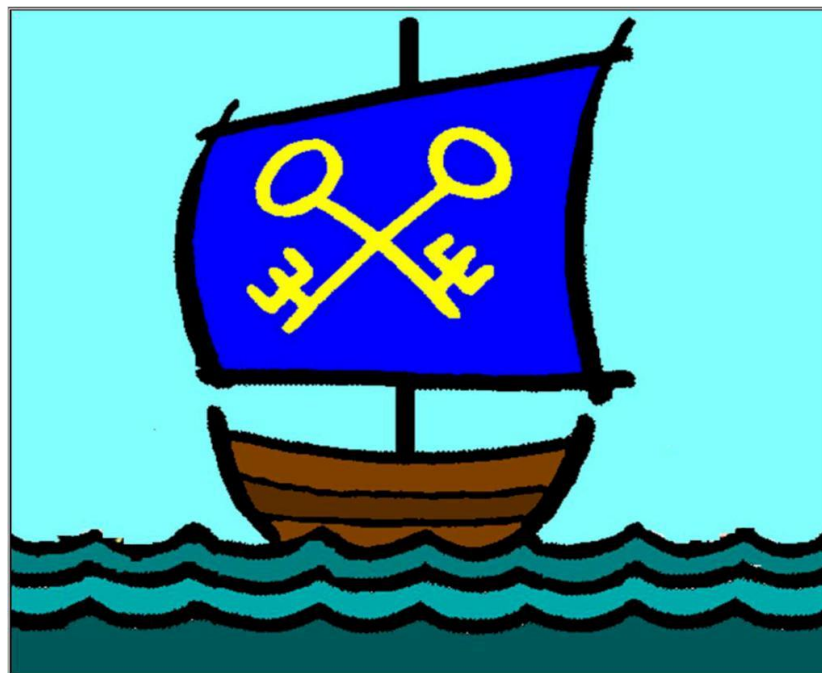


# St Peter's Long Term planning for Reading



August 2020

# Reading

Year 1

## ***Word Reading***

Children follow Read Write Inc scheme daily.

Can work out quickly the pronunciation of unfamiliar printed words. (decoding)

Able to quickly recognise familiar printed words.

Understand that the letters on the page represent the sounds in spoken words.

Phonics should be emphasised in the early teaching of reading to beginners.

## ***Comprehension***

Daily reading of whole class stories.

**Home reading expectation:** minimum of 10 minutes a day

Comprehension skills develop through experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live.

Establish an appreciation and love of reading, and gain knowledge across the curriculum.

Read widely and increase vocabulary through encountering words they would rarely hear or use in everyday speech.

Read to feed imagination and to use within own writing.

<i><b>Decoding</b></i>	<i><b>Word Recognition</b></i>	<i><b>Patterns &amp; Rhymes</b></i>	<i><b>Comprehension &amp; Understanding</b></i>	<i><b>Deducing</b></i>	<i><b>Information &amp; Expression</b></i>	<i><b>Grammatical Features</b></i>	<i><b>Research</b></i>
<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing grapheme / phoneme/ correspondence (GPC) that have been taught.</p>	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Recognise and join in with predictable phrases.</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart.</p>	<p>Develop pleasure in reading, motivation to read, and understanding.</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Be encouraged to link what they read or hear read to their own experiences.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Understand both the books they can already read accurately and fluently and those they listen to.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>discussing word meanings, linking new meanings to those already known</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>Knows to stop at a full stop.</p> <p>Reads aloud with appropriate expression.</p> <p>Reads from texts with pace and expression.</p>	<p>Uses Grammar to decipher unfamiliar words.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe signals the omission of a letter.</p>	<p>Knows difference between fiction and non-fiction.</p>

# Model English Curriculum: Reading

Year 2

## *Word Reading*

Pupils should be able to read all common graphemes, and should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading.

Be able to read many common words containing GPCs taught so far, without needing to blend the sounds out loud first.

Pupils' reading of common exception words should be secure this will increase their fluency by being able to read these words easily and automatically.

Pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during Year 1.

## *Comprehension*

Daily reading of stories and building up to small chapter book, when appropriate.

**Home reading expectation:** minimum of 15 minutes a day

Children will be introduced to Accelerated Reader when appropriate.

Continue to focus on establishing pupils' accurate and speedy word reading skills.

Pupils should listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books.

Pupils can read well and do so frequently, they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

<i><b>Decoding</b></i>	<i><b>Word Recognition</b></i>	<i><b>Patterns &amp; Rhymes</b></i>	<i><b>Comprehension &amp; Understanding</b></i>	<i><b>Deducing</b></i>	<i><b>Information &amp; Expression</b></i>	<i><b>Grammatical Features</b></i>	<i><b>Research</b></i>
<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p>	<p>Read common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Recognise and join in with predictable phrases.</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart.</p>	<p>Pupils should be taught to develop pleasure in reading, motivation to read and understanding.</p> <p>Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>Be introduced to non-fiction books that are structured in different ways.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Discuss their favourite words and phrases.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Understand both the books that they can already read accurately and fluently and those that they listen to.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Make inferences on the basis of what is being said and done. Answer and ask questions.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>Use commas, question marks and exclamation marks to vary expression.</p> <p>Read aloud with expression and intonation.</p>	<p>Read accurately words of two or more syllables.</p> <p>Uses Grammar to decipher unfamiliar words.</p> <p>Read words containing taught GPCs and –s, -es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe, signals the omission of a letter.</p> <p>Read words containing common suffixes.</p>	<p>Knows difference between fiction and non-fiction.</p> <p>Introduced to non-fiction books that are organised in different ways.</p> <p>Use contents &amp; index to find information</p>

# Model English Curriculum: Reading

Year 3

## ***Word Reading***

By the beginning of Year 3, pupils should be able to read books written at an age appropriate interest level.

Children should be able to read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.

Children should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound blending.

Brief, daily, phonics sessions to support children with spelling.

However, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. This will initially be through Read Write Inc in small, focused groups. If these are not deemed to have impact, the approach will be individually tailored. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say.

As far as possible, however, they should follow the Year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

## ***Comprehension***

Daily reading of books, including ongoing chapter book.

**Home reading expectation:** minimum of 20 minutes a day

Children will use Accelerated Reader to support reading.

Children to be encouraged to relate reading to their writing.

Teaching should be directed towards developing the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.

They should develop an understanding and enjoyment of stories, poetry, plays and non-fiction, learning to read silently.

They should develop knowledge and skills in reading non-fiction about a wide range of subjects.

They should learn to justify their views about what they have read with support where necessary.

<i>Decoding</i>	<i>Word Recognition</i>	<i>Comprehension &amp; Understanding</i>	<i>Deducing</i>	<i>Information &amp; Expression</i>	<i>Grammatical Features</i>	<i>Research</i>
<p><b>For those who are struggling to decode</b> - apply phonic knowledge and skills as the route to decode words.</p> <p>Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Pupils should be taught to:</p> <p>Develop positive attitudes to reading and understanding of what they read.</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry (e.g. free verse, narrative poetry)</p>	<p>Understand what they read, in books they can read independently.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and predicting what might happen from details stated and implied.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Confident to attempt reading aloud in different contexts</p> <p>Understand how commas are used to give reading more meaning.</p> <p>Can use appropriate voices for characters and adopts a story-telling voice when needed.</p> <p>Identify how apostrophes are used to show possession in reading.</p>	<p>Recognise plurals and collective nouns.</p> <p>Recognise pronouns and how they are used.</p> <p>Identify and discuss how adjectives and verbs bring reading to life.</p> <p>Recognise adverbs and how they are used in their reading.</p> <p>Identify powerful verbs within reading.</p> <p>Relate tense to text type and structure.</p>	<p>Read books that are structured in different ways.</p> <p>Read for a range of purposes.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Retrieve and record information from non-fiction.</p>

# Model English Curriculum: Reading

Year 4

## ***Word Reading***

All pupils should be able to read books written at an age appropriate interest level.

Children should be able to read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.

Children should decode new words outside their spoken vocabulary when necessary, making a good approximation to the word's pronunciation.

Pupils should not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately.

Brief, daily, phonics sessions to support children with spelling.

However, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. This will initially be through Read Write Inc in small, focused groups. If these are not deemed to have impact, the approach will be individually tailored. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say.

As far as possible, however, they should follow the Year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

## ***Comprehension***

Daily reading of books, including ongoing chapter book.

**Home reading expectation:** minimum of 25 minutes a day

Children will use Accelerated Reader to support reading.

Children to be encouraged to relate reading to their writing.

Teaching should be directed towards developing the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.

Develop an understanding and enjoyment of stories, poetry, plays and non-fiction, reading them silently.

Further develop knowledge and skills in reading non-fiction about a wide range of subjects.

Learn to justify their views about what they have read with increasing independence.



<i>Decoding</i>	<i>Word Recognition</i>	<i>Comprehension &amp; Understanding</i>	<i>Deducing</i>	<i>Information &amp; Expression</i>	<i>Grammatical Features</i>	<i>Research</i>
<p><b>For those who are struggling to decode</b> - apply phonic knowledge and skills as the route to decode words.</p> <p>Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Pupils should be taught to:</p> <p>Further develop positive attitudes to reading and understanding of what they read.</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, actively engaging in discussion.</p> <p>Increase familiarity with a wider range of books, including fairy stories, traditional tales, myths and legends, and retelling some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Continue to recognise some different forms of poetry (e.g. free verse, narrative poetry)</p>	<p>Understand what they read independently.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Identify main ideas drawn from more than one paragraph and summarising these.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Confident to read aloud in different contexts.</p> <p>Understands how a range of punctuation is used to give reading more meaning.</p> <p>Can use appropriate voices for characters and adopt a story-telling voice when needed.</p> <p>Identifies how apostrophes are used to show possession in reading.</p>	<p>Recognise plurals and collective nouns, as well as pronouns (and their purpose).</p> <p>Identify &amp; discuss how author's use of language affects a reader (verbs, adverbs and adjectives).</p> <p>Explain how tense relate to text type and structure.</p> <p>Identify how sentence types can be changed by changing word order, tenses, adding or deleting words or changing punctuation.</p>	<p>Read books that are structured in different ways.</p> <p>Read for a range of purposes.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Retrieve and record information from non-fiction, beginning to use notes.</p>

# Model English Curriculum: Reading

Year 5

## ***Word Reading***

During Years 5, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling.

As far as possible, pupils should follow the Year 5 and 6 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the beginning of Year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.

They should be able to read most words effortlessly and should be able to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

## ***Comprehension***

Daily reading of books, including ongoing chapter book.

**Home reading expectation:** minimum of 30 minutes a day

Children will use Accelerated Reader to support reading.

Children to be encouraged to relate reading to their writing.

Children should be able to prepare readings, developing effective intonation to show their understanding, and should be able to summarise and present a familiar story in their own words.

They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, and then discuss what they have read.

Reading should be sufficiently fluent and relatively effortless across subjects and not just in English, with a need for pupils to learn subject-specific vocabulary.

<i><b>Decoding</b></i>	<i><b>Word Recognition</b></i>	<i><b>Comprehension &amp; Understanding</b></i>	<i><b>Deducing</b></i>	<i><b>Intonation &amp; Expression</b></i>	<i><b>Grammatical Features</b></i>	<i><b>Research</b></i>
<p><b>For those who are struggling to decode</b> - apply phonic knowledge and skills as the route to decode words.</p> <p>Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p>	<p>Be able to apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Pupils should maintain positive attitudes to reading and understanding of what they read.</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Increase 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 traditions.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a range of writing.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, developing understanding through use of intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Check that what they have read makes sense.</p> <p>Discuss their understanding and explore the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Draw inferences and justify these with evidence from the text.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, developing their own and others' ideas and beginning to challenge views courteously.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Ask questions to improve their understanding of what they have read</p>	<p>Vary voice for direct or indirect speech.</p> <p>Recognise prepositions in text.</p> <p>Recognise clauses within sentences and identify how they are connected.</p> <p>Begin to develop an awareness of how pace of reading can add to the excitement.</p> <p>Understand how a set of sentences are organised to create maximum effect.</p>	<p>Recognise prepositions in text.</p> <p>Recognise clauses within sentences and identify how they are connected.</p> <p>Recognise and unpick complex sentences.</p> <p>Identify connectives with multiple purposes.</p> <p>Identify active and passive verbs in reading.</p>	<p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Retrieve, record and present information from non-fiction. Use more than one source of evidence when carrying out research.</p> <p>Create a set of key notes to help summarise what has been read.</p> <p>Develop use of skimming, scanning and note-taking to identify the key points in a text.</p>

# Model English Curriculum: Reading

Year 6

## ***Word Reading***

During Years 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling.

As far as possible, pupils should follow the Year 5 and 6 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

All children should read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy (at a speaking pace).

They should read the majority of words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should use a range of strategies to determine both the meaning of the word and how to pronounce it correctly.

## ***Comprehension***

Daily reading of books, including ongoing chapter book.

**Home reading expectation:** minimum of 30 minutes a day

Children will use Accelerated Reader to support reading.

Children to be encouraged to relate reading to their writing.

Children should be able to prepare readings, with appropriate and effective intonation to show their understanding, and should be able to summarise and present a familiar story in their own words.

They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, discussing what they have read with detail.

By the end of Year 6, pupils' reading should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in Year 7, across subjects and not just in English. There will continue to be a need for pupils to learn subject-specific vocabulary.

<i>Decoding</i>	<i>Word Recognition</i>	<i>Comprehension &amp; Understanding</i>	<i>Deducing</i>	<i>Intonation &amp; Expression</i>	<i>Grammatical Features</i>	<i>Research</i>
<p><b>For those who are struggling to decode</b> - apply phonic knowledge and skills as the route to decode words.</p> <p>Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p>	<p>Be able to apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Pupils should maintain positive attitudes to reading and understanding of what they read.</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Further increase 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.</p> <p>Recommend books that they have read to their peers, giving justified reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Make comparisons within and across books.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through accurate and effective use of intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Continue to check that what they have read makes sense.</p> <p>Discuss their understanding and explore the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Draw multiple inferences and justify these with evidence from the text.</p> <p>Predict what might happen from details stated and Implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identify how language, structure and presentation contribute to meaning, and the effect of this on the reader.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Participate in discussions and debates about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Ask questions to improve their understanding of what they have read.</p> <p>Provide reasoned justifications for their views.</p>	<p>Vary voice for direct or indirect speech.</p> <p>Recognise prepositions in text.</p> <p>Recognise clauses within sentences and identify how they are connected.</p> <p>Further develop awareness of how pace of reading can add to the excitement, using this effectively.</p> <p>Appreciate how a set of sentences are organised to create maximum effect with understanding of how manipulation of clauses can achieve an effect.</p>	<p>Recognise prepositions in text.</p> <p>Recognise clauses within a wider range of sentences and identify how they are connected.</p> <p>Recognise and unpicks complex sentences.</p> <p>Identify connectives with multiple purposes.</p> <p>Identify active and passive verbs in reading.</p>	<p>Read books that are structured in different ways, linking structure to purpose, and reading for a range of purposes.</p> <p>Retrieve, record and present information effectively from non-fiction.</p> <p>Use more than one source of evidence when carrying out research.</p> <p>Create a set of key notes to help summarise what has been read.</p> <p>Use skimming, scanning and note-taking to identify the key points in a text.</p>