

Spread Your Wings. Learn New Things. Fly As High As You Can.



Dovecotes Primary School Knowledge Progression Reading						
	Class Text Autumn 1	Class Text Autumn 2	Class Text Spring 1	Class Text Spring 2	Class Text Summer 1	Class Text Summer 2
<b>Year 1</b>	<i>Handa's Surprise</i> by Eileen Browne	<i>Peace at Last</i> by Jill Murphy	<i>Ruby's Worry</i> and <i>Ravi's Roar</i> by Tom Percival	<i>The Gruffalo</i> by Julia Donaldson	<i>Lost and Found</i> by Oliver Jeffers	<i>Tyrannosaurus Drip</i> by Julia Donaldson
<b>Year 1/2</b>	<i>Handa's Hen</i> by Eileen Browne	<i>Whatever Next</i> by Jill Murphy	<i>Perfectly Norman and Meesha Makes New Friends</i> by Tom Percival	<i>Room on the Broom</i> by Julia Donaldson	<i>Rainbow Fish</i> by Marcus Pfister	<i>The Snail and the Whale</i> by Julia Donaldson
<b>Year 2</b>	<i>The Day the Crayons Quit</i> by Drew Daywalt and Oliver Jeffers	<i>Stick Man</i> by Julia Donaldson	<i>Mr Wolf's Pancakes</i> by Jan Fearnley	<i>The Ugly Five</i> by Julia Donaldson	<i>The Enormous Crocodile</i> by Roald Dahl	<i>Oliver Twist</i> by Charles Dickens
<b>Year 3/4 Cycle A</b>	<i>Charlie and the Chocolate Factory</i> by Roald Dahl	<i>Gerry's Game</i> (Literacy Shed)	<i>The Silence Seeker</i> by Ben Morley	<i>The Present</i> (Literacy Shed)	<i>The Creakers</i> by Tom Fletcher	<i>The Dream Giver</i> (Literacy Shed)
<b>Year 3/4 Cycle B</b>	<i>The Wolves in the Walls</i> by Dave McKean	<i>Wing</i> (Literacy Shed)	<i>Matilda</i> by Roald Dahl	<i>Snack Attack</i> (Literacy Shed)	<i>Gangster Granny</i> by David Walliams	<i>La Luna</i> (Literacy Shed)
<b>Year 5/6 Cycle A</b>	<i>Kensuke's Kingdom</i> by Michael Morpurgo	<i>Little Freak</i> (Literacy Shed)	<i>Romeo and Juliet</i> by William Shakespeare	<i>The Giant's Necklace</i> by Michael Morpurgo	<i>The Boy at the Back of the Class</i> by Onjali Q. Rauf	<i>Pandora/Rock Paper Scissors</i> (Literacy Shed)
<b>Year 5/6 Cycle B</b>	<i>Goodnight Mr Tom</i> by Michelle Magorian	<i>Francis</i> (Literacy Shed)	<i>Chronicles of Narnia</i> by CS Lewis	<i>Titanium</i> (Music Video)	<i>The Boy in the Tower</i> by Polly Ho-Yen	<i>Alma</i> (Literacy Shed)

	Little Doves	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>DERRIC Decode Phonics</b>	<ul style="list-style-type: none"> <li>➤ I listen and respond to sounds.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I recognise spoken words with the same initial sound. For example; mummy and milk</li> <li>➤ I distinguish sounds by oral segmenting.</li> <li>➤ I blend sounds orally.</li> <li>➤ I recognise initial sounds.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I am able to identify the sounds in words and link phoneme and graphemes.</li> <li>➤ I know how to read individual letters by saying the sounds for them.</li> <li>➤ I know how to read groups of letters by saying the sounds for them.</li> <li>➤ I know at least 10 digraphs.</li> <li>➤ I understand how to segment written words into individual sounds.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To apply phonic knowledge and skills as the route to decode words.</li> <li>➤ To blend sounds in unfamiliar words using the GPCs that they have been taught.</li> <li>➤ To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>➤ Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative</li> </ul>	<ul style="list-style-type: none"> <li>➤ To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</li> </ul>	<ul style="list-style-type: none"> <li>➤ To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, testing out different pronunciations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> </ul>

					sounds for graphemes.				
<b>DERRIC Decode Word Reading</b>	➤ NA	<ul style="list-style-type: none"> <li>➤ I recognise my name, and I am beginning to recognise those of my friends.</li> <li>➤ I understand how to spot and suggest rhymes</li> <li>➤ I understand how to count and clap syllables in words</li> </ul>	<ul style="list-style-type: none"> <li>➤ I know how to read CVC words by blending.</li> <li>➤ I am able to read simple sentences.</li> <li>➤ I am able to read common exception words, such as 'said', 'do' and 'were'.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</li> <li>➤ To read words containing taught GPCs.</li> <li>➤ To read words containing -s, -es, -ing, -ed and -est endings.</li> <li>➤ To read words with contractions, e.g. I'm, I'll and we'll.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>➤ To accurately read most words of two or more syllables.</li> <li>➤ To read most words containing common suffixes.*</li> </ul>	<ul style="list-style-type: none"> <li>➤ To begin to read Y3/Y4 exception words.*</li> <li>➤ To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</li> <li>➤ To apply their growing knowledge of root words and suffixes/word endings, including -ation-, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</li> </ul>	<ul style="list-style-type: none"> <li>➤ To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and where these occur in the word.</li> <li>➤ To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</li> </ul>	<ul style="list-style-type: none"> <li>➤ To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</li> <li>➤ To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</li> </ul>	<ul style="list-style-type: none"> <li>➤ To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</li> <li>➤ To read fluently with full knowledge of, root words, prefixes, suffixes/word endings*</li> </ul>

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<p><b>DERRIC</b> <b>Decode</b> <i>Fluency</i></p>	<p>➤ I am able to notice print and pictures in the environment.</p>	<p>and the 5 concepts are:</p> <ol style="list-style-type: none"> <li>1) Print has meaning</li> <li>2) Print can have different purposes</li> <li>3) We read English text from left to right, and top to bottom.</li> <li>4) The names of the parts of a book</li> <li>5) Page sequencing</li> </ol>	<p>➤ I know how to read CVC words by blending.</p> <p>➤ I am able to read simple sentences.</p> <p>➤ I am able to read common exception words, such as 'said', 'do' and 'were'.</p> <p>➤ I enjoy an increasing range of print and digital books, both fiction and non-fiction.</p> <p>➤ I re-read books and stories to build up understanding.</p>	<p>➤ To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>➤ To reread texts to build up fluency and confidence in word reading.</p> <p>➤ To check that a text makes sense to them as they read and to self-correct.</p>	<p>➤ To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>➤ To reread these books to build up fluency and confidence in word reading.</p> <p>➤ To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p> <p>➤ Tell you when I am reading what is wrong and why.</p> <p>➤ To check that the text makes sense to them as they read &amp; to correct inaccurate reading.</p>	<p>➤ Read with increasing fluency (Y3 appropriate text)</p> <p>➤ Self-correct any inaccurate reading (Y3 appropriate text).</p>	<p>➤ Read with increasing fluency (Y4 appropriate text)</p> <p>➤ Self-correct any inaccurate reading (Y4 appropriate text).</p>	<p>➤ Read with fluency (Y5 appropriate text)</p> <p>➤ Self-correct any inaccurate reading (Y5 appropriate text).</p>	<p>➤ Read with fluency (Y6 appropriate text)</p> <p>➤ Self-correct any inaccurate reading (Y6 appropriate text).</p>
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<p><b>DERRIC Explain</b></p>	<ul style="list-style-type: none"> <li>➤ I repeat words and phrases from familiar stories.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I engage in extended conversations about stories, using newly learnt vocabulary.</li> <li>➤ I understand a wide range of vocabulary that I have learnt through different activities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I know how to use new words in different contexts.</li> <li>➤ I know how to describe events in stories.</li> <li>➤ I know how to talk about stories (what happens, who the characters are, what might happen)</li> <li>➤ I know how to re-enact and retell stories they have heard about.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To discuss word meaning and link new meanings to those already known.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>➤ Tell you how some words have more than one meaning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>➤ Use my knowledge of root words, prefixes and suffixes to help to understand and explain what new words mean (Y3 appropriate text).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the meaning of new words in context (Y4 appropriate text).</li> <li>➤ Use my knowledge of root words, prefixes and suffixes to help to understand and explain what new words mean (Y4 appropriate text).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the meaning of new words in context (Y5 appropriate text).</li> <li>➤ Use my knowledge of root words, prefixes and suffixes to help to understand and explain what new words mean (Y5 appropriate text).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the meaning of new words in context (Y6 appropriate text).</li> <li>➤ Use my knowledge of root words, prefixes and suffixes to help to understand and explain what new words mean (Y6 appropriate text).</li> </ul>
<p><b>DERRIC Retrieve</b></p>	<ul style="list-style-type: none"> <li>➤ I respond to pictures and words</li> </ul>	<ul style="list-style-type: none"> <li>➤ I engage in extended conversations about stories, using newly learnt vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I know how to talk about stories (recalling what happens, discussing characters, predict what might happen)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Retrieve basic information from a fiction or non-fiction text that I have read or is read to me (Y1 appropriate text).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Retrieve basic information from a fiction or non-fiction text that I have read or is read to me (Y2 appropriate text).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Retrieve and record information from fiction and non-fiction texts (Y3 appropriate text).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Retrieve and record information from fiction and non-fiction texts (Y4 appropriate text).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Retrieve, record and present information from a variety of fiction and non-fiction sources (Y5 appropriate text).</li> <li>➤ Distinguish between statements of fact and opinion.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Retrieve, record and present information from a variety of fiction and non-fiction sources (Y6 appropriate text).</li> <li>➤ Distinguish between statements of fact and opinion.</li> </ul>

<p><b>DERRIC Review</b></p>	<ul style="list-style-type: none"> <li>➤ I pay attention and respond to stories.</li> <li>➤ I respond to pictures and words</li> <li>➤ I enjoy sharing books and have favourites.</li> <li>➤ I listen to others with interest.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I enjoy listening to longer stories and can say what happens showing my understanding.</li> <li>➤ I engage in extended conversations about stories, using newly learnt vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I enjoy an increasing range of print and digital books, both fiction and non-fiction.</li> <li>➤ I engage with non-fiction texts.</li> <li>➤ I know how to talk about stories (recalling what happens, discussing characters, predict what might happen)</li> <li>➤ I show that I am able to listen and know how to talk about non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</li> <li>➤ I understand how to retell stories, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>➤ .</li> </ul>	<ul style="list-style-type: none"> <li>➤ To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</li> <li>➤ Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>➤ To link what they have read or have read to them to their own experiences.</li> <li>➤ To retell familiar stories in increasing detail.</li> <li>➤ To join in with discussions about a text, taking turns and listening to what others say.</li> <li>➤ To discuss the significance of titles and events.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</li> <li>➤ To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</li> <li>➤ To discuss the sequence of events in books and how items of information are related.</li> <li>➤ To recognise simple recurring literary language in stories and poetry.</li> <li>➤ To make links between the text they are reading and other texts they have read (in texts that they can read</li> </ul>	<ul style="list-style-type: none"> <li>➤ To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>➤ To use appropriate terminology when discussing texts (plot, character, setting).</li> <li>➤ Retell some of the above texts orally, with the appropriate amount of detail.</li> <li>➤ Summarise the main ideas in a text of more than one paragraph.</li> <li>➤ Identify and describe the themes and conventions of some books.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To discuss and compare texts from a wide variety of genres and writers.</li> <li>➤ To read for a range of purposes.</li> <li>➤ To identify themes and conventions in a wide range of books.</li> <li>➤ To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</li> <li>➤ To identify how language, structure and presentation contribute to meaning.</li> <li>➤ Retell some of the above texts orally, with the</li> </ul>	<ul style="list-style-type: none"> <li>➤ To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</li> <li>➤ To 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.</li> <li>➤ To identify main ideas drawn from more than one paragraph and to summarise these, identifying key details appropriately and using quotations, referring to the</li> </ul>	<ul style="list-style-type: none"> <li>➤ To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> <li>➤ To recognise more complex themes in what they read (such as loss or heroism).</li> <li>➤ To 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.</li> <li>➤ To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make</li> </ul>
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					<p>independently).</p> <ul style="list-style-type: none"><li>➤ Explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I can read for myself, checking it makes sense.</li></ul>		<p>appropriate amount of detail.</p> <ul style="list-style-type: none"><li>➤ To identify main ideas drawn from more than one paragraph and summarise these.</li></ul>	<p>text.</p> <ul style="list-style-type: none"><li>➤ To recommend texts to peers based on personal choice.</li></ul>	<p>improvements when participating in discussions.</p> <ul style="list-style-type: none"><li>➤ To draw out key information and to summarise the main ideas in a text, identifying key details appropriately and using quotations, referring to the text . .</li><li>➤ To distinguish independently between statements of fact and opinion based on sections or whole texts,, providing reasoned justifications for their views.</li><li>➤ To compare characters, settings and themes within a text and across more than one text.</li></ul>
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<p><b>DERRIC Interpret</b></p>	<ul style="list-style-type: none"> <li>➤ I respond to pictures and words</li> </ul>	<ul style="list-style-type: none"> <li>➤ I engage in extended conversations about stories, using newly learnt vocabulary.</li> <li>➤ I join in with rhymes and songs and know 5 nursery rhymes which I can talk about.</li> <li>➤ I understand 'why' questions, such as 'Why do you think the caterpillar got so fat?' which helps me to show my knowledge of different things I have learnt.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I know how to describe events in detail.</li> <li>➤ I know how to talk about stories (recalling what happens, discussing characters, predict what might happen)</li> </ul>	<ul style="list-style-type: none"> <li>➤ To begin to make simple inferences.</li> <li>➤ To predict what might happen on the basis of what has been read so far.</li> <li>➤ Discuss the significance of the title and events.</li> <li>➤ Explain clearly my understanding of what is read to me.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>➤ Answer questions about what I am reading and make some inferences on the basis of what is being said and done.</li> <li>➤ To predict what might happen on the basis of what has been read so far in a text.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> <li>➤ To justify predictions using evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</li> <li>➤ To justify predictions from details stated and implied.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To draw inferences from characters' feelings, thoughts and motives, justifying them in detail with evidence from the text.</li> <li>➤ To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</li> <li>➤ To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> </ul>
<p><b>DERRIC Choice</b></p>	<ul style="list-style-type: none"> <li>➤ I repeat words and phrases from familiar stories. For example; 'Run, run as fast as you can you can't catch me I'm the Gingerbread man'.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I engage in extended conversations about stories, using newly learnt vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I know how to re-enact and reinvent stories they have heard in their play.</li> <li>➤ I listen and talk about stories.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognise, understand and join in with predictable phrases.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To discuss their favourite words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To discuss authors' choice of words and phrases for effect.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss vocabulary used to capture readers' interest and imagination</li> </ul>	<ul style="list-style-type: none"> <li>➤ To discuss vocabulary used by the author to create effect including figurative language.</li> <li>➤ To evaluate the use of authors' language and explain how it has created an impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</li> </ul>



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<p><b>Poetry</b></p>	<ul style="list-style-type: none"> <li>➤ I enjoy songs and rhymes.</li> <li>➤ I know how to sing three nursery rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I join in with rhymes and songs and know 5 nursery rhymes which I can talk about.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I enjoy an increasing range of print and digital books, both fiction and non-fiction.</li> <li>➤ I listen carefully to songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciate rhymes and poems, and recite some by heart.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</li> <li>➤ To begin to use appropriate intonation and volume when reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</li> <li>➤ To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</li> </ul>
<p><b>Non-fiction</b></p>	<ul style="list-style-type: none"> <li>➤ I am able to notice print and pictures in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I understand the 5 concepts about print:                             <ol style="list-style-type: none"> <li>1) Print has meaning</li> <li>2) Print can have different purposes</li> <li>3) We read English text from left to right, and top to bottom.</li> <li>4) The names of the parts of a book</li> <li>5) Page sequencing</li> </ol> </li> <li>➤ I engage in extended conversations about fiction and non-fiction texts, using newly learnt</li> </ul>	<ul style="list-style-type: none"> <li>➤ I enjoy an increasing range of print and digital books, both fiction and non-fiction.</li> <li>➤ I know how to use new vocabulary in different contexts.</li> <li>➤ I engage with non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Be introduced to non-fiction books that are structured in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To recognise that non-fiction books are often structured in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To retrieve and record information from non-fiction texts.</li> <li>➤ Use conventions such as indexes, contents pages and glossaries.</li> <li>➤ Read books structured in different ways and demonstrate reading for a range of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</li> <li>➤ To use dictionaries to check the meaning of words that they have read.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To retrieve, record and present information from non-fiction texts.</li> <li>➤ To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to</li> </ul>

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		vocabulary.							find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
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