



Kingsley Community Primary & Nursery School

Curriculum Overview Subject: Literacy (Reading)



Literacy lessons are driven by a focused text. Within lessons, the text is used in order develop children's reading fluency and comprehension, alongside their daily half hour whole class reading sessions. Texts are a mixture of genres - such as fiction, non-fiction, poetry, images and include items such as newspaper reports, letters, diary entries, leaflets, as well as books. Material is carefully chosen to match the topics being studied in class at that time, and to match the interests of the class.

In EYFS, and KS1, children spend a proportion of their Read, Write Inc. session reading texts which are written to enable the children to read words which contain graphemes they have been learning about. They also are listened to read individually and share stories together as a class daily.

In KS2, children share a whole class reading session for thirty minutes, five days a week. Lessons follow a structure throughout the week; at the beginning of the week, children are making predictions about the text using visual, textual or other clues. They also explore new vocabulary and revise previously taught language. As the week progresses, the children are exposed to the text, and develop their reading fluency and their comprehension of the text both verbally and written. The end of the week sees the children really developing their analytical skills - picking apart, exploring and answering questions related to what they have read. Children record their work in their 'Responding to Reading' books which enables them to review their thoughts, opinions and discussions held about the text being studied across the course of the week.

All children are expected to read at least three times a week at home, which is recorded in their Kingsley Journals.

When children leave Kingsley CP, our aim is to have developed children who are confident readers, who have a passion for literature and a thirst for learning and acquiring new knowledge.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading (AF1)		<p>Decode familiar and unfamiliar words using blending as the prime approach:</p> <ul style="list-style-type: none"> □ Use phonic knowledge to decode words □ Respond speedily with the correct sound to graphemes for all 40+ phonemes (and alternative sounds for graphemes where applicable) □ Identify initial sounds in unfamiliar words. Recognise some letters in other positions. □ Blend sounds in unfamiliar words containing GPCs that have been taught □ Blend phonemes to read CVC words (yellow) □ Blend phonemes to read CCCVC and CVCC words (blue, green) □ Blend and segment sounds in consonant clusters and use this knowledge in reading 	<p>Decode familiar and unfamiliar words using blending as the prime approach:</p> <ul style="list-style-type: none"> □ Apply phonic knowledge to decode words □ Begin to decode automatically and read fluently □ Blend the sounds in words that contain the graphemes taught so far □ Recognise alternative sounds for graphemes □ Read accurately words of two or more syllables that contain the same graphemes as above □ Read words containing common suffixes □ Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word □ Read most words quickly and accurately, without overt sounding and 	<p>Developing reading:</p> <ul style="list-style-type: none"> □ 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 □ Read longer words with support and test out different pronunciations □ Decode most new words outside the spoken vocabulary □ 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-) Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <p>Key reading skills:</p>	<p>Developing reading:</p> <ul style="list-style-type: none"> □ Read a range of texts with consistent accuracy, fluency and confidence □ 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-) □ Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <p>Key reading skills:</p>	<p>Developing reading:</p> <ul style="list-style-type: none"> □ Read a range of age appropriate texts fluently □ Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, making the meaning clear to the audience □ Apply the knowledge of root words, prefixes and suffixes to determine the meaning of new words (see appendix 1 of National Curriculum) □ Draw on contextual evidence to make sense of what is read □ Ask questions to enhance understanding of a text □ Recommend books to others based on own reading preferences □ Deliver a short presentation to show an understanding of what has been read 	<p>Developing reading:</p> <ul style="list-style-type: none"> □ Read a range of age appropriate texts in English and across the other subjects fluently and effortlessly □ Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, making the meaning clear to the audience □ Apply the knowledge of root words, prefixes and suffixes to determine the meaning of new words (see appendix 1 of National Curriculum) □ Draw on contextual evidence to make sense of what is read □ Ask questions to enhance understanding of a text □ Recommend books to others based on own reading preferences □ Deliver a formal presentation to show an understanding of what has



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	<ul style="list-style-type: none">□ Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word□ Read words containing taught GPCs and -s,-es,-ing,-ed,-er and -est endings□ Read other words of more than one syllable that contain taught GPCs□ Read words with contractions and understand that the apostrophe represents the omitted letters <p>Key reading skills:</p> <ul style="list-style-type: none">□ Expect written text to make sense□ Re-read to clarify meaning□ Read aloud fluently with attention to a range of punctuation (reading words without overt sounding and blending)□ Check print detail carefully, saying a word slowly and running a finger under to check the phonemes□ Make 1 to 1 correspondence between written and spoken words□ Track visually without finger pointing 2 or 3 lines of print on a page□ Re-read with improved expression attending to fluency and phrasing (put words together so they sound like talking)□ Distinguish between a word, letter and a space	<p>blending, when they have been frequently encountered (at over 90 words per minute)</p> <p>Key reading skills:</p> <ul style="list-style-type: none">□ During reading check that the text makes sense and correct inaccurate reading□ Read aloud books closely matched to improving phonic knowledge with greater fluency□ Re-read books to build up fluency and confidence in word reading (without overt sounding and blending) <p>Use punctuation to make the reading make sense.</p> <p>Understand the use of apostrophes for singular possession in nouns when reading</p> <p>Use different voices / tone to make the reading fluent and interesting</p>	<ul style="list-style-type: none">□ Ask questions to improve understanding of a text□ Read aloud books with an increasing fluency and accuracy□ Re-read books to build up fluency and confidence in word reading□ Show understanding of texts read aloud or performed through intonation : Begin to be aware of direct speech and how this might affect expression when reading aloud	<p>intonation, tone, volume and action : Recognise the functions of punctuation including direct speech and use appropriate intonation and expression</p>		<p>been read using notes where necessary</p>
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		<p>□ Take more note of punctuation to support the use of grammar and oral language rhythms (voice down at the end of a sentence)</p>					
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Understand, describe, select or retrieve information (AF2)		Some simple points from familiar texts recalled:	Some simple points from familiar texts recalled:	Understand, describe, select or retrieve information, events or ideas from texts:	Understand, describe, select or retrieve information, events or ideas from texts:	Understand, describe, select or retrieve information, events or ideas from texts:	Understand, describe, select or retrieve information, events or ideas from texts:
		<p>Recite poems and rhymes by heart Perform in unison, following the rhythm and rhyme Imitate and invent actions</p> <p>1c Re-tell key stories, fairy stories and traditional tales Recognise and join in with predictable phrases</p> <p>1a Draw on background information or vocabulary provided by the teacher to understand books:</p> <p>Sequence a simple story or event and use this to re-enact and retell</p> <p>Identify the main character in a story or the subject of a nonfiction text</p> <p>Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales</p> <p>Express feelings about stories and poems</p> <p>Identify main events or key points in texts</p> <p>Answer literal retrieval questions about the text</p>	<p>1c Discuss the sequence of events and characters in books</p> <p>1c Discuss how information links in books</p> <p>Continue to build up a repertoire of poems learnt by heart reciting them with appropriate intonation Perform individually or together. Speak audibly and clearly Use actions and sound effects</p> <p>1a Draw on background information or vocabulary provided by the teacher to understand books</p> <p>1c Retell a wider range of stories, fairy stories and traditional tales Recognise simple recurring literary language in stories and poems 1a Pick out and discuss favourite words and phrases Ask questions and find the answers to simple questions in a text</p>	<p>Prepare poems and play scripts to read aloud and to perform with some direction. Include free verse poems Discuss the choice of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliteration</p> <p>Identify main ideas within a text or within a paragraph</p> <p>2b Ask questions and find the answers to simple questions in a section of text</p> <p>2b Retrieve and record information from non-fiction:</p> <p>Use a contents page and an index page to locate information</p> <p>Locate information using skimming</p>	<p>Prepare poems and play scripts to read aloud and to perform. Include shorter narrative poems, limericks and kennings Vary volume, pace and use appropriate expression when performing Use actions, sound effects, musical patterns and images to enhance a poem's meaning</p> <p>Identify main ideas from more than one paragraph and summarise these</p> <p>2b Ask questions and find the answers to simple questions in a text 2b Retrieve and record information from nonfiction:</p> <p>Decide on a question that needs answering and locate the answer in a non-fiction book</p> <p>Locate information when directed using skimming and scanning</p> <p>Extract information from the text</p>	<p>Continue to learn poetry by heart so that a wide range has been learned. Include poems with imagery, similes and narrative poems Comment on the use of similes and expressive language to create images, sound effects and atmosphere Vary pitch, pace, volume, expression and use pauses to create impact Use dramatic interpretation when performing</p> <p>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)</p> <p>Plan what information needs to be found with guidance (e.g. a KWL grid) Make simple notes</p> <p>2b and 2c Identify key details that support main ideas and use them to summarise content drawn from more than one paragraph:</p> <p>Use the skills of skimming and scanning to identify key ideas</p> <p>Refer to the text to support predictions and</p>	<p>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 Comment on the use of unusual or surprising language choices and effects such as onomatopoeia and metaphor and comment on how this influences meaning Vary pitch, pace, volume, rhythm and expression in relation to the poem's meaning and form Use dramatic interpretations and ICT to enhance the presentation</p> <p>2b In non-fiction, retrieve, record and present information from a range of sources (texts, websites, films, leaflets, articles)</p> <p>Plan and decide independently what information needs to be searched for</p> <p>2b and 2c Identify key details that support main ideas and use them to summarise content drawn from more than one paragraph:</p> <p>Use quotations to illustrate ideas</p>



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						opinions (PEE- Point + Evidence + Explanation)	Use the skills of skimming, scanning, text-marking and note taking to identify key ideas Refer to the text to support predictions and opinions (PEELPoint + Evidence + Explanation + Evaluation)
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Deduce, infer, or interpret (AF3)		Make inferences at a basic level:	Make inferences:	Deduce, infer or interpret information, events or ideas from texts:	Deduce, infer or interpret information, events or ideas from texts:	Deduce, infer or interpret information, events or ideas from texts:	Deduce, infer or interpret information, events or ideas from texts:
		<p>□ 1d Make inferences on the basis of what is said and done □ 1b Discuss the significance of the title and events</p> <p>□ 1e Begin to make predictions about the characters and plot</p> <p>Discuss the blurb and title of a book</p> <p>Predict events and endings and how characters will behave</p> <p>Show an understanding of the elements of a story such as character, setting, events</p> <p>Give some reasons why things happen or characters change</p> <p>Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development</p> <p>Begin to express a view and use evidence in the text to explain reasons</p> <p>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?)</p>	<p>□ 1e Predict what might happen based on what has been read so far Predict the events of a story based on the setting described in the opening Predict how characters might behave from what they say and do and from their appearance</p> <p>□ 1d Make inferences on the basis of what is being said and done:</p> <p>Talk about and infer what characters might be thinking or feeling using clues in the text</p> <p>Discuss the reasons for events in a story; use evidence to make simple reasoned conclusions</p> <p>Discuss why certain words or phrases make a story funny, scary, exciting</p>	<p>□ 2e Predict what might happen from details stated and implied /hidden in the text Make predictions about characters' actions and look for evidence of change as a result of events Identify settings and predict events that are likely to happen</p> <p>□ 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)</p> <p>□ 2d With support draw inferences such as inferring characters' feelings and thoughts from their actions:</p> <p>Discuss the actions and relationships of the main characters and justify views using evidence from the text Discuss the relationship between characters based on dialogue</p> <p>Use clues from action, dialogue and description to establish meaning</p>	<p>□ 2e Predict what might happen from details stated and implied /hidden in the text Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place. Make predictions about how characters might behave in such a setting</p> <p>□ 2b Identify themes and conventions in a wide range of books (e.g. heroes, journeys and superhuman beings in myths and legends)</p> <p>□ 2d Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence : Empathise with different characters' points of view (implicit and explicit)</p> <p>Identify the use of figurative and expressive language to build a fuller picture of a character</p> <p>Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings</p> <p>Discuss the relationship between what characters say and do- do they always</p>	<p>□ 2d Distinguish between statements of fact and opinion with support</p> <p>□ 2d Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Identify evidence of characters changing in a story and discuss possible reasons Discuss what a character's actions say about their character Recognise that characters may have different perspectives on events in stories</p> <p>□ 2d Justify inferences with evidence □ 2e Make predictions based on details stated and implied Make predictions for how a character might change during a story and change predictions as events happen</p>	<p>□ 2d Distinguish between statements of fact and opinion</p> <p>□ 2d Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Identify stock characters in particular genres Identify evidence of characters that challenge stereotypes and surprise the reader Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour Make inferences about the perspective of the author from what is written and implied</p> <p>□ 2d Justify inferences with evidence Draw inferences about characters from their actions</p> <p>□ 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</p>



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					<p>reveal what they are thinking?</p> <p>Discuss, moods, feelings and attitudes using inference and deduction</p>		
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Identify and comment on the structure and organisation of texts (AF4)		Some awareness of meaning of simple text features:	Identify some features of different texts:	Identify and comment on the structure and organisation of texts:	Identify and comment on the structure and organisation of texts:	Identify and comment on the structure and organisation of texts:	Identify and comment on the structure and organisation of texts:
		<p>1b Discuss the significance of the title of a non-fiction and fiction book:</p> <p>Distinguish between fiction and non-fiction texts</p> <p>Understand the way that information texts are organised and use this when reading simple texts</p> <p>Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line</p>	<p>1b Show awareness of the structure of different text types and begin to understand that they have different purposes (story, recount, lists, instructions):</p> <p>Discuss titles of book and poems</p> <p>Pick out features used to organise books</p> <p>Compare the layout of different texts /books and discuss why they are set out in different ways</p> <p>Use skimming to read the title, contents page and illustrations and predict what a book is about</p> <p>Pick out features that will help to locate information and explain them</p> <p>Pick out and discuss how punctuation helps to organise text</p> <p>Recognise and use the alphabet to help to locate information in some books</p> <p>Recognise the openings and closings of different stories</p>	<p>2b Identify the features of some non-fiction text types</p> <p>2b Make use of contents and index pages to locate information in non-fiction texts</p> <p>2b Recognise some different forms of poetry (e.g. free verse, calligrams and shape poems)</p> <p>2f Begin to understand the purpose of the paragraph and how they help to group information</p>	<p>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</p> <p>2b Make use of nonfiction features to find information from the text (index, contents, headings and subheadings, illustrations)</p> <p>2b Recognise some different forms of poetry (e.g. narrative poetry, free verse, limericks, kennings)</p> <p>2f Understand how paragraphs can organise ideas around a theme and can build up ideas across a text</p>	<p>2h Make comparisons within and across texts</p> <p>2f Explain how structure and presentation can contribute to the meaning of a text:</p> <p>Identify and discuss the genre specific language features the author has used to convey information in a non-fiction text</p> <p>Identify and discuss the structural devices the author has used to organise the text.</p>	<p>2h Make comparisons within and across texts</p> <p>2f Explain how structure and presentation can contribute to the meaning of a text:</p> <p>Comment on the genre-specific language features the author has used to convey information in a non-fiction text Comment on and compare the language choices the author has made to convey information over a range of non-fiction texts.</p> <p>Comment on the structural choices the author has made when organising the text</p> <p>Explain how the structural choices support the writer's theme and purpose</p>



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Explain and comment on writers' uses of language (AF5)	Simple comments on author's use of vocabulary, on preferences and identify basic features of texts	Comment on author's use of vocabulary, on preferences and identify basic features of texts	Comment on author's use of vocabulary, on preferences and identify basic features of texts. Comment on the overall effect of the text (AF6)	Comment on author's use of vocabulary, on preferences and identify features of texts. Comment on the overall effect of the text (AF6)	Explain and comment on writers' use of language:	Explain and comment on writers' use of language:
	<p>□ 1b Comment on the title of the text and how this links with the main events □ 1a Discuss word meanings, linking new meanings to those already known:</p> <p>Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases</p> <p>Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum</p> <p>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...</p>	<p>□ 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) □ 1a Pick out words that the author has chosen to use and discuss their meaning</p> <p>Identify where language is used to create mood or build tension</p> <p>Comment on the choice of author's words to make a text funny, scary, exciting</p> <p>Pick out key words or phrases in a text e.g. First/Next, Once upon a time</p>	<p>□ 2a Explain how language can contribute to the meaning of a text by considering the use of interesting words and phrases:</p> <p>Discuss why the author has chosen a range of vocabulary to describe a character or a setting</p> <p>Discuss the effect of key words or phrases used to build mood or tension</p> <p>Vocabulary, grammar and punctuation links in year 3: □ Identify and discuss adverbs to express time, place and cause (then, next, soon, therefore, finally) □ Identify and discuss prepositions to express time, place and cause (e.g. before dark, during break, in the cave, because of him) □ 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)</p>	<p>2a, 2f and 2g Explain how language, structure and presentation can contribute to the meaning of a text:</p> <p>Comment upon the use and effect of author's language Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes Identify and describe the styles of individual writers and poets Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose</p> <p>Vocabulary, grammar and punctuation links in year 4: □ Identify and discuss noun phrases expanded by modifying adjectives, nouns and preposition (e.g., the teacher expanded to the strict teacher with curly hair or he used his claws to show how fierce he was modified to he used his sharp talons....)</p> <p>□ Identify and discuss fronted adverbials and how they add meaning to a text</p>	<p>Explain and comment on writers' use of language: □ 2a, 2f, 2g Explain how language, including figurative language, can contribute to the meaning of a text:</p> <p>Identify vocabulary chosen to convey different messages, moods, feelings and attitudes</p> <p>Describe and compare the styles of individual writers and poets, providing evidence</p> <p>Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.</p> <p>Vocabulary, grammar and punctuation links in year 5: □ Recognise and discuss the use of relative clauses to provide extra information □ Recognise and discuss the use of adverbials to link ideas across a paragraph</p> <p>□ Identify where brackets, dashes and commas have been used to indicate parenthesis (year 5 vocabulary, grammar and punctuation)</p>	<p>□ 2a, f and g Explain how language, including figurative language, can contribute to the meaning of a text:</p> <p>Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes</p> <p>Compare, contrast and explore the styles of writers and poets, providing evidence and explanations</p> <p>Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations</p> <p>Identify and discuss irony and its effect</p> <p>Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.</p> <p>Vocabulary, grammar and punctuation links in year 6: □ Recognise and discuss the use of the passive to affect the presentation of information in a sentence □ Recognise and discuss the difference between informal speech and formal</p>



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							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)
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<p>Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader (AF6)</p>						<p>Identify and comment on writers' purposes and viewpoints and the overall effect of the text:</p> <p>□ 2b Identify themes and conventions</p> <p>□ 2b, 2d with support discuss themes and conventions and show some understanding of them</p> <p>□ Express views formed when reading or being read to and justify personal opinions. Challenge the views of others courteously</p> <p>Identify the writer's main purpose through a general overview</p> <p>Identify common elements of an author's style and discuss how the style of one author differs from another</p> <p>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</p> <p>Comment on the overall impact of poetry or prose with reference to features e.g. development of themes</p> <p>Justify preferences for an author, poet or a type of text</p>	<p>Identify and comment on writers' purposes and viewpoints and the overall effect of the text:</p> <p>□ 2b Identify themes and conventions</p> <p>□ 2b and 2d Demonstrate through discussion an understanding of the use of themes and conventions</p> <p>□ Express views formed when reading or being read to and justify personal opinions. Challenge the view of others courteously</p> <p>Identify how style is influenced by the intended audience</p> <p>Identify common elements of an author's style and make comparisons between books</p> <p>Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes</p> <p>Identify and discuss the viewpoint in the text e.g. recognise that the narrator can change and be manipulated e.g. the story has 2 narrators, a different character takes over the storytelling</p> <p>Declare and justify personal preferences for writers and types of text</p>
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Relate texts to their social, historical and cultural contexts (AF7)		Begin to relate texts to social, historical and cultural traditions:	Begin to relate texts to social, historical and cultural traditions:	Relate texts to social, historical and cultural traditions:	Relate texts to social, historical and cultural traditions:	Relate texts to their social, cultural and historical traditions:	Relate texts to their social, cultural and historical traditions:
		<p>□ 1b Become very familiar with key stories, fairy stories and traditional tales:</p> <p>Notice relationships between one text and another</p> <p>Return to favourite books and rhymes to be reread and enjoyed</p> <p>Choose and talk about a favourite book from a selection</p> <p>Comment and compare interesting or enjoyable aspects of books</p> <p>Say how they feel about stories and poems during and after reading</p>	<p>□ 1b Become increasingly familiar with a wider range of stories, fairy stories and traditional stories:</p> <p>Give an opinion about a character's actions e.g. He is not a very nice character</p> <p>Discuss the purpose that the writer is intending e.g. The writer is giving us information, the writer thinks this is not fair</p> <p>Express a preference for a story or text from a selection of those that have been read aloud or read independently</p> <p>Discuss similarities between different fairy stories and traditional tales</p>	<p>2b and 2h Identify themes and conventions in a wide range of books:</p> <p>Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions</p> <p>Notice the difference between 1st and 3rd person accounts</p> <p>Explain why one story / text is preferred to another by identifying specific elements that are liked and disliked</p> <p>Discuss similarities between the same author's books</p> <p>Discuss how we know a text is set in a different time</p>	<p>2b and 2h Identify themes and conventions in a wide range of books:</p> <p>Express personal response with some awareness of the writer's viewpoint or the effect on the reader</p> <p>Develop awareness that the author sets up dilemmas in a story and devises a solution.</p> <p>Make judgements about the success of the narrative e.g. do you agree with the way the problem was solved</p> <p>Discuss similarities between the same author's books and different authors</p> <p>Recognise ways in which writers present issues and points of view in fiction and non-fiction</p> <p>Identify a writer's viewpoint</p>	<p>□ 2b and 2h Take part in a debate and show an understanding of themes in a text</p> <p>□ 2h Discuss a wide range of texts including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures:</p> <p>Identify and explain the key features of a range of appropriate texts</p> <p>Identify and explain characters and their profiles across a range of texts</p> <p>Identify and discuss themes within a text (Social, cultural and historical)</p>	<p>□ 2b and 2h Take part in a debate and show an understanding of themes in a text</p> <p>□ 2h Discuss a wide range of texts including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures:</p> <p>Compare and contrast the key features of a range of appropriate texts</p> <p>Compare and contrast characters across a range of appropriate texts</p> <p>Compare and contrast themes across a range of appropriate texts. (Social, cultural and historical)</p>