

Our aim is to ensure not only that children **can** read but that they **do** read. At Ladywood we promote a love of books and ensure that the texts used are as rich as possible - only the best texts will do!

We know that if children are enthusiastic, independent readers by the time they leave primary school, and this is sustained into their teenage years, then this has a strongly positive impact on their life chances and educational success. We believe that developing the ability to understand, is critical to becoming a committed reader. Developing positive attitudes depends on this understanding but also on the diet of texts we use with children. We read regularly to our classes, whatever their age. We use whole books not just extracts, so readers experience the pleasures of a beginning, middle and end of a text, of seeing how exciting situations are resolved and how books can open us up to new worlds.

We enthuse children about books and create exciting, engaging opportunities for reading through our classroom work by:

- using high quality, engaging and varied texts in our classroom reading and wider curriculum work
- being ambitious with the texts that are read to the class to extend their knowledge of books and authors, beyond those that they might meet independently
- sharing enthusiasms and new finds, bringing new books in and promoting talk about books
- using the school library to promote reading and to ensure all children have a high quality book to read in school and to take home
- ensuring classroom book areas and displays encourage interest, reading success and good reading habits, which entice children to read
- providing advice to parents on how to engage with the reading, how to support at home and provide strong home / school links
- monitoring children's independent reading
- celebrating reading, involving the whole school community in events which raise the profile of reading and engage children in it
- promoting discussion about books and stories and encouraging children to give own opinions about books, characters and authors and to recommend books to others.
- encouraging the use of questions, wondering aloud, informal book talk and speculation to aid understanding and provide clarity when reading

In each class children will develop pleasure in reading, maintain positive attitudes to reading and understanding of what they read by:

- having a daily story time session
- sharing books in the class reading corner
- visiting the school lending library each week
- time to talk about books and stories sharing own opinions, likes and dislikes about stories read

In order to develop fluency and expression we consistently use strategies including, 'my turn- your turn', echo reading and choral reading. Each year group develops comprehensions skills appropriate to their age and year group expectations:

- In FS1 children enjoy sharing books and rhymes in the book corner and group sessions. Adults promote book talk through quality back and forth interactions in which new vocabulary is introduced and embedded. In FS1 the aspects of Phase 1 phonics are delivered. In the summer term, the first set 1 sounds from RWI set 1 are introduced.



- In FS2 and Year 1, pupils are taught reading, writing and spelling through the Read Write Inc. Phonics scheme. High quality teaching of early reading and synthetic phonics, including the use of assessment ensures children learn to read words and simple sentences
- In Y2 children are expected to complete the Read Write Inc. program at least by the Spring Term. Pupils then follow the whole class reading approach using 'VIPERS'. Children extend their reading fluency, stamina and comprehension skills in preparation for transition into Key Stage Two
- In Key Stage Two pupils focus on the further development of their comprehensions skills and reading fluency and stamina. A range of questioning types are used during a daily whole class reading session. Engaging texts are used to hook children into their reading and to promote a love of books.

Year group	Wider Reading Skills	Word Reading & Fluency (see phonics overview for EYFS and KS1)	Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence or Summarise
FS1 Knowledge	I know: <ul style="list-style-type: none"> How to listen to longer stories Practise and repeatedly singing will help me learn things by heart It is important to talk about familiar books to aid my understanding How to express a point of view, using words as well as actions The names of the different parts of a book – cover, page, author, illustrator, word How to understand questions and instructions that have two parts A question needs a response 	I know: <ul style="list-style-type: none"> Print has meaning To read English text from left to right and from top to bottom How to spot and suggest rhymes How to count or clap syllables in a word How to recognise words with the same initial sound i.e. money / mother How to develop my pronunciation when saying sounds and words 	I know: <ul style="list-style-type: none"> How to engage in extended conversations about stories, learning and using new vocabulary How to start a conversation with an adult or friend and continue it for many turns How to use talk to organise play and share ideas using new vocabulary 					
FS1 Skills	I can: <ul style="list-style-type: none"> Listen to fairy stories, traditional tales and a wide range of texts, showing good attention Sing a repertoire of rhymes and songs Use longer sentences of four to six words Share books with others and discuss things seen and heard Enjoy listening to longer stories and I can remember much of what happens Understand ‘why’ questions and questions or instructions that have two parts. 	I can: <ul style="list-style-type: none"> Say sounds and words with improved clarity Develop phonological awareness so I can spot or suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound Recognise print in a book and in the environment. 	I can: <ul style="list-style-type: none"> Use a wider range of vocabulary Use talk to organise myself and my play 					
F2 Knowledge	I know: <ul style="list-style-type: none"> To ask questions as part of group or class discussion Some Nursery Rhymes, traditional rhymes and familiar stories To share my opinions about books and I can have favourite books and characters The features of a fiction book: character, page, title, blurb, event, author, illustrator, story The features of a non-fiction book: facts, information, photographer, contents page How to link what I have read or heard to my own experiences 	I know: <ul style="list-style-type: none"> The sounds taught in FS2 RWinc (see phonics overview) Some words aren’t phonetically decodable and these need to be read on sight. We blend sounds together to make words. 	I know: <ul style="list-style-type: none"> A growing range of vocabulary and can use this in my discussions with others. How to make comments about what I have heard and to ask questions using <i>what</i> and <i>why</i> to clarify understanding of new words 	I know: <ul style="list-style-type: none"> That print has meaning. Some of the key characters and their actions. The characters will be different in stories that I read The characters will have different feelings and emotions in the stories that I read. 	I know: <ul style="list-style-type: none"> The pictures in books may provide clues about the story. The features of the book: title, illustrations and blurb can provide clues to the story. 	I know: <ul style="list-style-type: none"> I can have favourite characters and stories. 	I know: <ul style="list-style-type: none"> That information can be retrieved from different sources such as books, posters and computers. (R) 	I know: <ul style="list-style-type: none"> Stories have a beginning, middle and end.
F2 Skills	I can: <ul style="list-style-type: none"> Ask questions to clarify my understanding Recite some Nursery Rhymes and traditional rhymes I can talk about familiar stories and can make comments about what I have heard Use recently introduced vocabulary from stories, non-fiction, rhymes and poems I can tell the difference between a fiction and a non-fiction book Begin to use my knowledge of my own experiences to help me make sense of what I have read or heard. 	I can: <ul style="list-style-type: none"> Read most common CVC words automatically, without the need for sounding and blending. Sound and blend words containing taught vowel and consonant digraphs and some words with adjacent consonants. Read aloud sentences in books that match my improving phonic knowledge. Read some common exception words. 	I can: <ul style="list-style-type: none"> Recognise language patterns in stories, poems and other texts: repeated phrases, rhyme and an alliterative word string i.e. <i>bursting bubbles, silky soft sand</i> (V) I can participate in small group, class and one-to-one discussions using recently introduced vocabulary. 	I can: <ul style="list-style-type: none"> With support use words and illustrations together to gain meaning from a text (I) 	I can: <ul style="list-style-type: none"> Use illustrations to predict what might happen next. (P) Begin to make predictions based on titles, text, blurb and/or illustrations. (P) 	I can: <ul style="list-style-type: none"> Talk about my likes and dislikes when discussing stories and characters that I know: <i>I like the part where... My favourite character is...because... I don't like the part... My favourite book on Monsters is... because...</i> 	I can: <ul style="list-style-type: none"> With support can find information to answer simple questions. (R) Demonstrate an understanding of what has been read by retelling stories and narratives using my own words and recently introduced vocabulary. 	I can: <ul style="list-style-type: none"> Sequence the important parts of a story that is known to the reader in order. (S)

F2 Vocabulary	<p>Questions, discuss, conversation, listen, opinions, likes, dislikes, rhymes, Nursery Rhymes, poems, characters, favourite</p> <p>Fiction, story, character, event, fictional, title, blurb, page, word, letter, author, illustrator</p> <p>Non-fiction, fact, photographer, contents</p>	Phoneme, phonics, blend, letter, sound, special friends	Meaning, vocabulary, rhyme, sound, discuss, listen, question, what, why	Characters, actions, events	Predict, pictures, clues, words, title, blurb, cover	Non-fiction, fiction, factual, information	How, why, what, when, question, retrieve	Order, sequence, events, patter, repeat, beginning, middle, end, rhymes, poems.
Year Group	Wider Reading Skills	Word Reading & Fluency (see phonics overview for EYFS and KS1)	Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence or Summarise
Y1 Knowledge	<p>I know:</p> <ul style="list-style-type: none"> How to share and discuss a wide range of high quality books A wide range of poems, stories, traditional tales and non-fiction at a level beyond that at which I can read independently. How to link what I have read or heard to my own experiences To ask questions to clarify my understanding I know stories have predictable and repeated phrases To check the text makes sense as I read it Some nursery rhymes and simple poems and can recite some of these by heart To discuss the significance of the title and the events To explain my understanding of what is read To participate in discussions about what is read, to listen to others and to take turns in conversations To share my thoughts and opinions about books read and stories heard and to comment on likes and dislikes 	<p>I know:</p> <ul style="list-style-type: none"> The sounds taught in Y1 RWinc (see phonics overview) To apply phonic knowledge and skills as the route to decode words Some words aren't phonetically decodable and these need to be read on sight To blend sounds in unfamiliar words containing GPC's that have been taught An apostrophe in a word represents the letter that are omitted. To check the text makes sense when reading and correct inaccurate reading How to read common exception words and to note unusual correspondences between spelling and sound where these occur in the word. Words have more than one syllable Different word endings - s -es -ing -ed -er -est To use phonic strategies when reading unknown words, however may need support when reading long vowel phonemes that have several representations (e.g. raid, play, plate) or graphemes that have more than one sound (e.g. bread, beach; shower, flowing; crib, rice) 	<p>I know:</p> <ul style="list-style-type: none"> A growing range of vocabulary and can use this in my discussions with others (V). To use knowledge of my own experiences to make sense of what has been read (V) That some stories have predictable / repeated phrases 	<p>I know:</p> <ul style="list-style-type: none"> The character will be different in stories I read The character will act in different ways in stories I read To make inferences on the basis of what is being said and done 	<p>I know:</p> <ul style="list-style-type: none"> The pictures in books may provide clues about the story The words used by the author will provide clues about the story. To predict on the basis of what has been read so far 	<p>I know:</p> <ul style="list-style-type: none"> I can have my own opinion about stories (E) The importance of talking about stories and the need to explain my understanding of what has been read to me 	<p>I know:</p> <ul style="list-style-type: none"> To use the words and pictures to answer questions. (R) Some books are fiction (stories) and some of non-fiction (factual). (R) 	<p>I know:</p> <ul style="list-style-type: none"> Stories have a beginning, middle and end.
Y1 Skills	<p>I can:</p> <ul style="list-style-type: none"> Recognise and join in with predictable and repeated phrases Share and discuss a range of books and stories Ask questions to clarify understanding Appreciate and recite by heart some simple poems and nursery rhymes Recognise and discuss the features of a fiction and non-fiction book Reread the text to check that it makes sense Use my knowledge of my own experiences to help me make sense of what I have read or heard. 	<p>I can:</p> <ul style="list-style-type: none"> Read familiar words with growing automaticity. (See word reading document). Read phonically decodable two and three syllable words, e.g. photograph, collector Blend adjacent constants in words, in a range of combinations Read the different grapheme/ phoneme correspondences from long vowel phonemes. Read words with contractions – I'm, I'll, we'll Read a wide range of words containing taught GPCs accurately and automatically without the need for sounding and blending. Read words with the endings -s -es -ing -ed -er -est Use phonics first when encountering unfamiliar words Read aloud books that match their improving phonic knowledge Read around 50-60 words per minute 	<p>I can:</p> <ul style="list-style-type: none"> Establish meaning when reading aloud. (V) Participate in discussions about what has been read and can listen to what others say. Discussing word meanings, linking new meanings to those already known Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently Talk about key stories and retell them, considering their particular characteristics Explain clearly my understanding of what has been read to me. Link what I have read or heard to my own experiences. 	<p>I can:</p> <ul style="list-style-type: none"> Comment on obvious characteristics and actions of characters in stories. (I) I can make inferences on the basis of what has been said and done. 	<p>I can:</p> <ul style="list-style-type: none"> Make plausible predictions about the plot of an unknown story, using the text and other book features. (P) Make plausible predictions about characters using knowledge of the story and own experience. (P) Make predictions on what might happen on the basis of what has been read so far (P) 	<p>I can</p> <ul style="list-style-type: none"> express my own thoughts and opinions about stories.(E) Explain clearly my understanding of what is read to me 	<p>I can:</p> <ul style="list-style-type: none"> Answer simple questions. With support find information in response to a direct question. (R) Begin to distinguish between fiction and non-fiction. (R) <p>Greater depth:</p> <ul style="list-style-type: none"> Locate specific information on a given page in response to a question. (R) 	<p>I can:</p> <ul style="list-style-type: none"> Retell some known stories with significant events and main ideas in sequence. (S)

		<p>Greater depth:</p> <ul style="list-style-type: none"> Read books aloud fluently and accurately which are consistent with phonic knowledge and beyond Apply phonic knowledge effortlessly alongside knowledge of context. 	<ul style="list-style-type: none"> Recognise and join in with predictable and repeated phrases. 					
Y1 Vocabulary	<p>FS2 Vocabulary: Questions, discuss, conversation, listen, opinions, likes, dislikes, rhymes, Nursery Rhymes, poems, characters, favourite, recite, appreciate</p> <p>Fiction, story, character, event, fictional, title, blurb, page, word, letter, author, illustrator, reread</p> <p>Non-fiction, photographer, contents, fact</p> <p>New Vocabulary to be Introduced: index, headings, sub heading information, predictable phrases, repeated phrases, recite, opinion, personal choice, pleasure, text, traditional story</p>	Phoneme, phonics, blend, letter, sound, special friends, apostrophe.	Meaning, vocabulary, explain, experiences, understand, discuss, listen	Characters, actions, events	Predict, pictures, clues, words, title, blurb, cover	Nonfiction, fiction, factual, information Headings	How, why, what, when, question, retrieve	Order, sequence, events, patter, repeat, beginning, middle, end, rhymes, poems.
Year group	Wider Reading Skills	Word Reading & Fluency (see phonics overview for EYFS and KS1)	Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence or Summarise
Y2 Knowledge	<p>I know:</p> <ul style="list-style-type: none"> To discuss and express views about a wide range of contemporary and classical poetry, stories and non-fiction at a level beyond that at which I can read independently To discuss my favourite words and phrases That non-fiction books are structured in different ways. Simple recurring literary language in stories and poetry A repertoire of poems learned by heart Role-play and other drama techniques can be used to explore characters and language How to link what I have read or heard to my own experiences 	<p>I know:</p> <ul style="list-style-type: none"> The sounds taught in Y2 RWinc (see RWI phonics overview) Some words aren't phonetically decodable and these need to be read on sight. We blend sounds together to make words. The punctuation marks - . ? ! and the effects they have when reading. An apostrophe in a word represents the letter that are omitted. Prefixes and suffixes can help me read new words. How to read words containing the common - suffixes ing, es, ed, ment, less, er, est, y, ness, ful To apply phonic skills and knowledge as the route to decode words until automatic decoding has become embedded To re-read books to build up my fluency and confidence when word reading. 	<p>I know:</p> <ul style="list-style-type: none"> Reading the whole sentence can help me work out the meaning of an interesting word. (V) Simple recurring literary language in stories and poems (V) Engaging in discussions, asking questions and drawing on my own experience will help me make sense of new words.(V) To re-read what I have read to check that it makes sense (V) To draw on background information and vocabulary provided by the teacher when reading 	<p>I know:</p> <ul style="list-style-type: none"> I can use characters actions, illustrations and clues from the text to infer. (I) To make inferences on what is being said and done. (I) 	<p>I know:</p> <ul style="list-style-type: none"> What might happen in a typical setting. (P) How to use features of the book to make predictions E.G book covers, title, blurb, and illustrations.(P) My previous experience of stories and known authors can help me make predictions. (P) 	<p>I know:</p> <ul style="list-style-type: none"> I can have my own opinion about stories, characters, settings and events. (E) 	<p>I know:</p> <ul style="list-style-type: none"> To use the words and pictures to answer questions.(R) Some features of fiction (characters, illustrations) and some of non-fiction text (contents, index, glossary, photos, facts etc.) (R) 	<p>I know:</p> <ul style="list-style-type: none"> Books have main ideas.(S) Stories have events that are built up and concluded and items of information are related. (S) A range of stories, fairy stories and traditional tales.(S)
Y2 Skills	<p>I can:</p> <ul style="list-style-type: none"> Explain and discuss my understanding of books, poems and other material, both those I have listened to and those that I have read for myself Discuss and express my views about a wide range of contemporary and classical poetry, stories and non-fiction texts Recite a repertoire of poems learned by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear 	<p>I can:</p> <ul style="list-style-type: none"> Read many common words containing GPC's taught so far without the need to blend the sounds out loud first. Use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-im-por-tant). Read familiar words with growing automaticity. (See RWI Overview). 	<p>I can:</p> <ul style="list-style-type: none"> Talk about how words and phrases effect meaning including some simple literary language (V) Explain the meaning of interesting words in context (V) 	<p>I can:</p> <ul style="list-style-type: none"> Discuss reasons for events in stories by beginning to use clues in the story. (I) Begin to read between the lines using clues from the text and illustrations 	<p>I can:</p> <ul style="list-style-type: none"> Make plausible predictions about the plot and characters based on what they have read. (P) <p>Greater depth:</p> <ul style="list-style-type: none"> Make predictions about a text using a 	<p>I can:</p> <ul style="list-style-type: none"> Express and explain my own thoughts, preferences and opinions about characters, events, setting and stories. (E) <p>Greater depth:</p> <ul style="list-style-type: none"> Expresses views about a wide range of contemporary and classic 	<p>I can:</p> <ul style="list-style-type: none"> Having read a text, can find the answers to questions, both written and oral. (R) Locate some specific information - key events, character 	<p>I can:</p> <ul style="list-style-type: none"> Retell a range of stories, fairy stories and traditional tales (S) Sequence the main points in a story in the correct order. (S)

	<ul style="list-style-type: none"> Use role-play and other drama techniques to explore characters and extend my understanding of what I have read and the language used Use a non-fiction book and identify it's features 	<ul style="list-style-type: none"> Apply phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding Identify when reading does not make sense and can self-correct in order for the text to make sense Read aloud, taking into account. ? ! Read words with contractions and understand the apostrophe represents the missing letter Read aloud books that match my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Read around 80 to 90 words per minute 	<ul style="list-style-type: none"> Discuss and clarify the meanings of words, linking new meanings to known vocabulary (V) 	<p>to discuss thoughts feelings and actions (I)</p> <ul style="list-style-type: none"> Make inferences on the basis of what is being said and done(I) 	<p>range of clues - experience of books written by the same author, books read on a similar theme, or book title, cover, author and blurb (P)</p>	<p>poetry, stories and non-fiction at a level beyond that at which they can read independently (E)</p> <ul style="list-style-type: none"> Compare similarities and differences between texts in terms of characters, settings and themes (E) 	<p>names, key information in non-fiction texts.</p> <ul style="list-style-type: none"> Distinguish between fiction and non-fiction. (R) Demonstrate how to use information text, by using contents, index and glossary. (R) 	
Y2 Vocabulary	<p>Year 1 Vocabulary: index, headings, information, predictable phrases, repeated phrases, opinion, personal choice, pleasure, text, traditional story</p> <p>New Vocabulary to be Introduced: Recite, appreciate, by heart, express, , intonation, features, role-play, drama, techniques, fairy stories, stories with a twist, expression</p>	Phoneme, phonics, blend, letter, sound, special friends, full stop, question mark, exclamation mark, apostrophe, prefix, suffix. Stamina, fluency, re-read, familiar	Meaning, vocabulary, sentence, phrase, alliteration, simile	Characters behaviour, actions, vocabulary to describe feelings.	Predict, pictures, clues, words, title, blurb, cover	Opinion, idea, event, view	Retrieve, fiction, nonfiction, features E.G contents, index and glossary, captions.	Sequence, main idea, poems, learn by heart
Year Group	Wider Reader Skills	Word Reading & Fluency (see phonics overview for EYFS and KS1)	Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence or Summarise
Y3 Knowledge	<p>I know:</p> <ul style="list-style-type: none"> How to listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books Reading books are structured in different ways How to participate in discussion about books that are read and those that I have read myself A variety of stories, poetry, plays and non-fiction A wide range of books, including fairy stories, myths and legends, and know how to retell some of these orally How to justify views about what I have read How to prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action Words and phrases that capture the reader's interest and imagination Some different forms of poetry - free verse, narrative poetry How to use expression and when it is required How paragraphs are used to organise ideas To ask questions to improve understanding of a text 	<p>I know:</p> <ul style="list-style-type: none"> How to ask questions to improve my understanding of the text and new vocabulary How to use the punctuation marks taught in Y2 - . ? , ! and ' for contractions Inverted commas (" ") are used for dialogue and the effect they have when reading. How to decode unfamiliar words (e.g. self-correcting, knowledge of vocabulary). What root words, prefixes and suffixes are. Negative meanings can be created using the prefixes – mis -dis e.g. mistrust, disobey The suffix –ly is used to create adverbs A range of homophones and near homophones – See Y3 spelling document A range of common exception words - See Y3 spelling document How to read words with silent letters – See Y3 spelling document Word families are based on common words and they are related in form and meaning To check the text makes sense by discussing my understanding of the meaning of new words in context. To ask questions to improve my understanding of a text. Know how paragraphs are used to organise ideas To find the main idea in a short paragraph 	<p>I know:</p> <ul style="list-style-type: none"> That there are four sections in the dictionary – entry word, pronunciation, definition, origin How to use dictionaries. (V) The function of a dictionary (V) The dictionary is arranged in alphabetical order. (V) How to use a dictionary to check the meanings of words I have read. (V) The author chooses words for a particular reason. (V) 	<p>I know:</p> <ul style="list-style-type: none"> How to use characters actions to infer. (I) That characters actions show how they are feeling. (I) 	<p>I know:</p> <ul style="list-style-type: none"> What might happen in a typical setting or story type. (P) My previous experience of stories and known authors can help me make predictions. (P) To skim read the title, contents and illustrations to predict what a book may be about. (P) To make sensible predictions based on the information in the text. (P) 	<p>I know:</p> <ul style="list-style-type: none"> There are different types of texts types - fiction (fantasy, fairy stories, myths and legends) poetry and reference books. (E) How to recognise themes in what I have read: triumph of good over evil, the use of magical devices in fantasy stories and folk tales. (E) The conventions of different types of writing: the greetings in letters, a diary written in the first person and the use of presentational devices - numbering and headings. (E) 	<p>I know:</p> <ul style="list-style-type: none"> Scanning involves looking over a text quickly and looking for key words. (R) Features of fiction and nonfiction texts and how they can help me locate information quickly. (R) How to use contents page and indexes to locate information in a non-fiction. (R) To identify and explain the use of headings and subheadings, photographs, captions glossary, contents and index of non-fiction texts (R) 	<p>I know:</p> <ul style="list-style-type: none"> That summarise means to give a brief statement of the main points. (S)

Y3 Skills	<p>I can:</p> <ul style="list-style-type: none"> Read for different reasons, including for pleasure or to find out information and the meaning of new words Read books written at an age –appropriate interest level, accurately and at speed Read books that are structured in different ways and I can read for a range of purposes Participate in discussion about books that are read to me and those that I have read myself Read a variety of fiction stories, poetry and non-fiction Rehearse poems for presentation and performance I can read with expression and intonation 	<p>I can:</p> <ul style="list-style-type: none"> Read aloud with expression and intonation taking into account - ? , ! and ' for contractions, as well as inverted commas (“ ”) for dialogue Read independently using a range of strategies to decode unfamiliar words and to establish meaning (e.g. self-correcting, knowledge of vocabulary) Apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words – see Y3 word reading and spelling list Read familiar words with growing automaticity. (See Y3 word list). Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word. Read around 100-110 words per minute <p>Greater depth:</p> <ul style="list-style-type: none"> Can read increasingly difficult words drawing upon their knowledge of root words, prefixes, suffixes and word classes 	<p>I can:</p> <ul style="list-style-type: none"> Identify language the author has chosen to use to capture the reader’s interest and imagination (V) Use knowledge of alphabet to support locating of words efficiently (V) Begin to use the first two or three letters of a word to check its spelling in a dictionary (V) 	<p>I can:</p> <ul style="list-style-type: none"> Explain how and why main characters act in certain ways, using evidence from the text (I) Identify reasons for actions and events based on evidence in the text (I) Begin to read between the lines to interpret meaning and/or explain what characters are thinking or feeling and the way they act (I) 	<p>I can:</p> <ul style="list-style-type: none"> Make plausible predictions based on knowledge from/of the text and wider connections (other texts on same theme; other texts by same author; a personal connection the child makes; a connection the child makes to wider experiences). (P) <p>Greater depth:</p> <ul style="list-style-type: none"> When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence (P) 	<p>I can:</p> <ul style="list-style-type: none"> Listen to a wide range of fiction, poetry and reference books (E). Identify the difference between a wide range of non-fiction text types. (E) Identify and discuss themes and conventions in a wide range of books.(E) Make simple comparisons using what I have read E.G comparing characters. (E). <p>Greater depth:</p> <ul style="list-style-type: none"> Demonstrate I have an experience of a range of books that they have read in class and independently. (E) Start to use wider book experience to explain plot and make comparisons. (E) 	<p>I can:</p> <ul style="list-style-type: none"> Begin to scan texts to locate specific information and retrieve information from a non-fiction text using organisation devises. (R) To use the contents, glossary and index to find and record information To quote directly from the text to support thoughts and discussions Begin to use text marking to support retrieval of information or ideas from texts - highlighting, notes in the margin. (R) 	<p>I can</p> <ul style="list-style-type: none"> Can summarise the main points in a text. (S)
Y3 Vocabulary	<p>Year 2 Vocabulary: Recite, appreciate, by heart, express, , intonation, features, role-play, drama, techniques, fairy stories, stories with a twist, expression</p> <p>New Vocabulary to be Introduced: Reference books, myths, legends, fantasy, plays, reference books, rehearse, prepare, perform, audience, expression, recommend, choices</p>	<p>Root words, prefix, suffix, account, full stop, question mark, comma, exclamation mark, contraction, apostrophe, inverted commas, dialogue, and fluency, pace, expression.</p>	<p>Find and copy, word, phrase, closest in meaning, root words, prefix, suffix dictionary – entry word, pronunciation, definition, origin</p>	<p>Infer, evidence, dialogue, motive, and justify, action, view, and behaviour.</p>	<p>Predict, stated, implied, themes, likely hood.</p>	<p>Themes, non-fiction text types good, evil, triumph, magical, conventions, presentational devices, headings, numbering, compare.</p>	<p>Retrieve, scan, heading, subheading, glossary, index, paragraph, key words.</p>	<p>Summaries, key information, key points, section, paragraph.</p>
Year group	Wider Reading Skills	Word Reading & Fluency (see phonics overview for EYFS and KS1)	Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence or Summaries
Y4 Knowledge	<p>I know:</p> <ul style="list-style-type: none"> How to listen to and discussing a range of fiction, poetry, plays, non-fiction and reference books or text books How to participate in discussion about books that are read and those that I have read myself A variety of stories, poetry, plays and non-fiction A wide range of books, including fairy stories, myths and legends, and know how to retell some of these orally Words and phrases that capture the reader’s interest and imagination Some different forms of poetry e.g. free verse, narrative poetry How to use expression and when it is required To ask questions to improve understanding of a text To give own opinions about stories read How paragraphs are used to organise ideas. To discuss the effect of words and phrases on the reader To ask questions to improve my understanding of texts read 	<p>I know:</p> <ul style="list-style-type: none"> To use presentational devices (e.g. capital letters or italics for emphasis) and a more sophisticated range of punctuation including ... (..) How to decode unfamiliar words (e.g. self-correcting, knowledge of vocabulary). What root words, prefixes and suffixes are. Nouns can be formed using a range of prefixes e.g. – super- anti- auto- A range of common exception words - See Y4 spelling document A range of homophones and near homophones – See Y4 spelling document The grammatical difference between plural and possessive –s Word families are based on common words and they are related in form and meaning 	<p>I know:</p> <ul style="list-style-type: none"> To use the context of the story and sentence to help me understand the meanings of ambitious words. (V) Different words and phrase have an effect on the reader. (V) To use a dictionary to locate unfamiliar/ambitious words and check meaning/spelling with first two/three letters, confidently. (V) 	<p>I know:</p> <ul style="list-style-type: none"> Characters have different thoughts, feelings and motives for their actions. (I) To find evidence to back up inferences about feelings, thoughts, motives, events and actions. (I) 	<p>I know:</p> <ul style="list-style-type: none"> To use my knowledge of what I have read so far to make predictions. (P) To make predictions based on implied information (P) To refer to the text when making predictions (P) 	<p>I know:</p> <ul style="list-style-type: none"> There are different types of fiction - fantasy, science fiction, historical fiction, mystery, poetry and reference books. (E) How to recognise themes in what I have read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. (E) The conventions of different types of writing e.g. the greetings in letters, a diary written in the first person or the use of presentational devices such as numbering and headings. (E) 	<p>I know:</p> <ul style="list-style-type: none"> Scanning involves looking over a text quickly and looking for key words. (R) All the features of fiction and nonfiction texts and how they can help me locate information quickly. (R) To identify and explain the use of headings and subheadings, photographs, captions glossary, contents, index and other presentational devices – diagrams (R) 	<p>I know:</p> <ul style="list-style-type: none"> That summarise means to give a brief statement of the main points. (S) How to draw on ideas from more than one paragraph when summarising. (S)

Y4 Skills	<p>I can:</p> <ul style="list-style-type: none"> Read for different reasons, including for pleasure or to find out information and the meaning of new words Read books written at an age –appropriate interest level, accurately and at speed Participate in discussion about books that are read to me and those that I have read myself Read silently a variety of stories, poetry, plays and non-fiction texts Rehearse poems for presentation and performance I can read with expression and intonation. 	<p>I can:</p> <ul style="list-style-type: none"> Read aloud with intonation and expression, taking into account presentational devices (e.g. capital letters or italics for emphasis) and a more sophisticated range of punctuation including ... (..) Read confidently and independently using a range of strategies appropriately to establish meaning, e.g. self- correcting, widening knowledge of vocabulary Read familiar words with growing automaticity. (See word reading document). Apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words. Read around 110-120 words per minute <p>Greater depth:</p> <ul style="list-style-type: none"> Confidently identify and understand the meaning of unknown words using roots, prefixes suffixes and word classes. 	<p>I can</p> <ul style="list-style-type: none"> Work out the meaning of ambitious words and phrases in context (V) Identify the effects of different words and phrases to create different images and atmosphere, e.g. powerful verbs, descriptive adjectives and adverbs (V) <p>Greater depth:</p> <ul style="list-style-type: none"> identify the author's choice of language and the effect on the reader (nonfiction) (V) 	<p>I can:</p> <ul style="list-style-type: none"> Use clues from action, description and dialogue to help establish meaning (I) Read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking or feeling and the way they act (I) Begin to justify simple inferences using evidence from the text (I) 	<p>I can:</p> <ul style="list-style-type: none"> Refer to the text to support predictions. (P) 	<p>I can:</p> <ul style="list-style-type: none"> Begin to identify differences between some different fiction genres. (E) Listen to a wide range of fiction, poetry and reference books (E). Identify and discuss themes and conventions in a wide range of books.(E) Make wider comparisons using what I have read. (E) <p>Greater depth:</p> <ul style="list-style-type: none"> Can use wider book experience to explain author's intentions for plot and characters (E) 	<p>I can:</p> <ul style="list-style-type: none"> Skim read texts to gather the general impression of what has been written (R) Scan texts to locate specific information. (R) Use knowledge of text structure to locate information - use appropriate heading and sub-heading in non-fiction, find relevant paragraph or chapter in fiction. (R) Quote directly from the text to support thoughts and discussions. (R) 	<p>I can:</p> <ul style="list-style-type: none"> Summarise and explain the main points in a text (S)
Y4 Vocabulary	<p>Year 3 Vocabulary: Reference books, myths, legends, plays, play scripts, reference books, rehearse, prepare, perform, audience, expression, recommend, choices</p> <p>New Vocabulary to be Introduced: Intonation, reader's interest, free verse, narrative poetry</p>	Root words, prefix, suffix, account, full stop, question mark, comma, exclamation mark, contraction, apostrophe, inverted commas, dialogue, and fluency, pace, expression.	Find and copy, word, phrase, closest in meaning, root words, prefix, and suffix, ambitious.	Infer, evidence, dialogue, motive, and justify, action, view, and behaviour.	Predict, stated, implied, themes, likely hood.	Themes, non-fiction text types e.g. instructions, explanations, report etc., fiction, compare	Retrieve, scan, heading, subheading, glossary, index, paragraph, key words.	Summaries, key information, section, paragraph.
Year group	Wider Reading Skills	Word Reading & Fluency (see phonics overview for EYFS and KS1)	Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence or Summarise
Y5 Knowledge	<p>I know:</p> <ul style="list-style-type: none"> How to ask questions to improve my understanding How language, structure and presentation contribute to meaning. That authors use language, including figurative language to impact upon the reader How to identify figurative language in a text and give an explanation of its impact. How to distinguish between statements of fact and opinion To participate in discussions about books that are read to me and those that I have read myself How to build on my own ideas and the ideas of others and to challenge the views and opinions of others courteously To recommend books read to others, giving reasons for choices How to complete a basic book review explaining positive and negatives of books. How to make comparisons within and across books To ask and answer a range of questions to develop a deep understanding of age appropriate books How language, structure and presentation contribute to meaning 	<p>I know:</p> <ul style="list-style-type: none"> To use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. The different pronunciations of words with the same letter string i.e. bought, rough, cough, though, plough – see whole school spelling overview How to check reading makes sense, discussing understanding and continuing to explore the meaning of words in context How to convert nouns or adjectives into verbs using suffixes Verb prefixes are used to alter a root word i.e. de-,re- over- Modal verbs are used to indicate degrees of possibility 	<p>I know:</p> <ul style="list-style-type: none"> How to determine the meaning of new words by applying morphological knowledge of root words and affixes i.e. suspect/suspicious, change/changeable. (V) How to ask questions to improve my understanding of the meaning of new words (V) How to ask and answer questions based on a range of texts 	<p>I know:</p> <ul style="list-style-type: none"> That characters change and there are reasons for this (I) To draw inferences such as inferring characters' feelings, thoughts and motives from their actions (I) To justify inferences with evidence (I) That I can draw evidence from different points in the text (I) That authors create moods and atmospheres (I) 	<p>I know:</p> <ul style="list-style-type: none"> That I can use my experience of books by the same author or similar genres to make predictions (P) That authors create moods and atmospheres (P) How to justify my predictions, by referring to different points of the text with an explanation based on personal opinion To make predictions by referring to the text. (P) 	<p>I know:</p> <ul style="list-style-type: none"> Different genres and text types – fantasy, science fiction, historical fiction, mystery, biography, autobiography, poetry (E) A wide range of myths, legends, traditional stories, modern fiction, fiction from our English Heritage and books from other cultures and traditions (E) An increasing range of poetry (E) How to recognise themes in what I have read, such as loss or heroism (E) The conventions of different types of writing e.g. the use of the first person in writing diaries and autobiographies. (E) How to compare characters, consider 	<p>I know:</p> <ul style="list-style-type: none"> Scanning and skimming are two useful techniques I can use when reading. (R) That I can retrieve, record and present information from more than one point of reference in a text. (R) That different text types use different features – definition, description, problem solution, sequence / time comparison, contrast, cause and effect. (R) How to use contents pages and indexes to locate information.(R) 	<p>I know:</p> <ul style="list-style-type: none"> I can draw ideas from more than one paragraph when summarising and I can identify key details to support the main ideas. (S) That writers use more complex structures.(S) How to summarise more than paragraph, identifying some key details. How language, structure and presentation contribute to meaning How to explain and evidence the structure of the text and how it supports the

	<ul style="list-style-type: none"> How to explain and discuss my understanding of what has been read, including through formal presentations and debates. A wider range of poetry by heart 					different accounts of the same event and discuss viewpoints, within a text and across more than one text. (E)		meaning - bullet points for main points/columns/tables
Y5 Skills	<p>I can:</p> <ul style="list-style-type: none"> Read whole books silently by authors both familiar and unfamiliar Read for a range of purposes, including for pleasure and enjoyment Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or text books Read books that are structured in different ways Read 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 Recommend books I have read to others, giving reasons for my choices 	<p>I can:</p> <ul style="list-style-type: none"> Read aloud with pace, fluency and expression, taking into account a wide range of presentational devices and punctuation of automaticity. (See word reading document). Read familiar words with growing automaticity. Read with increased flow, fluency and pace Read around 120-135 words per minute <p>Greater Depth:</p> <ul style="list-style-type: none"> Read widely and frequently outside as well as in school, for pleasure and information 	<p>I can:</p> <ul style="list-style-type: none"> Clarify the meaning of unknown words from the way they are used in context (V) Use the structure and origin of words to better understand where words come from, what they mean and how to determine the meaning of unfamiliar vocabulary <p>Greater Depth:</p> <ul style="list-style-type: none"> Read silently, with good understanding, inferring meanings of unfamiliar words and then discussing what they have read (V) 	<p>I can:</p> <ul style="list-style-type: none"> Use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text (I) Read between the lines, using clues from action, dialogue and description to interpret meaning and explain how and why characters are acting, thinking or feeling (I) Infer and deduce meaning based on evidence drawn from different points in the text (I) Discuss how an author builds a character through dialogue, action and description (I) <p>Greater Depth:</p> <ul style="list-style-type: none"> Justify and elaborate on thoughts, feelings opinions referring back to the text for evidence. (I) 	<p>I can:</p> <ul style="list-style-type: none"> Justify predictions, referring back to the text for evidence (P) Justify my predictions, by referring to different points of the text with an explanation based on personal opinion 	<p>I can:</p> <ul style="list-style-type: none"> Identify features of different fiction genres - fantasy, contemporary, science fiction, historical fiction, suspense / thriller, adventure, mystery (E) Identify and discuss themes and conventions in and across a wide range of writing. (E) Compare within and across texts. (E) Compare and discuss the structures and features of a range of different texts. (E) <p>Greater Depth</p> <ul style="list-style-type: none"> Justify preferences in terms of author's styles and themes. (E) sometimes recognise the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery) (E) 	<p>I can:</p> <ul style="list-style-type: none"> Skim and scan to identify the key ideas in a text (R) Locate and retrieve relevant information and key ideas from different points in a text and across a range of texts, using techniques such as text marking and using contents or index (R) I can use contents pages and indexes to locate information (R) 	<p>I can:</p> <ul style="list-style-type: none"> Summarise and explain the main points in a text, referring back to the text to support and clarify summaries. (S) Learn a wider range of poetry by heart (S)
Y5 Vocabulary	<p>Year 4 Vocabulary:</p> <p>Intonation, reader's interest, free verse, narrative poetry</p> <p>New Vocabulary to be Introduced:</p> <p>modern fiction, fiction from our literary heritage, cultures and traditions, justify, opinion, debate</p>	<p>Root words, prefix, suffix, account, full stop, question mark, comma, exclamation mark, contraction, apostrophe, inverted commas, dialogue, and fluency, pace, expression.</p>	<p>Origin, structure, evoke, analyse, explain</p>	<p>Perspective, reasons, plot development, emphasis, intonation, volume, degrees of formality, images, impressions, multi-layered</p>	<p>Predict, mood, atmosphere, implied</p>	<p>Modern fiction, contemporary, heritage, traditions, genres, narrative poetry, Themes i.e. loss, heroism. conventions, diaries, first person, autobiographies, characters, viewpoints, metaphor, simile, analogy, style, effect, personification</p>	<p>Style, audience, skim, gist, scanning, skimming</p>	<p>Convey, mood, humour, linear chronology, paraphrasing</p>
Year group	Wider Reading Skills	Word Reading & Fluency (see phonics overview for EYFS and KS1)	Vocabulary	Inference	Prediction	Explain	Retrieval	Sequence or summarise
Y6 Knowledge	<p>I know:</p> <ul style="list-style-type: none"> How to ask questions to improve my understanding How language, structure and presentation contribute to meaning. That authors use language, including figurative language to impact upon the reader How to distinguish between statements of fact and opinion To participate in discussions about books that are read to me and those that I have read myself How to build on my own ideas and the ideas of others and to challenge the views and opinions of others courteously How to provide reasoned justifications for own views. 	<p>I know:</p> <ul style="list-style-type: none"> To use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. A range of age-appropriate texts: modern fiction and those from our literary heritage, books from other cultures, myths, legends, traditional stories, poetry, plays, nonfiction and reference or text books. How to check reading makes sense, discussing understanding and continuing to explore the meaning of words in context The different pronunciations of words with the same letter string - see whole school spelling overview 	<p>I know:</p> <ul style="list-style-type: none"> The origin, structure and meaning of words (V) How to confidently ask and answer questions based on a range of texts 	<p>I know:</p> <ul style="list-style-type: none"> That different characters have different relationships (I) That inferences can be drawn by exploring characters' feelings, thoughts and motives from their actions and dialogue (I) To justify inferences with evidence from the text and wider experiences (I) How to give a developed explanation of inferred meanings drawing on evidence across the text. 	<p>I know:</p> <ul style="list-style-type: none"> That changes in settings or situations affect a character's behaviour (P) That authors create moods and atmospheres (P) That I can use my experience of books by the same author or similar genres and my wider experience to make predictions (P) 	<p>I know:</p> <ul style="list-style-type: none"> A range of myths, legends, traditional stories, modern fiction, fiction from our English Heritage and books from other cultures and traditions (E) That I can make comparison within and across books (E) An increasing range of poetry and that structure influences meaning (E) The technical terms needed for discussing what I have read and 	<p>I know:</p> <ul style="list-style-type: none"> That I can use a combination of skimming for gist, scanning and reading across a text (R) That I can retrieve, record and present information from more than one point of reference in the text (R) That different text types use different features (R) 	<p>I know:</p> <ul style="list-style-type: none"> That I can summarise information from across more than one text and give reasons (S) That writers use more complex structures that do not have simple linear chronology - flash-forward, flash-back, parallel narrative (S) How to summarise the most relevant points from a long piece of text,

	<ul style="list-style-type: none"> To advertise books for others to read, giving clear reasons. How to retrieve, record and present information from non-fiction texts How to recommend and advertise books for others to read, giving clear reasons. How to access a range of books, make comparisons with points from the books, evidence and then explain. How to identify various features and comment on the effect of the language using the text to support. How to prepare poems and plays and stories to read aloud and to perform, showing understanding through accurate intonation, tone and volume so that the meaning is clear to an audience How to read stories with intonation and relevant expression How to confidently ask and answer questions based on a range of texts. How language, structure and presentation contribute to meaning To explain and discuss understanding of what has been read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	<ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing 				<p>heard – idioms, idiomatic language, symbolism, metaphor, simile, analogy, imagery, style, effect, personification (E).</p>		<p>highlighting these details, using quotations for illustration</p> <ul style="list-style-type: none"> How to explain and discuss my understanding of what has been read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
Y6 Skills	<p>I can:</p> <ul style="list-style-type: none"> Read whole books silently by authors both familiar and unfamiliar Read for a range of purposes, including for pleasure and enjoyment Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or text books Read books that are structured in different ways Read 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 Recommend books I have read to others, giving reasons for my choices Explain and discuss what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for my views. 	<p>I can:</p> <ul style="list-style-type: none"> Read aloud with pace, fluency and expression, taking punctuation, presentation and author's intent into account. Use age-appropriate intonation, tone and volume when reciting and reading aloud to an audience, to make the meaning clear. Read familiar words with growing automaticity. (See word reading document). Read around 135 – 140 words per minute <p>Greater Depth:</p> <ul style="list-style-type: none"> Read widely and frequently outside as well as in school, for pleasure, enjoyment and information. 	<p>I can:</p> <ul style="list-style-type: none"> Work out the meaning of unknown words and phrases by relating to known vocabulary as well as from the way they are used in context (V) Explain how the author has used different language features (e.g. figurative language, vocabulary choice, use of specific grammatical convention) and the effect of these on the reader (V) Use the structure and origin of words to better understand where words come from, what they mean and how to determine the meaning of unfamiliar vocabulary (V) 	<p>I can:</p> <ul style="list-style-type: none"> Refer back to the text to support thoughts and opinions, being able to elaborate in order to provide reasoned justifications (I) Confidently infer and deduce meaning based on evidence drawn from different points in the text and wider experiences (I) Explain a characters motives throughout a text and use evidence from the text back up opinions (I) Consistently use evidence to justify inferences about characters' feelings, thoughts and motives from their actions 	<p>I can:</p> <ul style="list-style-type: none"> Refer back to the text to support predictions being able to elaborate in order to provide reasoned justifications (P) Use evidence to justify predictions about characters' feelings, thoughts and motives from their actions (P) 	<p>I can:</p> <ul style="list-style-type: none"> Demonstrate a 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 (E) Identify and discuss features of fiction genres - science fiction, adventure, mystery, fantasy, historical fiction (E) Distinguish between statements of fact and opinion (E) I can use and understand the technical terms needed for discussing what I have read and heard – idioms, idiomatic language, metaphor, symbolism, simile, analogy, imagery, style, effect, personification (E) Compare within and across texts (V). <p>Greater Depth:</p> <ul style="list-style-type: none"> Recognise irony and comment on the writer's intention (sarcasm, insincerity, mockery). (E) Describe how the structural choices support 	<p>I can:</p> <ul style="list-style-type: none"> Confidently skim and scan non-fiction texts to speed up research (R) Use quotations and text references to support ideas and arguments (R) 	<p>I can:</p> <ul style="list-style-type: none"> Summarise information from different points in the same text or across a range of texts (S)

						<p>the writers theme or purpose. E.G decisions about plot structure, character develop, flash backs/ forwards. In nonfiction, looking at how a writer organising information so that the reader can compare contract ideas and devices and decisions. (E)</p> <ul style="list-style-type: none"> Recognise irony and comment on the writer's intention (sarcasm, insincerity, mockery). (E) 		
Y6 Vocabulary	<p>Year 5 Vocabulary: modern fiction, fiction from our literary heritage, cultures and traditions, justify, opinion, debate</p> <p>New Vocabulary to be Introduced: Reasoned justifications, note taking, formal presentations, figurative language, challenge, courteously</p>	<p>Root words, prefix, suffix, account, full stop, question mark, comma, exclamation mark, contraction, apostrophe, inverted commas, dialogue, fluency, pace, expression.</p>	<p>Morphology, entomology, structure, origin</p>	<p>Impressions, expression, conclusions, implicit, explicit, point of view, multi-layered</p>	<p>Predict, mood, atmosphere, implied, customs, beliefs, culture, text type e.g. classic</p>	<p>Irony, sarcasm, humour, mockery, insincere, agreement, disagreement, point of view, evaluating, fact, opinion Metaphor. simile, analogy, imagery, style, effect, personification, myths, legends, traditional stories, modern fiction, science fiction, adventure, mystery</p>	<p>Style, audience, skim, gist, scanning, skimming</p>	<p>Complex structures e.g. parallel narratives,</p>