

Whole School Subject Progression Map Overview
SUBJECT: READING

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<p>Topic: Once upon a time</p> <p>READING Phonics - Phase 2 Rhyme awareness and rhyming strings High Frequency Sight Words Difference between pictures, words letters and numbers Direction of Print</p> <p><i>Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences.</i></p>	<p>Topic: Once upon a time</p> <p>READING Phonics - Phase 2 + x y z q Segmenting and blending cvc words orally Continues a rhyming string High Frequency Sight Words Introduce reading targets picture, point, initial sound</p> <p>Recognition of full stops, finger spaces and beginning to know that letters may sometimes be capital letters.</p> <p><i>Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.</i></p>	<p>Topic: To infinity and beyond (Space)</p> <p>READING Continues a rhyming string. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.</p>	<p>Topic: To infinity and beyond (Superheroes)</p> <p>READING Continues a rhyming string. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.</p>	<p>Topic: Into the wild! (Minibeasts)</p> <p>READING Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. ELG Cn read and understand simple sentences. They can use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>Topic: Into the wild! (Wild Animals)</p> <p>READING Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. ELG Children express themselves effectively, showing awareness of listener's needs They use past present and future form accurately when talking about events that have happened or are to happening the future. They develop their own narratives and explanations by connecting ideas or events.</p>

<p>Year 1</p>	<p>Topic: Into the Woods</p> <p>ALL YEAR Embedded LOs=>in 1:1 and guided reading sessions</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs* that have been taught</p> <p>Recognising and joining in with predictable phrases</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>Topic: Into the Woods</p> <p>Predicting what might happen on the basis of what has been read so far</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Participate in discussion about what is read to them, taking turns and listening to what</p>	<p>Topic: Fire and Ice</p> <p>discussing the significance of the title and events</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Explain clearly their understanding of what is read to them</p> <p>Read aloud accurately books that are consistent with their</p>	<p>Topic: Fire and Ice</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>being encouraged to link what they read or hear read to their own experiences</p> <p>discussing word meanings, linking new meanings to those already known</p>	<p>Topic: Wild and Wonderful - Australia</p> <p>making inferences on the basis of what is being said and done</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Re-read these books to build up their fluency and confidence in word reading</p>	<p>Topic: Wild and Wonderful - Australia</p> <p>Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>Topic: Sailing the Seven Seas</p> <p>Whole class shared texts Fiction – sea adventures Poetry – linked to the sea</p> <p>Guided reading - carousel Fiction & non-fiction</p> <p>Reading for pleasure class text</p> <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent -read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising 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 blending, when they have been frequently encountered -read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation -discussing the <u>sequence of events</u> in books and how items of information are related -becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales -answering and asking questions -being introduced to non-fiction books that are structured in different ways -recognising simple recurring literary language in stories and poetry -discussing and clarifying the meanings of words, linking new meanings to known vocabulary -discussing their favourite words and phrases -continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate</p>	<p>Topic: Sailing the Seven Seas</p> <p>Whole class shared texts Non-fiction – Grace Darling, Titanic Poetry –festive</p> <p>Guided reading - carousel Fiction & non-fiction</p> <p>Reading for pleasure class text</p> <p>-re-read these books to build up their fluency and confidence in word reading -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 -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>Topic: China</p> <p>-checking that the text makes sense to them as they read and correcting inaccurate reading -discussing the sequence of events in books and <u>how items of information are related</u> - making inferences on the basis of what is being said and done -listening to, discussing and expressing views about a wide range of contemporary and classic poetry, <u>stories</u> and non-fiction at a level beyond that at which they can read independently -predicting what might happen on the basis of what has been read so far Fiction – stories form other cultures/set in other countries & traditional tales Non-fiction – instructions, Poetry – poems about China</p> <p>Guided reading - carousel Fiction & non-fiction</p>	<p>Topic: China</p> <p>Fiction – stories form other cultures/set in other countries & traditional tales Non-fiction –information texts on china (where possible) Poetry – poems about China</p> <p>Guided reading - carousel Fiction & non-fiction</p>	<p>Topic: At the Bottom of the Garden</p> <p>Fiction – Stories by the same author and Fables Non-fiction – Linked to artists, plants and insects Poetry – Garden/plant/summer/minibeast poems</p> <p>Guided reading - carousel Fiction & non-fiction</p>	<p>Topic: At the Bottom of the Garden</p> <p>Fiction – Stories by the same author and Fables Non-fiction – Linked to artists, plants and insects Poetry – Garden/plant/summer/minibeast poems</p> <p>Guided reading - carousel Fiction & non-fiction</p>

<p>Year 3</p>	<p>Topic: Ages Ago</p> <p>develop positive attitudes to reading and understanding of what they read by: <input type="checkbox"/> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> using dictionaries to check the meaning of words that they have read</p> <p>identifying themes and conventions in a wide range of books</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <input type="checkbox"/> asking questions to improve their understanding of a text</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction <input type="checkbox"/> 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>Key texts and related activities: <ul style="list-style-type: none"> • How to wash a woolly mammoth - instructional texts • Cave Baby • Ug Boy Genius of the Stone Age • Stone Age Boy </p> <p>Guided reading Teacher led: Reading Explorers comprehension activities Adult led group reading: Comprehension - range of guided reading books Headstart - comprehension activities</p>	<p>Topic: Ages Ago</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English 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>develop positive attitudes to reading and understanding of what they read by: <input type="checkbox"/> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> using dictionaries to check the meaning of words that they have read</p> <p>identifying themes and conventions in a wide range of books</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <input type="checkbox"/> asking questions to improve their understanding of a text</p> <p>predicting what might happen from details stated and implied</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction <input type="checkbox"/> 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>Key texts and related activities: <ul style="list-style-type: none"> • Stone Age to Iron Age non-fiction - information text • The Fossil Girl or Stone Girl Bone Girl • Fossil by Bill Thomson - wordless picture book - narrative • Fossil poems </p> <p>Reading Workshop Reading Rainbow and Book Talk in groups</p>	<p>Topic: Into the Rainforest</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>develop positive attitudes to reading and understanding of what they read by: <input type="checkbox"/> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> using dictionaries to check the meaning of words that they have read</p> <p>identifying themes and conventions in a wide range of books</p> <p>preparing <u>poems</u> and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <input type="checkbox"/> asking questions to improve their understanding of a text</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction <input type="checkbox"/> 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>Key texts and related activities: <ul style="list-style-type: none"> • Ride of Passage - Toki animation: https://www.literacyshed.com/the-other-cultures-shed.html • The Great Kapok tree - dilemma narrative </p> <p>Reading Workshop: Rainforest Calling Non-fiction rainforest texts Using VIPERS to explore the texts.</p>	<p>Topic: Into the Rainforest</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English 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>develop positive attitudes to reading and understanding of what they read by: <input type="checkbox"/> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> using dictionaries to check the meaning of words that they have read</p> <p>increasing their familiarity with a wide range of books, including <u>fairy stories</u>, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <input type="checkbox"/> asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction <input type="checkbox"/> 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>Reading Workshop: Rainforest Calling Non-fiction rainforest texts Using VIPERS to explore the texts.</p>	<p>Topic: Italian Adventure</p> <p>develop positive attitudes to reading and understanding of what they read by: <input type="checkbox"/> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> using dictionaries to check the meaning of words that they have read</p> <p>increasing their familiarity with a wide range of books, including fairy stories, <u>myths</u> and legends, and retelling some of these orally. Legends covered year 4?</p> <p>identifying themes and conventions in a wide range of books</p> <p>preparing poems and <u>play scripts</u> to read aloud and to perform, showing understanding through intonation, tone, volume and action. Main play done in Y4.</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <input type="checkbox"/> asking questions to improve their understanding of a text</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction <input type="checkbox"/> 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>Key texts and related activities: <ul style="list-style-type: none"> • Roman Myths • Famous people, Famous Lives Boudicca • Newspaper reports </p> <p>Reading Workshop The Gladiator who stole my lunch - whole class reading text Headstart - comprehension activities</p>	<p>Topic: Italian Adventure</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>develop positive attitudes to reading and understanding of what they read by: <input type="checkbox"/> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> using dictionaries to check the meaning of words that they have read</p> <p>identifying themes and conventions in a wide range of books</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <input type="checkbox"/> asking questions to improve their understanding of a text</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction <input type="checkbox"/> 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>Key texts and related activities: <ul style="list-style-type: none"> • Escape from Pompeii •• Volcano poetry </p> <p>Reading Workshop The Gladiator who stole my lunch - whole class reading text Headstart - comprehension activities</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p>Topic: Anglo Saxons and Vikings</p> <p>ALL YEAR Embedded LOs - in 1:1 reading sessions, guided reading and whole class reading lessons</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound</p> <p>Use dictionaries to check the meaning of words read</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Topic: Anglo Saxons and Vikings</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Identify how language, structure, and presentation contribute to meaning</p> <p>Recognise some different forms of poetry</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 understanding of a text</p> <p>Read books that are structured in different ways and reading for a range of purposes</p>	<p>Topic: Benin Kingdom</p> <p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>Retrieve and record information from non-fiction.</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>Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words</p>	<p>Topic: Benin Kingdom</p> <p>Identify and discuss themes and conventions in *and across* a wide range of writing (1)</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action (1)</p> <p>Draw inferences about characters' feelings, thoughts and motives from their actions, and justifying inferences with evidenced from text (1)</p>	<p>Topic: Ancient Greeks</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends</p> <p>Predict what might happen from details stated and implied</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action (2) =></p>	<p>Topic: Ancient Greeks</p> <p>Recognise different forms of poetry</p> <p>Identify and discuss themes and conventions in *and across* a wide range of writing (2)</p> <p>Draw inferences about characters' feelings, thoughts and motives from their actions, and justifying inferences with evidenced from text (2)</p>

<p>Year 5</p>	<p>Topic: Earth and Beyond</p> <p>Solar System Non-fiction (GR) Participate in discussions 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 Draw inferences Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes (explore structure of text) Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Understand what they read by: asking questions to improve their understanding Class Book: George's Secret Key to the Universe (fiction)</p>	<p>Topic: Earth and Beyond</p> <p>Cosmic Making comparisons within and across books Identifying and discussing themes and conventions Drawing inferences such as feelings thoughts and motives from actions Check that the book makes sense to them, exploring meaning of words Asking questions to improve understanding Summarising main ideas from more than one paragraph Learning a wider range of poetry by heart Preparing poems to read aloud (tone and volume focus)</p>	<p>Topic: Local History study</p> <p>Pilgrim's Progress Play scripts Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence This statement will be evidenced from increasingly challenging books Provide reasoned justifications for their views</p>	<p>Topic: Local History study</p> <p>Parliament - children of the new forest Bedford Chronicles Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes Understand what they read by: asking questions to improve their understanding Understand what they read by: identifying how language, structure and presentation contribute to meaning This statement will be evidenced from increasingly challenging books Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Participate in discussions 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 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>Topic: Ancient China</p> <p>Firework maker's daughter Shang Dynasty (NF) Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader This statement will be evidenced from increasingly challenging books Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices</p>	<p>Topic: Ancient China</p> <p>Poetry: Haiku's Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart Maintain positive attitudes to reading and understanding of what they read by: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p><i>Street Child</i> <i>The Highwayman</i></p> <p>recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views</p>	<p><i>A Christmas Carol</i> Non-fiction: <i>History of the Railways/Transport</i></p> <p>fiction from our literary heritage learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning</p>	<p><i>What the Moon Saw</i> <i>Pinocchio</i></p> <p>books from other cultures and traditions checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence justifying inferences with evidence explain and discuss their understanding of what they have read, including through</p>	<p><i>The Arrival</i> <i>Kick</i> Non-fiction: <i>Aztec culture; earthquakes and mountain ranges</i> Poetry: <i>comparative study of a 20th century Mexican, Italian and UK poet, e.g. Octavio Paz - Ungaretti - Philip Larkin</i></p> <p>reading books that are structured in different ways and reading for a range of purposes retrieve, record and present information from non-fiction participate in discussions 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><i>Wonder</i> Non-fiction: <i>Ecology, Climate change</i></p> <p>modern fiction making comparisons within and across books predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning</p>	<p><i>The Secret Garden</i> <i>Midsummer Night's Dream</i></p> <p>reading books that are structured in different ways and reading for a range of purposes checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>