

Reading at Samuel Barlow Primary Academy



Reading at Samuel Barlow Primary Academy - Intent

At Samuel Barlow Primary Academy, we are dedicated to enabling our pupils to become lifelong readers and we believe reading is key for success academically and beyond.

The overarching aim for our English curriculum is to promote high standards of language and literacy by enabling pupils to develop a strong command of the spoken and written word, and a love of literature through widespread reading for pleasure.

At the heart of our curriculum is our reading spine. Through this canon of texts we:

Empower

High quality and challenging texts ensure that children are exposed to advanced language and rich vocabulary; they explore and discuss mature themes and make connections with the wider world. Our children are empowered to develop communication skills for education and for working with others: in school and beyond.

Respect

An increasingly diverse and varied range of books throughout our curriculum open doors to social diversity, broadening children's experience of different cultures and experiences and understanding a character's point of view. Our children leave us as respectful citizens with the confidence to discuss what makes all of us unique, valued and respected in terms of culture, race, ethnicity, gender, education, disability, identity, nationality, religion, sexuality, neurodiversity, social background, and beliefs.

Care

Children who find reading difficult are likely to struggle across the curriculum. In line with our vision to inspire, to raise aspiration and to create brighter tomorrows, we are determined that every child will learn to read, regardless of their background, needs or abilities. The teaching of reading is prioritised to ensure that our children read widely and develop fluency, confidence, and enjoyment of reading.

Reading at Samuel Barlow Primary Academy



At Samuel Barlow Primary Academy, we are determined that:

- Every child will learn to read, regardless of their background, needs or abilities.
- All children, including the weakest readers, make sufficient progress to meet or exceed age-related expectations.
- Children will be familiar with, and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.
- Children acquire a wide vocabulary and develop language comprehension, as we nurture a love of reading through stories, poems, rhymes and non-fiction.
- Children develop the habit of reading widely and often, for both pleasure and information;

At Samuel Barlow Primary Academy we have developed an English curriculum that is:

- ambitious for all pupils;
- coherently planned and sequenced around an agreed, progressive reading spine;
- successfully adapted, designed and developed for pupils with special educational needs and / or disabilities;
- broad and balanced for all pupils.

Reading at Samuel Barlow Primary Academy – Implementation

Read Write Inc

The academy follows the Read Write Inc programme from F1 to Year 2. Read Write Inc lessons take place first thing in the morning across the Early Years and Key Stage 1 classes. The Read Write Inc philosophies are embedded in the teaching and learning of reading and writing throughout the curriculum. The use of this synthetic phonics programme ensures that all children are taught:

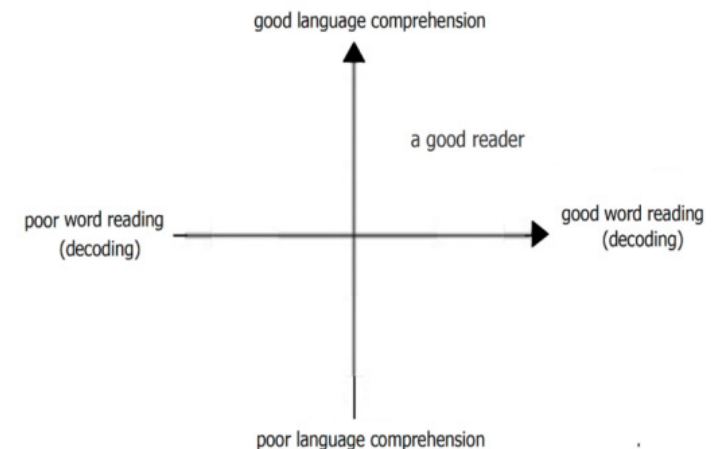
- phonemic awareness (the sounds that make up words such as c/a/t);
- the sound–spelling relationships in words;
- how to say the sounds that make up words;

and to do this by:

- using texts that are made up of words that use the sound–spelling relationships children have learned;
- using interesting and authentic stories to develop vocabulary and language comprehension.

Children are assessed regularly and placed in groups according to their assessment. This ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately. The school has clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2, through the use of a phonics tracker which is updated half-termly.

Children whose reading is below expectations for their age, including those with special educational needs or with English as an Additional Language, receive intensive individual or small-group teaching. School leaders, the SENDCO and teaching staff work together to make sure all of these pupils make rapid progress. The Simple View of Reading is used to determine whether children have difficulty with word reading, language comprehension or both of these, and the correct intervention is put in place and monitored closely.



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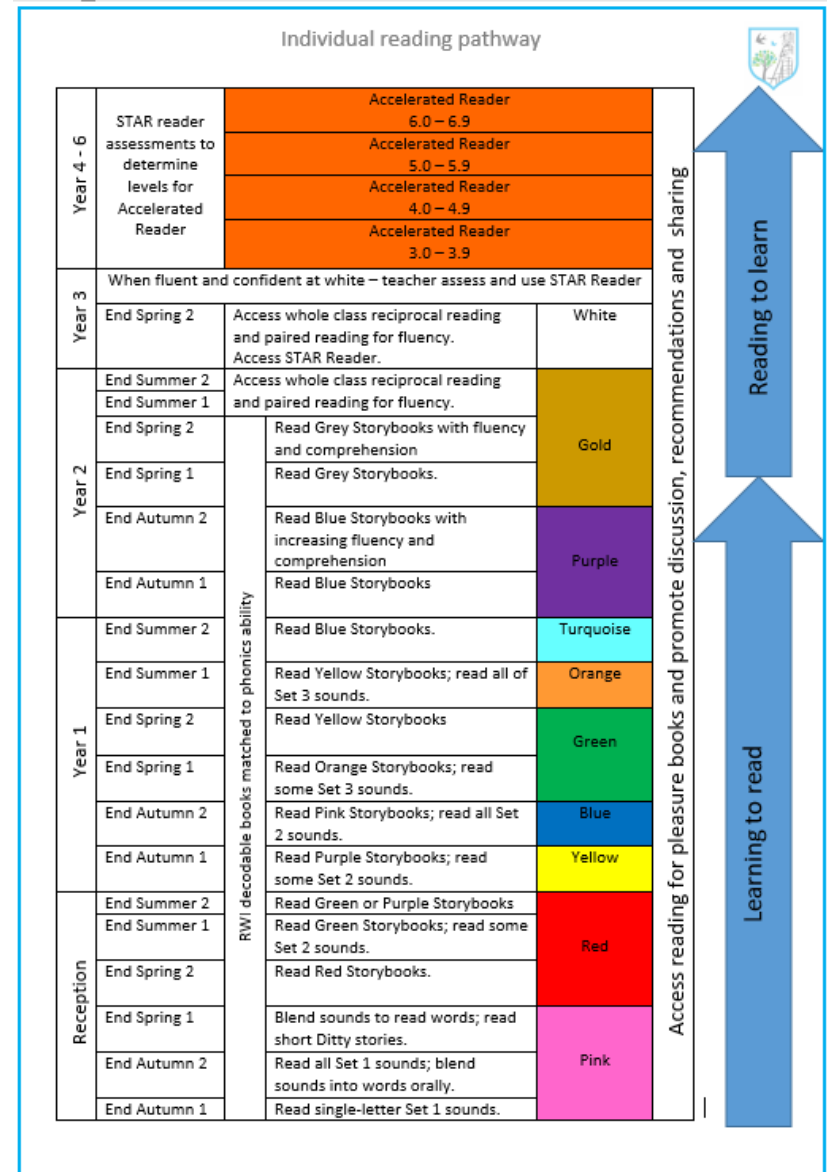


Learning to read – individual reading pathway

The sequence of reading books shows a cumulative progression in phonics knowledge that is matched to the school’s phonics programme. Teachers prioritise the sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home. In addition, the use of book banded books is introduced, as appropriate, from F2. Book banded books are used to ensure all children have access to a range of books and can develop the wider skills of reading following integrated reading objectives which cover the depth and breadth of teaching and learning required. Children continue on this system until they become fluent readers and are secure at the white level book band.

Once children are reading fluently, they move to the Accelerated Reader reading book system at level 3. Pupils are encouraged to select books at or around their ZPD, which is provided by a STAR Reader test taken half termly. Pupils are encouraged to read their book at school and at home and to take a quiz at the end to test their understanding of what they have read.

Home reading is strongly encouraged at least three times per week and families are asked to record this in reading diaries.



Reading to learn – whole class teaching of reading

In Early Years and Year 1, there is frequent shared, guided and individual reading of stories, poems, rhymes and non-fiction which are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Pupils are familiar with identified key texts in each year group and they enjoy listening to a wide range of stories, poems, rhymes and non-fiction from F1 upwards.

From Year 2 upwards, reciprocal reading is used as a way of improving reading comprehension through a structured conversation about text. Reciprocal reading is an interactive teaching technique which is suitable for all readers, as long as they can access the text. Children who cannot access the text are either read to by the teacher or they are accessing a RWI group as an intervention. Reciprocal reading is structured around a set of strategies: prediction, clarification, questioning and summarising. Reciprocal reading incorporates the explicit teaching of vocabulary through a clear sequence and children are encouraged to identify words to clarify as they read any text – including texts across the curriculum.

Reading for pleasure

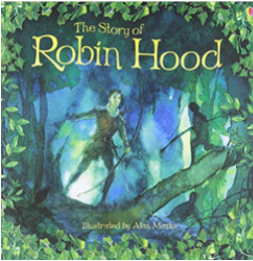
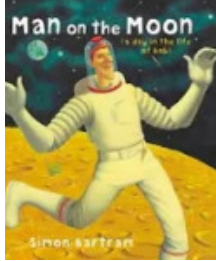
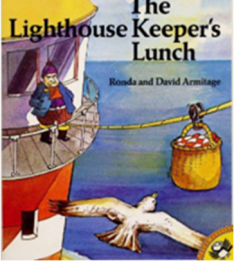
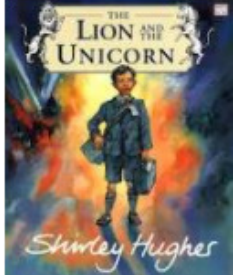
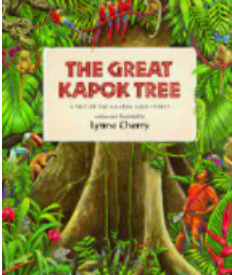
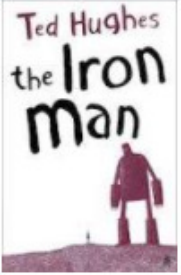

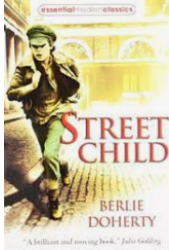

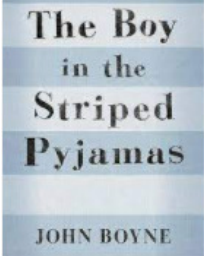


Samuel Barlow Primary Academy is committed to enriching its practice, making stronger links with parents around reading and ensuring all staff are well positioned to nurture life-long readers. To support this, staff use the research by an OU/UKLA project which has examined children's and teachers' reading lives, and established effective ways to support Reading for Pleasure – including developing the subject knowledge of teachers and developing reading communities.

Dedicated time for reading aloud to children is prioritised through the academy, following a progression of recommended key texts in addition to texts chosen by children from class collections, including those from the Education Library Service.

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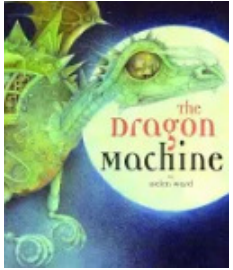
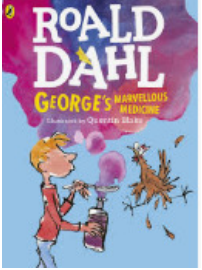
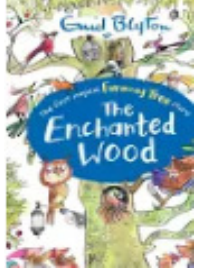
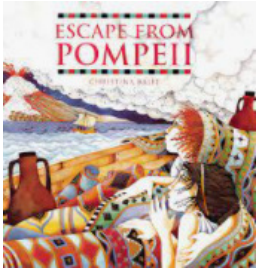
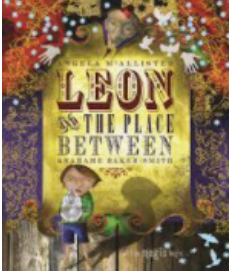
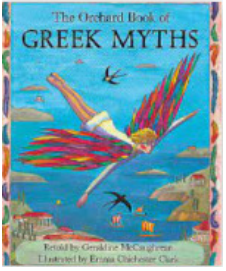

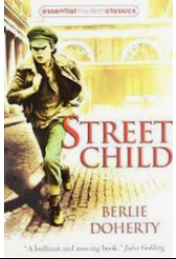

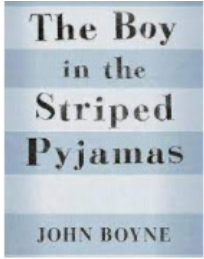




Core text reading spine (Cycle B 2021 – 2022, Cycle A 2022 – 2023)

<p>Years 1 and 2</p> <p>Cycle A</p>		<p>The Story of Robin Hood</p> <p>By Rob Lloyd Jones</p>		<p>Man on the Moon</p> <p>By Simon Bartram</p>		<p>The Lighthouse Keeper's Lunch</p> <p>By Ronda and David Armitage</p>
<p>Years 3 and 4</p> <p>Cycle A</p>	<p>The Lion and the Unicorn</p> <p>By Shirley Hughes</p>		<p>The Great Kapok Tree</p> <p>By Lynne Cherry</p>		<p>The Iron Man</p> <p>By Ted Hughes</p>	
<p>Year 5</p>		<p>Pig Heart Boy</p> <p>By Malorie Blackman</p>		<p>Street Child</p> <p>By Berlie Doherty</p>		<p>Secrets of a Sun King</p> <p>By Emma Carroll</p>
<p>Year 6</p>	<p>The Boy in the Striped Pyjamas</p> <p>By John Boyne</p>		<p>Cosmic</p> <p>By Frank Cottrell-Boyce</p>		<p>Darwin's Dragons</p> <p>By Lindsay Galvin</p>	

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<p>Years 1 and 2</p> <p>Cycle B</p>		<p>The Dragon Machine</p> <p>By Helen Ward</p>		<p>George's Marvellous Medicine</p> <p>By Roald Dahl</p>		<p>The Enchanted Wood</p> <p>By Enid Blyton</p>
<p>Years 3 and 4</p> <p>Cycle B</p>	<p>Escape from Pompeii</p> <p>By Christina Balit</p>		<p>Leon and the Place Between</p> <p>By Angela McAllister</p>		<p>The Orchard Book of Greek Myths</p> <p>By Geraldine McCaughrean</p>	
<p>Year 5</p>		<p>Pig Heart Boy</p> <p>By Malorie Blackman</p>		<p>Street Child</p> <p>By Berlie Doherty</p>		<p>Secrets of a Sun King</p> <p>By Emma Carroll</p>
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Progression in reading

Child as a reader					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Is increasingly familiar with a wide range of poems, stories, fairy stories and traditional tales</p> <p>Is developing pleasure in reading</p> <p>Can recognise rhymes and some simple poems</p>	<p>Is increasingly familiar with a wide range of stories, fairy stories and traditional tales</p> <p>Developing pleasure in reading</p> <p>Can participate in discussion about both books that are read to them and those they read for themselves</p> <p>Can recognise recurring literary language in poems and stories</p>	<p>Is increasing their familiarity with a wide range of books (including fairy stories, myths and legends) and retelling some of these orally</p> <p>Can read for enjoyment and chooses to read (can absorb themselves in a book/text)</p> <p>Can recognise some different forms of poetry (for example, free verse, narrative poetry)</p> <p>Can read books that are structured in different ways and comment on their structures</p> <p>Can read for a range of purposes</p> <p>Can use a dictionary to check the meaning of words they have read</p>	<p>Can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it</p> <p>Is able to choose books that they enjoy and will challenge them</p> <p>Is familiar with different types of poetry</p> <p>Recognises similarities and differences between texts structured in different ways</p> <p>Uses reading as a tool to support other aspects of learning</p> <p>Understands when it would be helpful to use a dictionary to support reading</p>	<p>Gives developed detail in discussion about a range of texts, including personal opinion</p> <p>Explains different reasons for reading, including for enjoyment</p> <p>Perseveres with challenging texts</p> <p>Can read and discuss the construction and meaning of different types of poetry</p> <p>Can compare and evaluate different texts against their intended purpose</p>	<p>Can use appropriate decoding strategies fluently and accurately</p> <p>Can skim texts to get the general idea of the content of a piece</p> <p>Can scan texts to find particular information</p> <p>Can read aloud with intonation that shows understanding</p> <p>Can construct visual images</p> <p>Can compare, contrast and evaluate different texts</p> <p>Can talk about the types of texts they enjoy and that interest them</p> <p>Can persevere with challenging texts (whole texts, including novels) to read with fluency, understanding and expression</p>

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Word reading, decoding and understanding					Give/explain the meaning of words in context
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can apply phonic knowledge as a route to decode words</p> <p>Can recognise, read and identify correct sound to grapheme for all 40+ phonemes</p> <p>Can recognise, read and identify alternative sounds for some graphemes</p> <p>Can break words into more than one syllable that contain taught GPCs</p> <p>Can read words with increasing fluency without overt sounding and blending</p> <p>Can read common exception words</p> <p>Can recognise and read prefix un and use this to construct meanings of words</p> <p>Can recognise and read a range of suffixes and use these to construct the meanings of words in context e.g. s, es, ing, er, est, ed</p> <p>Can recognise an increasing range of punctuation (. CL ! ?) and use this to add expression and understanding to the text</p> <p>Can use the context of the text and pictures to help read unfamiliar words</p> <p>Can read words with simple contractions</p> <p>Can discuss word meanings, linking new meanings to those they already know</p>	<p>Can decode unknown words applying phonic knowledge</p> <p>Can recognise, read and identify the full range of vowel graphemes</p> <p>Can recognise, read and identify the full range of consonant graphemes</p> <p>Can break words into two or more syllables</p> <p>Can read 90 words per minute at expected standard</p> <p>Can read further common exception words</p> <p>Can recognise and read a range of suffixes and use these to construct the meanings of words in context e.g. ed, ing, er, est, ly, ful, less, ness, ment</p> <p>Can recognise an increasing range of punctuation (. CL ! ? " " , ') and use this to add expression and understanding to the text</p> <p>Can use the context of the text to help read unfamiliar words</p> <p>Can discuss word meanings, linking new meanings to those they already know</p> <p>Can recognise adjectives, adverbs and similes</p> <p>Can identify how vocabulary choices effect meaning</p>	<p>Can decode unknown words rapidly and without undue hesitation</p> <p>Can recognise, read and identify the full range of vowel graphemes</p> <p>Can recognise, read and identify the full range of consonant graphemes</p> <p>Can break words into syllables</p> <p>Can read 200 words at expected level in 5 minutes</p> <p>Can recognise and read a range of prefixes and use these to construct the meaning of words in context e.g. re..., de..., pre..., non..., mis..., ex..., co..., anti...</p> <p>Can recognise and read a range of suffixes and use these to construct the meaning of words in context e.g. ...tion, ...ive, ...ic</p> <p>Can recognise an increasing range of punctuation (. CL ! ? " " , ') and use this to add expression and understanding to the text, including the apostrophe for omission</p> <p>Can use the context of the sentence to help read unfamiliar words</p>	<p>Can read age appropriate texts with a good level of fluency and stamina</p> <p>Can use a range of strategies to decode unfamiliar words</p> <p>Can read and understand the meaning of words with prefixes from the Year 3/4 curriculum</p> <p>Can read and understand the meaning of words with suffixes from the Year 3/4 curriculum</p> <p>Uses a range of punctuation to add meaning to what they are reading</p> <p>Gives meaning to new language using the context in which it appears</p>	<p>Reads with fluency and stamina</p> <p>Can use a range of strategies to decode unfamiliar words without impacting on overall fluency</p> <p>Can read and understand the meaning of words with prefixes from the Year 5/6 curriculum</p> <p>Can read and understand the meaning of words with suffixes from the Year 5/6 curriculum</p> <p>Explains how punctuation and sentence construction is used to enhance meaning</p> <p>Uses knowledge of vocabulary and context to give meaning to new language</p>	<p>Can show an understanding of the meaning of vocabulary in different contexts</p> <p>Can find and copy one word/groups of words with a particular meaning</p> <p>Can find words in a text that most closely match the meaning of a given word</p> <p>Can explain what words suggest about a given subject</p> <p>Can talk about a growing repertoire of vocabulary and know how to independently find out what unknown words in text mean</p>

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Comprehension (Retrieval)					Retrieve and record information/identify key details from fiction and non-fiction
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Join in with predictable phrases or refrains</p> <p>Can explain what is read in their own words</p> <p>Recall main points (who, what, where, when, how, why answers)</p> <p>Link what they read or hear to their own experiences</p>	<p>Recall main points with reference to the text (who, what, where, when, how, why answers)</p> <p>Can read closely to obtain specific information e.g. what type of clothes someone was wearing</p> <p>Can identify, select and highlight key words in a sentence to answer recall questions</p> <p>Is beginning to scan for a specific purpose e.g. looking for specific information e.g. names of characters</p> <p>Can recognise and talk about the main differences between fiction and non-fiction texts</p>	<p>Shows understanding of main points with reference to the text (who, what, where, when, how, why)</p> <p>Can read closely to obtain specific information e.g. what type of clothes someone was wearing</p> <p>Can identify, select and highlight key words in a sentence to answer recall questions</p> <p>Is beginning to scan for a specific purpose e.g. looking for specific information: names of characters etc</p> <p>Is beginning to skim e.g. to search for adjectives which describe a character</p> <p>Can recognise and talk about the main differences between fiction and non-fiction texts</p> <p>Can identify the key features of different text types</p> <p>Can understand and talk about the purpose of a specific paragraph e.g. it groups information together about...</p> <p>Can understand and talk about the features of page layout in non-fiction texts e.g. titles, subheadings, labels, diagrams and charts</p>	<p>Understands and explains the main points from what they have read, with direct reference to the text</p> <p>Identify explicit details from the text, showing the section of the text they found the information</p> <p>Is able to skim short passages to answer recall questions</p> <p>Is able to scan short passages to answer recall questions</p> <p>Can talk about key differences between text types, including texts of the same type but written by different authors</p> <p>Is able to explain how paragraphs have been used to organise a text</p> <p>Is able to explain how the format and presentation of a text impacts on the reader</p>	<p>Retrieves key details and some quotations from the text to demonstrate understanding of key details/information in a text</p> <p>Identify explicit details from the text, showing exactly where in the text they found the information</p> <p>Is able to skim whole texts to answer recall questions</p> <p>Is able to scan whole texts to answer recall questions</p> <p>Can identify the text type according to key features</p> <p>Recognises common themes/styles in texts written by the same author</p> <p>Comments on the impact of organisational and presentational features of a text</p>	<p>Can retrieve key details and quotations to demonstrate understanding of character, events and information</p> <p>Can answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text</p> <p>Can provide developed explanations for key information, events, character actions and motivations</p> <p>Can provide straightforward explanations for the purpose of the language, structure and presentation of texts</p> <p>Can identify whether statements from a text are fact or opinion</p> <p>Can decide whether statements about a text are true or false, using direct reference to the text</p>

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Comprehension (Sequencing)					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify components of a story - beginning, middle and end	Identify components of a story - beginning, middle and end Can sequence events in text				
Comprehension (Inference)		Comprehension (Making inferences)			Make inference from the text, explain and justify inferences with evidence from the text
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can answer simple 'How' and 'Why' questions from pictures or text Can discuss the actions of characters and justify views on the basis of what is being said and done	Can discuss the actions of characters and justify views on the basis of what is being said and done Can summarise the main points from a passage or a text Can identify and discuss favourite words and phrases Can ask questions to improve their understanding of a text Is beginning to identify the author's main purpose for writing Can explain what the writer might be thinking	Can make plausible predictions based on knowledge of the text (or of books on similar themes or by the same author) Can discuss the actions of the main characters and justify views using evidence from the text Can summarise the main points from a passage or a text Can make inferences about characters' actions in a story based upon evidence from the text Can identify and discuss characters, speculating how they might behave and giving reasons linked to the text Can empathise with a character's motives and behaviour Can identify the language used to create mood	Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas Is able to describe the actions of characters in a text and begin to explain them, in the context of the narrative Can summarise the main points from a section of text Can make inferences about characters' actions in a story based on evidence from the text Can empathise with a character's motives and behaviours	Gives feasible, reasoned predictions based on evidence Explains isolated events from a text, in the context of the whole narrative Can summarise the main points from a whole text Can prove or disprove simple statements about a character by finding evidence in a text Begins to use evidence from description, dialogue and action to support their ideas Can empathise with a character's motives and behaviours	Can search for simple clues within the text to support 'reading between the lines' Can make developed inferences drawing on evidence from the text and wider personal experience Can use clues from action, dialogue and description to interpret meaning Can prove or disprove a statement about character or setting by finding evidence in the text Can explain and justify inferences, providing evidence from the text to support reasoning Can empathise with different characters' points of view

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Comprehension (Prediction)					Predict what might happen from details stated and implied
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can discuss the significance of the title Can make predictions sometimes based on what has been read so far	Can make predictions on basis of what has been read so far				Can make developed predictions that are securely rooted in the text Can explain their prediction choices fully, using evidence from the text Can make predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the text

Comprehension (Language in context and choice of language)			Identify/explain how information/narrative content is related and contributes to meaning as a whole
Year 3	Year 4	Year 5	Year 6
Can discuss word meanings, linking new meanings to those they already know Can recognise adjectives, adverbs/simple adverbial phrases and similes Can identify how vocabulary choices affect meaning e.g. 'Crept lets you know that he is trying to be quiet but also that he was going slowly because he did not want to be caught' Can comment on the author's choice of language to create mood and build suspense e.g. suddenly is used to show that something surprising is coming next Can collect words from their reading to use in their own writing Can explain how simple and complex sentences influence meaning	Can discuss word meanings, based on their existing vocabulary knowledge Can identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc Can explain how vocabulary choices affect meaning in a range of text types Can identify language used to create atmosphere and discuss why this language has been chosen Uses new language from their own reading experiences in their written and spoken work Can discuss how the use of different sentence types changes the meaning of a passage	Explains clearly how vocabulary choices affect meaning in a range of text types Recognises a range of descriptive devices including figurative language Comments upon language choices/structures of different authors (particularly in poetry) Confidently uses new language from their own reading experiences in their written and spoken work Explains the use of sentence structures according to desired effect on the reader	Can identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole Can find and discuss evidence of themes and conventions in different genres and forms of text Can identify and comment on the grammatical features of text Can identify key features such as setting, action, past events Can identify and comment on the presentational features of text Can use text format and text features accurately to determine text type

Comprehension (Responding to text)			Identify/explain how meaning is enhanced through choice of words and phrases
Year 3	Year 4	Year 5	Year 6
<p>Is beginning to identify the author's main purpose for writing - 'He doesn't want any more turtles to be killed'</p> <p>Is beginning to identify main ideas drawn from more than one paragraph</p> <p>Can explain how they think the author wants the reader to respond</p> <p>Can explain what the writer might be thinking - 'He thinks they are being mean'</p> <p>Is beginning to identify and comment on different points of view in the text</p> <p>Can simply evaluate specific texts with reference to text type e.g. these are good instructions because...</p>	<p>Identifies the main purpose of a text</p> <p>Discusses ideas from throughout a text e.g. how a conclusion may be linked to an opening</p> <p>Is able to identify intended impact of a text and explain whether they feel the text has had the desired effect</p> <p>Discusses viewpoints in a text, where appropriate of more than one character</p> <p>Can evaluate the overall quality of a text, as well as the inclusion of specific features</p>	<p>Explains the inclusion of different sections of a text i.e. tables in NF, flashbacks in narrative etc</p> <p>Selects information from across a text to explain or illustrate their ideas</p> <p>Compares the behaviour and feelings of different characters in a text</p>	<p>Can identify a range of figurative language e.g. metaphor, simile, alliteration, idioms, euphemism, personification etc.</p> <p>Can comment upon the use and effect of the author's language on the reader</p> <p>Can explain the effect of figurative language upon the reader</p> <p>Can identify what impression a word/words give the reader</p> <p>Can understand and recognise different forms of poetry, discuss their meaning and impact on the reader</p>
Comprehension (Themes and Conventions)			Make comparisons within the text
Year 3	Year 4	Year 5	Year 6
<p>Can make simple connections between books by the same author e.g. 'Dick King Smith often writes about animals'</p> <p>Can recognise some features of the text that relate to its historical setting or its social or cultural background e.g. 'The girls had on red flannel petticoats because that is what they wore then' or 'Grandpa Chatterji wears a dohti because he comes from India.'</p>	<p>Uses their broad reading experiences to compare books by the same author or on a similar theme</p> <p>Begins to recognise the importance of cultural or historical settings on how a text is composed</p>	<p>Identifies key themes and styles in books and extracts by a range of authors</p> <p>Can explain the importance of cultural or historical settings on how a text is composed</p>	<p>Can make accurate and appropriate comparisons within texts</p> <p>Can make comparisons about how a character changes e.g. their opinion, how they are different after a certain event</p>

Reading at Samuel Barlow Primary Academy



Oracy and Reading			
Year 3	Year 4	Year 5	Year 6
<p>Can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books</p> <p>Can participate in discussion about both books that are read to them and those they read for themselves, taking turns and listening to what others say</p> <p>Can ask questions to improve their understanding of a text</p> <p>Can prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Can read dialogue with appropriate expression</p>	<p>Confidently discusses a range of reading experiences with peers and adults</p> <p>Responds orally to texts read to them and those that they have read themselves, showing increasing maturity in the way they engage with the discussion</p> <p>Chooses skilful questions to improve their understanding of the text</p> <p>Confidently reads a range of texts aloud, considering intonation, tone, volume and actions</p> <p>Demonstrates an ability to interpret how a character is feeling or behaving, when reading dialogue aloud.</p>	<p>Makes links between own reading experiences and that of others</p> <p>Constructs detailed responses about what they have read, demonstrating deep understanding and maturity as a reader</p> <p>Probes texts deeply through their own questioning and evaluation</p> <p>Confidently presents texts aloud to a range of audiences</p> <p>Uses information from the text to direct their presentation of it to others</p>	