • Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out. 	<ul style="list-style-type: none"> • Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading. 	<ul style="list-style-type: none"> • Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on. 	<ul style="list-style-type: none"> • Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text. 	<ul style="list-style-type: none"> • Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on.
<p>Identify how structure and presentation contribute to meaning</p>	<ul style="list-style-type: none"> • Identify and compare basic story elements, e.g. beginnings and 	<ul style="list-style-type: none"> • Identify and discuss story elements such as setting, events, characters, and the 	<ul style="list-style-type: none"> • Investigate the features of traditional stories – openings and endings, how events and new characters are 	<ul style="list-style-type: none"> • Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how 	<ul style="list-style-type: none"> • Compare the structure of different stories to discover how they differ in pace, build up, sequence, 	<ul style="list-style-type: none"> • Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or

	<p>endings in different stories.</p> <ul style="list-style-type: none"> • Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. • Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme. 	<p>way that problems develop and get resolved.</p> <ul style="list-style-type: none"> • Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points. • Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem. 	<p>introduced, how problems are resolved.</p> <ul style="list-style-type: none"> • Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic. • Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout. 	<p>scenes are built up and concluded through description, action and dialogue.</p> <ul style="list-style-type: none"> • Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently. • Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively. • Explore picture poetry and consider the impact of this on the reader. 	<p>complication and resolution.</p> <ul style="list-style-type: none"> • Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument. • Read poems by significant poets and identify what is distinctive about the style or presentation of their poems. • Explore picture poetry and consider the impact of this on the reader. 	<p>paragraphs are linked together.</p> <ul style="list-style-type: none"> • Understand how writers use the features and structure of information texts to help convey their ideas or information. • Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.
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<p>Summarise understanding</p>	<ul style="list-style-type: none"> • Create a story map of events to retell a story independently. • Talk about characters in the story and what they are like. • Teacher models summarising previous Mantle sessions to remind everyone where we are in the story. 	<ul style="list-style-type: none"> • Retell a story giving the main events. Retell some important information they've found out from a text. • Draw together information from across a number of sentences to sum up what is known about a character, event or idea. • Teacher and children collaboratively summarise previous Mantle sessions to remind everyone where we are in the story. 	<ul style="list-style-type: none"> • Retell main points of a story in sequence. Identify a few key points from across a non-fiction passage. • Describe a character in the story accurately. • Collaboratively summarise previous Mantle session in order to remind everyone what happened. 	<ul style="list-style-type: none"> • Summarise a sentence or paragraphs by identifying the most important elements. • Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated. • Describe a character at the beginning of the story and at the end. • Collaboratively summarise previous Mantle session in order to remind everyone what happened. 	<ul style="list-style-type: none"> • Make regular, brief summaries of what they've read, identifying the key points. • Summarise a complete short text or substantial section of a text. • Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text. • Summarise previous Mantle session in order to remind everyone what happened. 	<ul style="list-style-type: none"> • Make regular, brief summaries of what they've read, linking their summary to previous predictions. • Update their ideas about the text in the light of what they've just read. • Summarise 'evidence' from across a text to explain events or ideas. • Summarise their current understanding about a text at regular intervals. • Brief each other on where we got to on the last Mantle session enabling all to start from the same place.
<p>Adapt reading strategies for different purposes or according to the text type</p>	<ul style="list-style-type: none"> • Listen to their own reading, and that of others, and make a sense check at regular intervals, re-reading where necessary to regain understanding. 	<ul style="list-style-type: none"> • Stop and think about what they have read. Put what they've read or heard into their own words. 	<ul style="list-style-type: none"> • Identify where they don't understand what they've read, stop reading and take steps to fix the problem. 	<ul style="list-style-type: none"> • Adapt reading strategies to the different sorts of text read, including IT texts, and different purposes for reading. • Take steps to re-establish understanding when comprehension is lost. 	<ul style="list-style-type: none"> • Apply the range of reading strategies to different reading tasks or circumstances, e.g. skimming a text to gain an overview, slow careful reading and re-reading to grapple with the meaning of a poem, presentation skills in order to perform it. 	<ul style="list-style-type: none"> • Make sensible decisions in order to read most effectively for a specific purpose, e.g. knowing when it is useful to gain an overview of a text and how best to do it, or identify which part of the text needs to be read more carefully to find particular information.

<p>Build a wide vocabulary</p>	<ul style="list-style-type: none"> • Make collections of interesting words and use them when talking about books and stories. 	<ul style="list-style-type: none"> • Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read. 	<ul style="list-style-type: none"> • Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied. 	<ul style="list-style-type: none"> • Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. • Investigate the meaning of technical or subject specific words they meet in their reading. 	<ul style="list-style-type: none"> • Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts. 	<ul style="list-style-type: none"> • Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. • Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries.
<p>Use a dictionary effectively</p>	<ul style="list-style-type: none"> • Use simple dictionaries and begin to understand their alphabetical organisation. 	<ul style="list-style-type: none"> • Use dictionaries to locate words by the initial letter. Use terms such as definition. Discuss the definitions given in dictionaries and agree which is the most useful in the context. 	<ul style="list-style-type: none"> • Locate words in a dictionary by the first two letters. Know the quartiles of the dictionary. Identify the type of word e.g. verb, noun, adjective found in the text. 	<ul style="list-style-type: none"> • Locate words in a dictionary by the third and fourth place letters. Use the quartiles of the dictionary efficiently to locate words quickly. Identify the type of word e.g. verb, noun, adjective found in the text and use it to check meaning of sentence. 	<ul style="list-style-type: none"> • Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context. Use a dictionary to check a suggested meaning. 	<ul style="list-style-type: none"> • Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading. Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.
<p>Develop understanding</p>	<ul style="list-style-type: none"> • Discuss reasons why things happen in the texts they read or are read to them. • Express their understanding orally, and use words, illustrations and given formats to record their understanding. 	<ul style="list-style-type: none"> • Discuss themes, plots, events and characters, comparing stories by the same and different authors. • Compare the information given about topics in non-fiction texts. 	<ul style="list-style-type: none"> • Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas. • Use simple graphics or illustrations to record and explain their understanding of information. 	<ul style="list-style-type: none"> • Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so. • Compare and contrast stories, justifying their preferences and opinions. 	<ul style="list-style-type: none"> • Contribute to a discussion where a group explore their understanding of a topic raised through reading. • Discuss and comment on texts, and present their ideas in appropriate and helpful formats, including graphically. 	<ul style="list-style-type: none"> • Contribute constructively to a discussion about reading, responding to and building on the views of others. • Comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read.

<p>Answer questions about a text</p>	<ul style="list-style-type: none"> • Match events to characters in narrative and detail and information to objects or topics in non-fiction texts • Use their Reading Journal to record their reflections and reactions to different texts. 	<ul style="list-style-type: none"> • Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering, tabulating and copying. • Use different formats (matching, ordering etc.) to answer questions on a text. • Record their understanding of a text in different ways, using a range of formats including their Reading Journal. 	<ul style="list-style-type: none"> • Use different formats to retrieve, record and explain information about what they have read in both fiction and non-fiction texts, e.g. flow charts, for and against columns, matrices and charts of significant information. • Record their understanding of a text in different ways, using a range of formats including their Reading Journal. 	<ul style="list-style-type: none"> • Retrieve and collect information from different sources and re-present it in different forms, e.g. chart, poster, diagram. Answer questions on a text using different formats (matching, ordering, tabulating, etc.). • Discuss answers to questions in texts which are well known to them before being asked to write them. • Record their understanding of a text in different ways, using a range of formats including their Reading Journal. 	<ul style="list-style-type: none"> • Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information. • Recognise different types of comprehension questions (retrieval/inferential) and know whether the information required to answer will be explicitly stated or implied in the text. • Vary the reading strategies they use to answer questions, depending on the different types asked. • Answer questions by explaining their ideas orally and in writing, including questions requiring open-ended responses. • Vary their answers according to the question – do I need to write a full sentence answer or can this just be one word? 	<ul style="list-style-type: none"> • Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc. • Recognise different types of comprehension questions (retrieval/inferential) and know whether the information required for the answer will be explicitly stated or implied in the text. • Vary the reading strategies they use and mode of answering according to what is expected of them by the question. • Use confidently the different formats (matching, ordering etc.) to answer questions on a text. Answer questions by explaining their ideas orally and in writing.
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<p>Justify ideas about a text</p>	<ul style="list-style-type: none"> • Answer simple questions where they recall information from a text. 	<ul style="list-style-type: none"> • Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text. 	<ul style="list-style-type: none"> • Re-read sections of texts carefully to find 'evidence' to support their ideas about a text. • Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text 	<ul style="list-style-type: none"> • Support their ideas about a text by quoting or by paraphrasing from it. • Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it. 	<ul style="list-style-type: none"> • Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. • Identify and summarise evidence from a text to support a hypothesis. 	<ul style="list-style-type: none"> • Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. • Identify and summarise evidence from a text to support a hypothesis.
<p>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</p>	<ul style="list-style-type: none"> • Retell stories and parts of stories, using some of the features of story language. • Learn and recite simple poems and rhymes, with actions, and re-read them from the text. 	<ul style="list-style-type: none"> • Retell stories giving the main points or events in sequence and highlighting significant moments or incidents. • Retell stories individually and through role play in groups, using dialogue and narrative from the text. • Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation. 	<ul style="list-style-type: none"> • Present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and characters. • Read, prepare and present poems and play scripts 	<ul style="list-style-type: none"> • Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds. • Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding. 	<ul style="list-style-type: none"> • Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters. • Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion. 	<ul style="list-style-type: none"> • Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language. • Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience.

<p>Identify main ideas and themes in a wide range of books and understand how these are developed over a text</p>	<ul style="list-style-type: none"> • Pick out significant events, incidents or information that occur through a text. Link familiar story themes to their own experiences, e.g. illness, getting lost, going away. 	<ul style="list-style-type: none"> • Discuss familiar story themes that they have read or heard. Give reasons why things happen or change over the course of a narrative. 	<ul style="list-style-type: none"> • Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish. Discuss how characters' feelings, behaviour and relationships change over a text. 	<ul style="list-style-type: none"> • Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. • Link cause and effect in narratives and recounts. • Explain how ideas are developed in non-fiction texts 	<ul style="list-style-type: none"> • Begin to distinguish between plot events/ details and the main themes in the texts they read. • Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative. • Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic. 	<ul style="list-style-type: none"> • Understand how a writer develops themes, ideas or points of view over a text. Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. • Discuss how this can change over the course of a text. In non-fiction texts distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies.
<p>Make comparisons within and across texts</p>	<ul style="list-style-type: none"> • Discuss and compare events or topics they have read about or have listened to. 	<ul style="list-style-type: none"> • Identify, collect and compare common themes in stories and poems. Make comparisons of characters and events in narratives. • Compare the information about different topics in non-fiction texts. 	<ul style="list-style-type: none"> • Make comparisons between events in narrative or information texts on the same topic or theme. • Compare and contrast writing by the same author. 	<ul style="list-style-type: none"> • Collect information to compare and contrast events, characters or ideas. • Compare and contrast books and poems on similar themes. 	<ul style="list-style-type: none"> • Make comparisons between the ways that different characters or events are presented. • Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text. 	<ul style="list-style-type: none"> • Make comparisons and draw contrasts between different elements of a text and across texts. • Compare and contrast the work of a single author. • Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.

<p>Identify how language contributes to meaning</p>	<ul style="list-style-type: none"> • Explore the effect of patterns of language and repeated words and phrases. Identify and discuss some key elements of story language. • When children recite poetry/stories ensure they learn the way in which to say it at the same time. 	<ul style="list-style-type: none"> • Speculate about why an author might have chosen a particular word and the effect they were wanting to achieve, e.g. by considering alternative synonyms that might have been used. • When children recite poetry/stories ensure they learn the way in which to say it at the same time. 	<ul style="list-style-type: none"> • Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs. • When children recite poetry/stories ensure they learn the way in which to say it at the same time. 	<ul style="list-style-type: none"> • Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions. • Discuss the meaning of similes and other comparisons they have read. • When children recite poetry/stories ensure they learn the way in which to say it at the same time. 	<ul style="list-style-type: none"> • Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices. Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue. • When children recite poetry/stories ensure they learn the way in which to say it at the same time. 	<ul style="list-style-type: none"> • Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary. • Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them. • Comment critically on how a writer uses language to imply ideas, attitudes and points of view.
<p>Distinguish between fact and opinion</p>	<ul style="list-style-type: none"> • Read a book about lying or not telling the truth and discuss why we might lie. 	<ul style="list-style-type: none"> • Read a book about lying or not telling the truth and discuss what a lie is and who might tell lies and what they might get out of it. 	<ul style="list-style-type: none"> • Write an autobiography trying to tell as many lies about yourself as possible without anybody noticing. 	<ul style="list-style-type: none"> • Write a piece of writing trying to persuade someone something. 	<ul style="list-style-type: none"> • In persuasive writing and other texts investigate how language is used to present opinion. Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument. 	<ul style="list-style-type: none"> • In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction. In non-fiction texts distinguish between explicit and implicit points of view.

<p>Retrieve information from texts</p>	<ul style="list-style-type: none"> • Discuss characters' appearance, behaviour and the events that happen to them, using details from the text • Find specific information in simple texts they've read or that has been read to them. • Find information in a text about an event, character or topic. 	<ul style="list-style-type: none"> • Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non - fiction. • Give reasons why things happen where this is directly explained in the text. • Locate information using contents, index, sub headings, page numbers etc. • Express and record their understanding of information orally, using simple graphics or in writing. 	<ul style="list-style-type: none"> • Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). • Take information from diagrams, flow charts and forms where it is presented graphically. • Express and record their understanding of information orally, using simple graphics or in writing. 	<ul style="list-style-type: none"> • Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. • Pick out key sentences and phrases that convey important information. • Take information from diagrams, flow charts and forms where it is presented graphically. 	<ul style="list-style-type: none"> • Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. • Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. 	<ul style="list-style-type: none"> • Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts. • Retrieve information from texts and evaluate its reliability and usefulness.
<p>Infer from characters' actions, thoughts and speech</p>	<ul style="list-style-type: none"> • Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud. Discuss what is suggested about a character from the way or how he/ she speaks. 	<ul style="list-style-type: none"> • Make inferences about characters from what they say and do, focusing on important moments in a text. 	<ul style="list-style-type: none"> • Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings in fiction. 	<ul style="list-style-type: none"> • Deduce the reasons for the way that characters behave from scenes across a short story. 	<ul style="list-style-type: none"> • Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions. 	<ul style="list-style-type: none"> • Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.

<p>Identify how language contributes to meaning: How meaning is conveyed through the author's language choices</p>	<ul style="list-style-type: none"> • Explore the effect of patterned language or repeated words and phrases in familiar stories. 	<ul style="list-style-type: none"> • Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event. 	<ul style="list-style-type: none"> • Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells. 	<ul style="list-style-type: none"> • Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions. • Discuss the meaning of similes and other comparisons that they read 	<ul style="list-style-type: none"> • Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them. • Consider the language used in a text and pick up the implications and associations being made by the writer. 	<ul style="list-style-type: none"> • Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas.
<p>Identify how language contributes to meaning: How meaning is conveyed through the author's language choices in non-fiction</p>	<ul style="list-style-type: none"> • Discuss the language used in labels and captions. • Notice how language is used in instructional writing and recounts. • Discuss the meaning of significant words met in reading linked to particular topics 	<ul style="list-style-type: none"> • Notice some of the language features of non-fiction texts, e.g. direct language, the language of explanation, time connectives etc. • Speculate about the meaning of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding. 	<ul style="list-style-type: none"> • Begin to identify some of the language differences between fiction and non-fiction texts. • Develop their understanding of key words met in reading non-fiction texts. 	<ul style="list-style-type: none"> • Investigate the language features of different sorts of non-fiction texts. • Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary. 	<ul style="list-style-type: none"> • Investigate the use of language in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority. • Compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts. 	<ul style="list-style-type: none"> • Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc. • Explain and use accurately the subject specific vocabulary used in different non-fiction texts
<p>Range of Reading</p>	<ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a 	<ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of 	<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and 	<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and 	<ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- 	<ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-

	<p>level beyond that at which they can read independently</p> <ul style="list-style-type: none"> • encouraged to link what they read or hear read to their own experiences 	<p>contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <ul style="list-style-type: none"> • encouraged to link what they read or hear read to their own experiences 	<p>reference books or textbooks</p> <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes • encouraged to link what they read or hear read to their own experiences 	<p>reference books or textbooks</p> <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes • encouraged to link what they read or hear read to their own experiences 	<p>fiction and reference books or textbooks</p> <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes • making comparisons within and across books • encouraged to link what they read or hear read to their own experiences 	<p>fiction and reference books or textbooks</p> <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes • making comparisons within and across books • encouraged to link what they read or hear read to their own experiences
<p>Familiarity with texts</p>	<ul style="list-style-type: none"> • Learning texts by heart using Talk for Writing approach • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • complete a Mantle of the Expert story based around a text 	<ul style="list-style-type: none"> • Learning texts by heart using Talk for Writing approach • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry • complete a Mantle of the Expert story based around a text 	<ul style="list-style-type: none"> • Learning texts by heart using Talk for Writing approach • 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 • complete a Mantle of the Expert story based around a text 	<ul style="list-style-type: none"> • Learning texts by heart using Talk for Writing approach • 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 • complete a Mantle of the Expert story based around a text 	<ul style="list-style-type: none"> • Learning texts by heart using Talk for Writing approach • 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 • identifying and discussing themes and conventions in and across a wide range of writing 	<ul style="list-style-type: none"> • Learning texts by heart using Talk for Writing approach • 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 • identifying and discussing themes and conventions in and across a wide range of writing

					<ul style="list-style-type: none"> complete a Mantle of the Expert story based around a text 	<ul style="list-style-type: none"> complete a Mantle of the Expert story based around a text
Poetry	<ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart shows an interest in the Reay Primary School Poetry Anthology might take part in poetry assembly performs as part of class assembly or Winter show takes part in a class discussion linked to a Mantle 	<ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear shows an interest in the Reay Primary School Poetry Anthology takes part in poetry assembly performs as part of class assembly or Winter show and has a speaking part takes part in a class discussion linked to a Mantle 	<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognises some different forms of poetry shows an active interest in the Reay Primary School Poetry Anthology regularly takes part in poetry assembly performs as part of class assembly or Winter show and has a speaking part takes on a role linked to a Mantle 	<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognises some different forms of poetry starts to write poetry for fun and as a means of expression regularly takes part in poetry assembly performs as part of class assembly or Winter show and has a larger speaking part for which they learn their lines and cues by heart takes on an active role linked to a Mantle with whose views they agree 	<ul style="list-style-type: none"> learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform shows understanding through intonation, tone and volume so that the meaning is clear to an audience starts to write poetry for fun and as a means of expression regularly takes part in poetry assembly performs as part of class assembly or Winter show and has a larger speaking part for which they learn their lines and cues by heart takes on an active role linked to a Mantle which he/she does not agree with 	<ul style="list-style-type: none"> learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform shows understanding through intonation, tone and volume so that the meaning is clear to an audience starts to write poetry for fun and as a means of expression regularly takes part in poetry assembly performs as part of class assembly or Winter show and has a larger speaking part for which they learn their lines and cues by heart takes on a role linked to a Mantle which he/she does not agree with and is still able to persuade others of their way of thinking
Discussing reading	<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and 	<ul style="list-style-type: none"> Participate in discussion about books, poems & other works that are read to them & 	<ul style="list-style-type: none"> participate in discussion about both books that are read to them and those they can read for 	<ul style="list-style-type: none"> participate in discussion about both books that are read to them and those they can read for 	<ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices 	<ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their

	<p>listening to what others say</p> <ul style="list-style-type: none"> • Explain clearly their understanding of what is read to them • Take part in Mantle of the Expert sessions, listening carefully to opinions of others and presenting their own. 	<p>those that they can read for themselves, taking turns and listening to what others say</p> <ul style="list-style-type: none"> • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • Take part in Mantle of the Expert sessions, listening carefully to opinions of others and presenting their own. 	<p>themselves, taking turns and listening to what others say</p> <ul style="list-style-type: none"> • Take part in Mantle of the Expert sessions, listening carefully to opinions of others and presenting their own. 	<p>themselves, taking turns and listening to what others say</p> <ul style="list-style-type: none"> • Take part in Mantle of the Expert sessions, listening carefully to opinions of others and presenting their own. 	<ul style="list-style-type: none"> • participate in discussions about books, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates. • Provide reasoned justifications for their views • Take part in Mantle of the Expert sessions, listening carefully to opinions of others and presenting their own. 	<p>choices</p> <ul style="list-style-type: none"> • participate in discussions about books, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, • Provide reasoned justifications for their views • Take part in Mantle of the Expert sessions, listening carefully to opinions of others and presenting their own.
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