

Reading

- Read accurately new words of two or more syllables that they encounter in the books they read
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, non-fiction and reference books or textbooks
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends
 - identifying recurring themes and elements in different stories and poetry (e.g. good triumphing over evil, magical devices)
 - learning poetry by heart
 - preparing poems and play scripts to read aloud, using appropriate intonation and controlling tone and volume so that the meaning is clear
 - recognising some different forms of poetry (e.g. free verse, narrative poetry)
- Understand what they read in books they can read independently by:
 - drawing inferences (i.e. gaining information that is not given directly in the text), such as inferring characters' feelings, thoughts and motives from their action
 - predicting what might happen from details stated and implied
 - recalling and summarising main ideas from different parts d. discussing words and phrases that capture the reader's interest and imagination
- Retrieve and record information from non-fiction by:
 - being clear about the information they have been asked to locate
 - using titles, headings, sub-headings and indexes to locate information
 - discussing what they have learnt from their reading
- 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
- Explain and discuss their understanding of what they read, maintaining their focus on the topic
- Ask questions to improve their understanding of a text