

# English (Reading)



Y1

## Decode familiar and unfamiliar words using blending as the prime approach

### CORE

- Use phonic knowledge to decode words (KPI) (KPI)
- Respond speedily with the correct sound to graphemes for all 40+ phonemes (and alternative sounds for graphemes where applicable) (KPI)
- Identify initial sounds in unfamiliar words. Recognise some letters in other positions (KPI)
- Blend sounds in unfamiliar words containing GPCs that have been taught (KPI)
- Blend phonemes to read CVC words (yellow) (KPI)
- Blend phonemes to read CCCVC and CVCC words (blue, green) (KPI)
- Blend and segment sounds in consonant clusters and use this knowledge in reading (KPI)
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (KPI)
- Read words containing taught GPCs and -s,-es,-ing,-ed,-er and -est endings (KPI)
- Read other words of more than one syllable that contain taught GPCs (KPI)
- Read words with contractions and understand that the apostrophe represents the omitted letters (KPI)
- Expect written text to make sense (KPI)
- Re-read to clarify meaning (KPI)
- Read aloud fluently with attention to a range of punctuation (reading words without overt sounding and blending) (KPI)
- Check print detail carefully, saying a word slowly and running a finger under to check the phonemes (KPI)
- Make 1 to 1 correspondence between written and spoken words (KPI)
- Track visually without finger pointing 2 or 3 lines of print on a page (KPI)
- Re-read with improved expression, attending to fluency and phrasing (put words together so they sound like talking) (KPI)
- Distinguish between a word, letter and a space (KPI)
- Take more note of punctuation to support the use of grammar and oral language rhythms (voice down at the end of a sentence) (KPI)

## (1A and 1C) Some simple points from familiar texts recalled

### CORE

- Recite poems and rhymes by heart: Perform in unison, following the rhythm and rhyme. Imitate and invent actions (KPI)
- 1C: Re-tell key stories, fairy stories and traditional tales (KPI)
- Recognise and join in with predictable phrases (KPI)
- 1A: Understand books: Sequence a simple story or event and use this to re-enact and retell (KPI)
- 1B: Understand books: Identify the main character in a story or the subject of a non-fiction text (KPI)
- 1B: Understand books: Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales (KPI)
- Understand books: Express feelings about stories and poems (KPI)
- 1C: Understand books: Identify main events or key points in texts (KPI)
- Understand books: Answer literal retrieval questions about the text (KPI)

## (1D and 1E) Make inferences at a basic level

### CORE

- 1D: Make inferences on the basis of what is said and done (KPI)
- 1E: Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?) (KPI)
- 1E: Begin to make predictions about character and plot: Predict events and endings and how characters will behave (KPI)
- 1E: Begin to make predictions about character and plot: Discuss the blurb and title of a book (KPI)
- 1E: Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development (KPI)
- 1D: Discuss story events: Give some reasons why things happen or characters change (KPI)
- 1D: Discuss story events: Show an understanding of the elements of a story such as character, setting, events (KPI)
- 1D: Discuss story events: Begin to express a view and use evidence in the text to explain reasons (KPI)

## (1B) Some awareness of meaning of simple text features

### CORE

- 1B: Discuss the significance of the title of a non-fiction and fiction book: Distinguish between fiction and non-fiction (KPI)
- 1B: Begin to understand the way that information texts are organised (KPI)
- 1B: Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line (KPI)

## (1A and 1B) Explain and comment on writers' use of language

### CORE

- 1B: Comment on the title of the text and how this links with the main events (KPI)
- 1A: Word meaning & linking: Recognise and comment on repeating patterns of language, e.g. rhymes and predictable phrases (KPI)
- 1A: Word meaning & linking: Pick out some key phrases in fairy stories and traditional tales, e.g. repetition, once upon a time, fee fi fo fum (KPI)
- 1B: Word meaning & linking: With support pick out some key words in a text, e.g. find a word that tells us how the character is feeling, find a word that tells us about the house... (KPI)

## (1B) Relate texts to their social, cultural and historical traditions

### CORE

- 1B: Familiar with stories & traditional tales: Notice relationships between one text and another (KPI)
- 1B: Familiar with stories & traditional tales: Return to favourite books and rhymes to be re-read and enjoyed (KPI)
- 1B: Familiar with stories & traditional tales: Choose and talk about a favourite book from a selection (KPI)
- 1B: Familiar with stories & traditional tales: Comment and compare interesting or enjoyable aspects of books (KPI)
- 1B: Familiar with stories & traditional tales: Say how they feel about stories and poems during and after reading (KPI)

### Decode familiar and unfamiliar words using blending as the prime approach

#### CORE

- Apply phonic knowledge to decode words (KPI)
- Begin to decode automatically and read fluently (KPI)
- Blend the sounds in words that contain the graphemes taught so far (KPI)
- Recognise alternative sounds for graphemes (KPI)
- Read accurately words of two or more syllables that contain the same graphemes as above (KPI)
- Read words containing common suffixes (KPI)
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (KPI)
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered (KPI)
- Key reading skills: During reading check that the text makes sense and correct inaccurate reading (KPI)
- Key reading skills: Read aloud books closely matched to improving phonic knowledge with greater fluency (KPI)
- Key reading skills: Re-read books to build up fluency and confidence in word reading (without overt sounding and blending) (KPI)
- Use punctuation to make the reading make sense (KPI)
- Understand the use of apostrophes for singular possession in nouns when reading (KPI)
- Use different voices/tone to make the reading fluent and interesting (KPI)

### (1A and 1C) Some simple points from familiar texts recalled

#### CORE

- 1C: Discuss the sequence of events and characters in books (KPI)
- 1C: Discuss how information links in books (KPI)
- Continue to build up a repertoire of poems learnt by heart reciting them with appropriate intonation by performing individually or together. Use actions and sound effects (KPI)
- 1C: Understand books: Retell a wider range of stories, fairy stories and traditional tales (KPI)
- 1A: Understand books: Recognise simple recurring literary language in stories and poems (KPI)
- 1A: Understand books: Pick out and discuss favourite words and phrases (KPI)
- Understand books: Ask questions and find the answers to simple questions in a text (KPI)

## (1D and 1E) Make inferences

### CORE

- 1E: Predict on what has been read so far: predict the events of a story based on the setting described in the opening (KPI)
- 1E: Predict on what has been read so far: Predict how characters might behave from what they say and do and from their appearance (KPI)
- 1D: Make inferences on the basis of what is being said and done: Talk about and infer what characters might be thinking or feeling using clues in the text (KPI)
- 1D: Make inferences on the basis of what is being said and done: Discuss the reasons for events in a story; use evidence to make simple reasoned conclusions (KPI)
- 1D: Make inferences on the basis of what is being said and done: Discuss why certain words or phrases make a story funny, scary, exciting (KPI)

## (1B) Identify some features of different texts

### CORE

- 1B: Show awareness of the structure of different text types and begin to understand that they have different purposes: Pick out features used to organise books (KPI)
- 1B: Show awareness of the structure of different text types and begin to understand that they have different purposes: Compare the layout of different texts/books and discuss why they are set out in different ways (KPI)
- 1B: Show awareness of the structure of different text types and begin to understand that they have different purposes: Use skimming to read the title, contents page and illustrations and predict what a book is about (KPI)
- 1B: Show awareness of the structure of different text types and begin to understand that they have different purposes: Pick out features that will help to locate information and explain them (KPI)
- 1B: Show awareness of the structure of different text types and begin to understand that they have different purposes: Pick out and discuss how punctuation helps to organise text (KPI)
- 1B: Show awareness of the structure of different text types and begin to understand that they have different purposes: Recognise and use the alphabet to help to locate information in some books (KPI)
- 1B: Show awareness of the structure of different text types and begin to understand that they have different purposes: Recognise the openings and closings of different stories (KPI)

## (1A) Explain and comment on writers' use of language

### CORE

- Discuss the use of present, past and progressive tenses in a text and why they have been used (Vocabulary, grammar and punctuation links in year 2) (KPI)
- 1A: Author's choice of words: Identify where language is used to create mood or build tension (KPI)
- 1A: Author's choice of words: Comment on the choice of author's words to make a text funny, scary, exciting (KPI)
- 1A: Author's choice of words: Pick out key words or phrases in a text, e.g. First/Next, Once upon a time (KPI)

## (1B) Relate texts to their social, cultural and historical traditions

### CORE

- 1B: Increasingly familiar with wider range of stories & tales: Give an opinion about a character's actions, e.g. He is not a very nice character (KPI)
- 1B: Increasingly familiar with wider range of stories & tales: Discuss the purpose that the writer is intending, e.g. The writer is giving us information, the writer thinks this is not fair (KPI)
- 1B: Increasingly familiar with wider range of stories & tales: Express a preference for a story or text from a selection of those that have been read aloud or read independently (KPI)
- 1B: Increasingly familiar with wider range of stories & tales: Discuss similarities between different fairy stories and traditional tales (KPI)

## Developing reading

### CORE

- Read a range of texts accurately and at a speed that is sufficient to focus on understanding what is read rather than on decoding individual words (KPI)
- Read longer words with support and test out different pronunciations (KPI)
- Decode most new words outside the spoken vocabulary (KPI)
- Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meanings of new words met (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-) (KPI)
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (KPI)
- Key Reading Skills: Ask questions to improve understanding of a text (KPI)
- Key Reading Skills: Read aloud books with an increasing fluency and accuracy (KPI)
- Key Reading Skills: Re-read books to build up fluency and confidence in word reading (KPI)
- Key Reading Skills: Show understanding of texts read aloud or performed through intonation (KPI)
- Begin to be aware of direct speech and how this might affect expression when reading aloud (KPI)

## (2B and 2C) Understand, describe, select or retrieve information, events or ideas from texts

### CORE

- Prepare poems and play scripts to read aloud and to perform with some direction. Include free verse poems (KPI)
- Discuss the choice of words and their impact in poems, noticing how the poet creates sound affects using rhyme or alliteration (KPI)
- 2C: Identify main ideas within a text or within a paragraph (KPI)
- 2B: Ask questions and find the answers to simple questions in a section of text (KPI)
- 2B: Identify themes and conventions in a range of books (e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales) (KPI)
- 2B: Retrieve and record information from non-fiction: Use a contents page and an index page to locate information (KPI)
- 2B: Retrieve and record information from non-fiction: Locate information using skimming (KPI)

## (2D and 2E) Deduce, infer or interpret information, events or ideas from texts

### CORE

- 2E: Make plausible predictions: Predict what might happen from details stated and implied/hidden in the text (KPI)
- 2E: Make plausible predictions: Make predictions about characters' actions and look for evidence of change as a result of events (KPI)
- 2E: Make plausible predictions: Identify settings and predict events that are likely to happen (KPI)
- 2D: With support draw inferences: Discuss the actions and relationships of the main characters and justify views using evidence from the text (KPI)
- 2D: With support draw inferences: Discuss the relationship between characters based on dialogue (KPI)
- 2D: With support draw inferences: Use clues from action, dialogue and description to establish meaning (KPI)

## (2B and 2F) Identify and comment on the structure and organisation of texts

### CORE

- 2B: Identify the features of some non-fiction text types (KPI)
- 2B: Make use of contents and index pages to locate information in non-fiction texts (KPI)
- 2B: Recognise some different forms of poetry (e.g. free verse, calligrams and shape poem) (KPI)
- 2F: Begin to understand the purpose of the paragraph and how they help to group information (KPI)

## (2A, 2F and 2G) Explain and comment on writers' use of language

### CORE

- 2A: Language for meaning - use of words & phrases: Discuss why the author has chosen a range of vocabulary to describe a character or a setting (KPI)
- 2A: Language for meaning - use of words & phrases: Discuss the effect of key words or phrases used to build mood or tension (KPI)
- Y3 SPAG: Identify and discuss adverbs to express time, place and cause (then, next, soon, therefore, finally) (KPI)
- Y3 SPAG: Identify and discuss prepositions to express time, place and cause (e.g. before dark, during break, in the cave, because of him) (KPI)
- Y3 SPAG: Discuss the use of simple and complex sentences and how this influences meaning (e.g. short sentences to build tension, complex sentences to give additional information) (KPI)

## (2B and 2H) Relate texts to their social, cultural and historical traditions

### CORE

- 2B, 2H: Identify themes and conventions: Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions (KPI)
- 2B, 2H: Identify themes and conventions: Notice the difference between 1st and 3rd person accounts (KPI)
- 2B, 2H: Identify themes and conventions: Discuss similarities between the same author's books (KPI)
- 2B, 2H: Explain why one story/text is preferred to another by identifying specific elements that are liked and disliked (KPI)
- 2B, 2H: Identify themes and conventions: Discuss how we know a text is set in a different time (KPI)

## Developing reading

### CORE

- Read a range of texts with consistent accuracy, fluency and confidence (KPI)
- Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meanings of new words met (e.g. -or, -ous, -ation, dis-, mis-, in, im-, ir-, il-, re-, sub-, inter-) (KPI)
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (KPI)
- Key Reading Skills: Ask questions to improve understanding of a text (KPI)
- Key Reading Skills: Read aloud a wider range of books and poetry with accuracy and at a reasonable speaking pace (KPI)
- Key Reading Skills: Show understanding of texts read aloud or performed through intonation, tone, volume and action (KPI)
- Key Reading Skills: Recognise the functions of punctuation including direct speech and use appropriate intonation and expression (KPI)

## (2B and 2C) Understand, describe, select or retrieve information, events or ideas from texts

### CORE

- Prepare poems and play scripts to read aloud and to perform. Include shorter narrative poems, limericks and kennings (KPI)
- Vary volume, pace and use appropriate expression when performing (KPI)
- Use actions, sound effects, musical patterns and images to enhance a poem's meaning (KPI)
- 2C: Identify main ideas from more than one paragraph and summarise these (KPI)
- 2B: Ask questions and find the answers to simple questions in different types of text (KPI)
- 2B: Retrieve and record information from non-fiction (KPI)
- Decide on a question that needs answering and locate the answer in a non-fiction book (KPI)
- 2B: Locate information when directed using skimming and scanning in non-fiction (KPI)
- 2D: Identify themes and conventions in a wide range of books (e.g. heroes, journeys and superhuman beings in myths and legends) (KPI)

## (2D and 2E) Deduce, infer or interpret information, events or ideas from texts

### CORE

- 2E: Predict what might happen from details stated in the text: Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place (KPI)
- 2E: Predict what might happen from details implied/hidden in the text: Make predictions about how characters might behave in different settings (KPI)
- 2D: Draw inferences and justify with evidence: Empathise with different characters' points of view which are both implicit and explicit (KPI)
- 2D: Draw inferences and justify with evidence: Identify the use of figurative and expressive language to build a fuller picture of a character (KPI)
- 2D: Draw inferences and justify with evidence: Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings (KPI)
- 2D: Draw inferences and justify with evidence: Discuss the relationship between what characters say and do- do they always reveal what they are thinking? (KPI)
- 2D: Draw inferences and justify with evidence: Discuss, moods, feelings and attitudes using inference and deduction (KPI)

## (2B and 2F) Identify and comment on the structure and organisation of texts

### CORE

- 2B: Identify the features of different text-types. Recognise the conventions of different types of writing, such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts (KPI)
- 2B: Make use of non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations) (KPI)
- 2B: Recognise some different forms of poetry (e.g. narrative poetry, limericks, kennings) (KPI)
- 2F: Understand how paragraphs can organise ideas around a theme and can build up ideas across a text (KPI)

## (2A, 2F and 2G) Explain and comment on writers' use of language

### CORE

- 2A, 2F, 2G: Language, structure & presentation for meaning: Comment upon the use and effect of author's language (KPI)
- 2A, 2F, 2G: Language, structure & presentation for meaning: Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes (KPI)
- 2A, 2F, 2G: Language, structure & presentation for meaning: Identify and describe the styles of individual writers and poets (KPI)
- 2A, 2F, 2G: Language, structure & presentation for meaning: Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose (KPI)
- Y4 SPAG: Identify and discuss noun phrases expanded by modifying adjectives, nouns and preposition (e.g. the teacher expanded to the strict teacher with curly hair) (KPI)
- Y4 SPAG: Identify and discuss fronted adverbials and how they add meaning to a text (KPI)

## (2B and 2H) Relate texts to their social, cultural and historical traditions

### CORE

- 2B, 2H: Identify themes and conventions in a wide range of books: Express personal response with some awareness of the writer's viewpoint or the effect on the reader (KPI)
- 2B, 2H: Identify themes and conventions in a wide range of books: Make judgements about the success of the narrative, e.g. do you agree with the way the problem was solved? (KPI)
- 2B, 2H: Identify themes and conventions in a wide range of books: Discuss similarities between the same author's books and different authors (KPI)
- 2B, 2H: Identify themes and conventions in a wide range of books: Recognise ways in which writers present issues and points of view in fiction and non-fiction (KPI)
- 2B, 2H: Identify themes and conventions in a wide range of books: Identify a writer's viewpoint (KPI)
- 2B, 2H: Identify themes and conventions in a wide range of books: Develop awareness that the author sets up dilemmas in a story and devise a solution (KPI)

## Developing reading

### CORE

- Read a range of age appropriate texts fluently (KPI)
- Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, making the meaning clear to the audience (KPI)
- Apply the knowledge of root words, prefixes and suffixes to determine the meaning of new words (see appendix 1 of National Curriculum) (KPI)
- Draw on contextual evidence to make sense of what is read (KPI)
- Ask questions to enhance understanding of a text (KPI)
- Recommend books to others based on own reading preferences (KPI)
- Deliver a short presentation to show an understanding of what has been read (KPI)

## (2B and 2C) Understand, describe, select or retrieve information, events or ideas from texts

### CORE

- Continue to learn poetry by heart so that a wide range has been learned. Include poems with imagery, similes and narrative poems (KPI)
- Learn poetry by heart: Comment on the use of similes and expressive language to create images, sound effects and atmosphere (KPI)
- Learn poetry by heart: Vary pitch, pace, volume, expression and use pauses to create impact (KPI)
- Learn poetry by heart: Use dramatic interpretation when performing (KPI)
- 2B: In non-fiction, retrieve, record and present information with support and guidance from a couple of sources (e.g. 2 texts, a text and a website, a film clip and a book) (KPI)
- Plan what information needs to be found with guidance (e.g. a KWL grid). Make simple notes (KPI)
- 2B, 2C: Identify key details from more than one paragraph by: Using the skills of skimming and scanning to identify key ideas (KPI)
- 2B, 2C: Identify key details from more than one paragraph by: Referring to the text to support predictions and opinions (PEE - Point + Evidence + Explanation) (KPI)

## (2D and 2E) Deduce, infer or interpret information, events or ideas from texts

### CORE

- 2D: Distinguish between statements of fact and opinion with support (KPI)
- 2D: Draw inferences: Identify evidence characters changing in a story and discuss possible reasons (KPI)
- 2D: Draw Inferences : Discuss what a character's actions and motives say about their character (KPI)
- 2D: Draw inferences: Recognise that characters may have different perspectives on events in stories (KPI)
- 2D: Justify inferences with evidence (KPI)
- 2E: Make predictions based on details stated and implied: Make predictions for how a character might change during a story or a poem and change predictions as events happen (KPI)

## (2F and 2H) Identify and comment on the structure and organisation of texts

### CORE

- 2H: Make comparisons within and across texts (KPI)
- 2F: Structure & presentation for meaning: Identify and discuss the genre-specific language features the author has used to convey information in a non-fiction text (KPI)
- 2F: Structure & presentation for meaning: Identify and discuss the structural devices the author has used to organise the text (KPI)

## (2A, 2F and 2G) Explain and comment on writers' use of language

### CORE

- 2A, 2F, 2G: Language inc. figurative for meaning: Identify vocabulary chosen to convey different messages, moods, feelings and attitudes (KPI)
- 2A, 2F, 2G: Language inc. figurative for meaning: Describe and compare the styles of individual writers and poets, providing evidence (KPI)
- 2A, 2F, 2G: Language inc. figurative for meaning: Comment and compare the language choices the author has made to convey information over a range of non-fiction texts (KPI)
- Y5 SPAG: Recognise and discuss the use of relative clauses to provide extra information (KPI)
- Y5 SPAG: Recognise and discuss the use of adverbials to link ideas across a paragraph (KPI)
- Y5 SPAG: Identify where brackets, dashes and commas have been used to indicate parenthesis (year 5 vocabulary, grammar and punctuation) (KPI)

## **(2B and 2D) Identify and comment on writers' purposes and viewpoints and the overall effect of the text**

### CORE

- 2B: Identify themes and conventions (KPI)
- 2B, 2D: With support discuss themes and conventions and show some understanding of them (KPI)
- Express views & justify opinions: Identify the writer's main purpose through a general overview (KPI)
- Express views & justify opinions: Identify common elements of an author's style and discuss how the style of one author differs from another (KPI)
- Express views & justify opinions: Identify and comment upon an author's or poet's viewpoint in the text and respond to this e.g. re - tell from a different viewpoint (KPI)
- Express views & justify opinions: Comment on the overall impact of poetry or prose with reference to features, e.g. development of themes (KPI)
- Express views & justify opinions: Justify preferences for an author, poet or a type of text (KPI)

## **(2B and 2H) Relate texts to their social, cultural and historical traditions**

### CORE

- 2B, 2H: Take part in a debate and show an understanding of themes in a text (KPI)
- 2H: Discuss wide range of texts from heritage & other cultures: Identify and explain the key features of a range of appropriate texts (KPI)
- 2H: Discuss wide range of texts from heritage & other cultures: Identify and explain characters and their profiles across a range of texts (KPI)
- 2H: Discuss wide range of texts from heritage & other cultures: Identify and discuss themes within a text (Social, cultural and historical) (KPI)

## Developing reading

### CORE

- Read a range of age-appropriate texts in English and across the other subjects fluently and effortlessly (KPI)
- Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, making the meaning clear to the audience (KPI)
- Apply the knowledge of root words, prefixes and suffixes to determine the meaning of new words (see appendix 1 of National Curriculum) (KPI)
- Draw on contextual evidence to make sense of what is read (KPI)
- Ask questions to enhance understanding of a text (KPI)
- Recommend books to others based on own reading preferences (KPI)
- Deliver a formal presentation to show an understanding of what has been read using notes where necessary (KPI)

## (2B and 2C) Understand, describe, select or retrieve information, events or ideas from texts

### CORE

- Continue to learn poetry by heart so that a wide range has been learned. Include poems with similes, metaphors, imagery, style and effect and poems with themes (KPI)
- Learn poetry by heart: Comment on the use of unusual or surprising language choices and effects such as onomatopoeia and metaphor and comment on how this influences meaning (KPI)
- Learn poetry by heart: Vary pitch, pace, volume, rhythm and expression in relation to the poem's meaning and form (KPI)
- Learn poetry by heart: Use dramatic interpretations and ICT to enhance the presentation (KPI)
- 2B: In non-fiction: retrieve, record and present information from a range of sources (texts, websites, films, leaflets, articles) (KPI)
- 2B: In non-fiction: Plan and decide independently what information needs to be searched for (KPI)
- 2B, 2C: Identify key details that support main ideas from more than one paragraph: Use quotations to illustrate ideas (KPI)
- 2B, 2C: Identify key details that support main ideas from more than one paragraph: Use the skills of skimming, scanning, text-marking and note taking to identify key ideas (KPI)
- 2B, 2C: Identify key details that support main ideas from more than one paragraph: Refer to the text to support predictions and opinions (PEEL- Point + Evidence + Explanation + Evaluation) (KPI)

## (2D and 2E) Deduce, infer or interpret information, events or ideas from texts

### CORE

- 2E: Distinguish between statements of fact and opinion (KPI)
- 2E: Draw inferences: Identify stock characters in particular genres (KPI)
- 2E: Draw inferences: Identify evidence of characters that challenge stereotypes and surprise the reader (KPI)
- 2E: Draw inferences: Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour (KPI)
- 2E: Draw inferences: Make inferences about the perspective of the author from what is written and implied (KPI)
- 2D: Justify inferences with evidence (KPI)
- 2E: Make predictions based on details stated and implied: Predict using more complex narratives, e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it (KPI)

## (2F and 2H) Identify and comment on the structure and organisation of texts

### CORE

- 2H: Make comparisons within and across texts: Comment on the genre-specific language features the author has used to convey information in a non-fiction text (KPI)
- 2H: Make comparisons within and across texts: Comment on and compare the language choices the author has made to convey information over a range of non-fiction texts (KPI)
- 2F: Structure & presentation for meaning: Comment on the structural choices the author has made when organising the text (KPI)
- 2F: Structure & presentation for meaning: Explain how the structural choices support the writer's theme and purpose (KPI)

## (2A, 2F and 2G) Explain and comment on writers' use of language

### CORE

- 2A, 2F, 2G: Language inc. figurative for meaning: Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes (KPI)
- 2A, 2F, 2G: Language inc. figurative for meaning: Compare, contrast and explore the styles of writers and poets, providing evidence and explanations (KPI)
- 2A, 2F, 2G: Language inc. figurative for meaning: Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations (KPI)
- 2A, 2F, 2G: Language inc. figurative for meaning: Identify and discuss irony and its effect (KPI)
- 2A, 2F, 2G: Language inc. figurative for meaning: Comment and compare the language choices the author has made to convey information over a range of non-fiction texts (KPI)
- Y6 SPAG: Recognise and discuss the use of the passive to affect the presentation of information in a sentence (KPI)
- Y6 SPAG: Recognise and discuss the difference between informal speech and formal speech (e.g. the use of question tags; "he's your friend, isn't he?", or the use of subjunctive forms such as; "if I were") (KPI)

## (2B and 2D) Identify and comment on writers' purposes and viewpoints and the overall effect of the text

### CORE

- 2B: Identify themes and conventions (KPI)
- 2B, 2D: Demonstrate through discussion an understanding of the use of themes and conventions (KPI)
- Express views & justify opinions: Identify how style is influenced by the intended audience (KPI)
- Express views & justify opinions: Identify common elements of an author's style and make comparisons between books (KPI)
- Express views & justify opinions: Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes (KPI)
- Express views & justify opinions: Identify and discuss the viewpoint in the text, e.g. recognise that the narrator can change and be manipulated, i.e. the story has 2 narrators, a different character takes over the storytelling (KPI)
- Express views & justify opinions: Declare and justify personal preferences for writers and types of text (KPI)

## (2B and 2H) Relate texts to their social, cultural and historical traditions

### CORE

- 2B, 2H: Take part in a debate and show an understanding of themes in a text (KPI)
- 2H: Discuss wide range of texts from heritage & other cultures: Compare and contrast the key features of a range of appropriate texts (KPI)
- 2H: Discuss wide range of texts from heritage & other cultures: Compare and contrast characters across a range of appropriate texts (KPI)
- 2H: Discuss wide range of texts from heritage & other cultures: Compare and contrast themes across a range of appropriate texts (social, cultural and historical) (KPI)