

“There is more treasure in books than in all the pirates' loot on Treasure Island.” Walt Disney

“If you don’t like to read, you haven’t read the right book.” J.K. Rowling

At Wragby Primary School, we place reading at the heart of our curriculum.

Reading Intent

Our aim is to foster a love of reading so that our children choose to read for pleasure.

We want to provide our children with the opportunities to become fluent and confident lifelong readers, who find pleasure and purpose in reading and value reading as the key to success.

We aim to expose our children to a broad range of texts to enhance the essential knowledge that children need (cultural capital).

We are determined that every pupil will learn to read.

“When children are very young, you read them books that are positive to help them go to sleep. But there comes a moment when they begin to understand the difficulties of the world. They know there are problems and the books they read should reflect that, not gloss over them.” Michael Morpurgo

“I think it’s the books that you read when you’re young that live with you forever.” J.K. Rowling

Implementation - Guided Reading

How the curriculum is implemented- planning, teaching, expectations, delivery

At Wragby Primary school we are passionate about learning. We follow the latest research about cognitive load, working memory and how children learn in order to reach their full potential. We have written and mapped our curriculum following recommendations from the EEF/scholars including: *Coe et al*, *Rosenshine*, *Deans*, *Kirschner et al*, *Hattie and Clarke* and *Kalyuga et al*.

Reading is prioritised at Wragby Primary School, it is at the heart of everything we do and we understand that reading is the foundation of all learning and knowledge. We understand there are many strands woven into skilled reading. We have separated our curriculum progression documents into the two strands shown in the Scarborough Reading Rope (Gough and Tunmer), with a focus on 'language comprehension' once children achieve reading fluency and a greater level of automaticity in 'word recognition'. Once children have cracked the phonics code, which we teach through the systematic synthetics programme Sounds Write, guided reading sessions begin formally in Y2. More specifically, for 'language comprehension', our evidence-based approach links John Murray's Reading Explorers & Reading Aloud materials with the EEF's Reciprocal Reading Programme. All staff are trained in our reading approach.

As a school we know that new content needs to build on existing knowledge. Pupils are more likely to learn when new information is sequenced to build on a secure foundation, allowing pupils to strengthen their understanding by enabling links between existing and new knowledge. We appreciate that reading comprehension requires knowledge of vocabulary, context, syntax and narrative structures, as well as the capacity to read fluently.

Reading at Wragby Primary School is therefore mapped into 'golden threads', which are main concepts in reading sequenced progressively and revisited across each year group. We understand that effective teaching focuses on children developing meaning as they read and monitoring their comprehension. We have mapped our 'golden threads' of reading into four key areas:

- Predict
- Clarify
- Question
- Summarise

These are the four reading comprehension strategies taught in the EEF's Reciprocal Reading Programme, allowing our children to become procedurally fluent and the significant processes involved in comprehension to happen automatically.

Using Reading Explorers with fidelity as our reading programme ensures consistent teaching, using a broad and balanced variety of texts, both fiction and non-fiction. It encourages children to access, interpret and understand what they are reading (knowledge of structures), using increasingly complex, coherently sequenced texts. Teachers and

teaching assistants are trained to provide inspirational teaching and personalised support to ensure children reach their age-related expectation. Children working above age-related expectations are also challenged to demonstrate a greater depth of understanding.

Reading Explorers promotes the child's knowledge and understanding of authorial intent and gives the reader the chance to speculate on the tone and purpose of each text, as well as to consider its wider themes and audience. The focus on knowledge of different sentence structures in these sessions enables pupils to read with accuracy and sufficient speed for fluency (syntax knowledge).

At Wragby we realise skilled reading requires accurate, speedy word reading and good language comprehension. Developing spoken language- including and especially vocabulary- is essential for the academic progress of all of our children. We try to close the language gap that we have identified at Wragby School through a language-rich environment, using carefully selected stories, discussions and poems. In all subjects performance/reading aloud is a key component of our curriculum. In our reading comprehension curriculum our 'Clarify' golden thread has a vocabulary focus. In addition to this our key stage two spelling and vocabulary is taught using Sounds Write materials. These have a focus on morphology of words, including the meaning of roots, prefixes and suffixes.

Before every guided read there is a pre-read session. This session gives children the opportunity to discuss wording before the guided reading session. It also allows children to follow a teacher reading fluently using the appropriate prosody as they read. Reading Explorers allows pupils to acquire vocabulary through repeated encounters in texts, however it also maps vocabulary, which is worth teaching explicitly (Tier 2), which is always taught by giving examples of usage rather than giving isolated definitions. Pre-read sessions also allow our teachers to provide the relevant contextual knowledge that pupils need for adequate comprehension. There is a focus on 'Predict' and 'Clarify' as a part of our pre-read sessions (although these two 'golden threads' still form a vital part of the guided reading session).

On our curriculum mapping we have also identified opportunities to talk about the 'Protected Characteristics' and 'British Values' within our guided sessions.

Children learn a wider range of poetry by heart, preparing poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience. Children continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or textbooks. They read books that are structured in different ways and read for a range of purposes.

Home Reading

As we know there is a strong correlation between engagement and attainment in reading. All of our children have a levelled reading book at their fluency level, where possible children have input in selecting this book. Their levelled book is different to the challenge level they access in the class reading book and their guided reading sessions. Each child has an individual reading record. Class adults hear children read their fluency level book at least every other week (this in addition to guided reading sessions and the reading that children do in the wider curriculum.) We understand the importance of children being read to. Children therefore also have a shared library book, which they take home to their families, these are not books that children can read fluently, they're books to enjoy sharing with their family.

Class Book

We prioritise the teaching of reading. In every class we timetable 'class book time' daily for 15-20 minutes. During this time teachers model reading fluently, enthusing children by reading the class topic book, that the teachers' have chosen and really enjoy. In Y2-Y6 we have class sets of books (one per topic) for this session so children can follow their teacher's reading as they read out loud, these run alongside subject specific books.

Book talk is a key part of class book sessions, teachers talk out loud when they're reading to the children, saying the things that we (as competent, practiced readers) think in our head e.g. he is talking to himself- I wonder why he is talking to himself- perhaps he has no friends/he is trying to reassure himself. We draw attention to idioms and phrases while we read. Teachers discuss the 6 P's (prosody) as they read showing children how to read fluently. Vocabulary acquisition is a vital part of all reading sessions.

Reading Assessment- IMPACT:-

Does the curriculum set out to achieve what it sets out to achieve?

Through our Sounds Write teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. Language comprehension then becomes the focus as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage Two and optional assessments at the end of Key Stage One. These results are measured against the reading attainment of children nationally. Reading is also measured using the termly FFT Aspire testing system online. We also use our reading assessment grids to assess children half-termly. We place reading at the heart of our curriculum and aim is to foster a love of reading so that our children choose to read for pleasure, fluency is therefore key. We complete a fluency check with our children every half-term, ensuring they are becoming storytellers. We expose our children to a wide range of books from a range of genres, cultures and styles, we therefore expect our children at the end of their Wragby journey to have the reading knowledge and skills to be able to:

EYFS- Reading Progression Document

Reading- Word Reading **Three and Four-Year-Olds** Reception Early Learning Goals

Phonics and Decoding	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in words - recognise words with the same initial sound, such as money and mother Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Common Exception Words	Read a few common exception words matched to the Sounds Write. To read some common irregular words.
Fluency	Understand the five key concepts about print: - print has meaning - the names of different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Blend sounds into words, so that they can read short words made up of letter-sound correspondences.

	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
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Reading- Comprehension	
Understanding and Correcting Inaccuracies	Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions . Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Comparing, Contrasting and Commenting	Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Words in Context and Authorial Choice	Use a wider range of vocabulary. Engage in extended conversations about stories, learning new vocabulary. Learn new vocabulary. Use new vocabulary throughout the day. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Inference and Prediction	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories.
Poetry and Performance	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Engage in story times. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs.

	Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Non-Fiction	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

	EYFS					
Working towards	The pupil can: Understand the five key concepts about print: -Print has meaning. -print can have different purposes. -we read English text from left to right and top to bottom. -the names of the different parts of a book. -page sequencing Develop their phonological awareness, so that they can: -spot and suggest rhymes. -count or clap syllables in a word. -recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary. Taken from Sept 2021 Development Matters '3-4 year olds will be learning to:'					
Expected standard	The pupil can: - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - Re-read what they have written to check that it makes sense. Taken from Sept 2021 Development Matters 'Children in Reception will be learning to:'					
Greater depth	ELG: Comprehension Children at the expected level of development will: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELGs from EYFS Statutory Framework Sept 2021					
Date	T1	T2	T3	T4	T5	T6
	BR Some WTS	BR+ Most WTS	DR Some EXS	DR+ Most EXS	SR All EXS possibly some GDS	SR+ Most GDS

	Year 1						Year 2					
Working words	The pupil can: • apply phonic knowledge and skills as the route to decode words • respond with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes (Phase 2/3), including, where applicable sounds for graphemes • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words In a book closely matched to the GPCs (Grapheme-phoneme correspondence) taught, the pupil can: • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (phase 2/3 ch, sh, th) • understand both the books they can already read accurately and fluently and those read to them Engaging and responding to texts and interpretation and understanding of texts: In discussion with the teacher, the pupil can: • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them						The pupil can: • read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes* (up to phase 5 week 4) • read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)* • read many common exception words* In a book closely matched to the GPCs as above, the pupil can: • read aloud many words quickly and accurately without overt sounding and blending • sound out many unfamiliar words accurately. Engaging and responding to texts and interpretation and understanding of texts: In discussion with the teacher, the pupil can: • answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them. In non-fiction texts, the pupil: • understands how information texts are organised and use this when reading					
Expected standard	The pupil can: • respond automatically with the correct sound to graphemes (letters or groups of letters) for phonemes (up to phase 5 week 4), including, where applicable sounds for graphemes • read common exception words automatically including words of more than one syllable that contain taught GPCs • read words with contractions and understand that the apostrophe represents the omitted letter(s) • re-read these books to build up their fluency and confidence in word reading. • read words containing taught GPCs and –s, -es, -ing, -ed and –est endings • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (up to phase 5 week 4) Engaging and responding to texts and interpretation and understanding of texts: In age-appropriate books, the pupil can read vocabulary and check understanding by: • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • recognising and joining in with predictable phrases • beginning to understand the difference between fiction and non-fiction and use textual features to aid them in making predictions e.g. title or captions In a familiar book that they can already read accurately and fluently, the pupil can: • self correct inaccurate reading and ask questions to help make sense of the text • talk about the main events in a text and relate story settings to own experiences • understand and use correctly terms referring to conventions of print (cover, word, page, beginning, end) • retell the stories or recount orally information from texts and begin to make predictions and inferences about stories read to them						The pupil can: • read accurately most words of two or more syllables • read most words containing common suffixes* • read most common exception words.* In age-appropriate books, the pupil can: • read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute • sound out most unfamiliar words accurately, without undue hesitation. Engaging and responding to texts and interpretation and understanding of texts: In a familiar book that they can already read accurately and fluently, the pupil can: • check it makes sense to them • answer questions and make some inferences on the basis of what is being said and done • explore underlying themes and ideas in poems and narratives and demonstrate a clear idea of where to find information to support ideas In non-fiction texts, the pupil: • understands how to use alphabetically ordered texts to retrieve information • understand the features of page layout and demonstrate where to look for specific information					
Greater depth	Engaging and responding to texts and interpretation and understanding of texts: The pupil can, in a book they are reading independently: • Link what they read to their own experiences • draw on what they already know or on background information and vocabulary provided by the teacher • discuss the significance of the title and events						Engaging and responding to texts and interpretation and understanding of texts: The pupil can, in a book they are reading independently: • make inferences on the basis of what is said and done • predict what might happen on the basis of what has been read so far • make links between the book they are reading and other books they have read In non-fiction texts, the pupil: • shows an awareness of and use a range of organizational features • shows an understanding of and can extract information from the text					
Date	T2		T4		T6		T2		T4		T6	
	B1 Some WTS	B1+ Most WTS	D1 All WTS some EXS	D1+ Many EXS	S1 All EXS* Possibly some GDS	S1+ All EXS* Most GDS	B2 Some WTS (If less than 2 award S1+)	B2+ Most WTS	D2 All WTS some EXS	D2+ Many EXS	S2 All EXS* Possibly some GDS	S2+ All EXS* Most GDS
					*Allow one area of significant weakness						*Allow one area of significant weakness	
End of Year Judgement	WTS			EXS		GDS	WTS			EXS		GDS

	Year 3	Year 4
W o r k i n g T o w a r d s t h e E x p e c t e d S t a n d a r d	The pupil can in a book known to them and in discussion with the teacher: • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud to aid understanding of the meaning of new words they meet • read further common Y3/4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. When independently reading books children can: • read most words fluently, with unfamiliar words accurately decoded Engaging and responding to texts and interpretation and understanding of texts: The pupil can: • participate in discussion about both books that are read, taking turns and listening to what others say so they can answer questions and make inferences about characters' feelings, thoughts and motives from their actions, and predict what might happen from more than one paragraph In books read independently the pupil can: • Check that the text makes sense to them, discussing their understanding In non-fiction texts, the pupil: • Can use organisational features to extract information from texts and identify the main point of a section of text.	The pupil can: • Read further common exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word • Reading aloud demonstrates fluency and expression • Locate information in the text using skimming, scanning and text marking Engaging and responding to texts and interpretation and understanding of texts: • Listens to and discusses a range of texts offering their own preferences and opinions • Identify simple themes within similar texts and is able to make predictions about texts they have read • Identify the writer's choice of language and comment on why writers have used specific words and phrases
E x p e c t e d S t a n d a r d	The pupil can: • read books that are structured in different ways and read for a range of purposes • using dictionaries to check the meaning of words that they have read • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction books In age-appropriate books, the pupil can: • read most words fluently, with unfamiliar words accurately decoded • read most common exception words accurately including those with unusual correspondences between spellings and sounds Engaging and responding to texts and interpretation and understanding of texts: In a familiar book that they can already read accurately and fluently, the pupil can: • discuss words and phrases that capture the reader's interest and imagination • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • make predictions from the texts they are reading and summarise the main points in paragraph • Ask and answer questions to improve text understanding In non-fiction texts, the pupil: • can identify and comment on the features of organization across a different range of non-fiction texts • can locate information using skimming, scanning and text marking.	The pupil can: • Prepare texts to read aloud and to perform, showing understanding through intonation, tone, volume and action (including poems and playscripts) • Discuss how knowledge of root words, prefixes and suffixes supports their understanding the meaning of new words • Listen to and discuss a wide range of fiction, myths and legends, poetry, plays and non-fiction books • Recognise different types of poetry; free verse, narrative poetry • Has a clear understanding of texts read and able to locate information from different parts of the text • Clearly summarise the main ideas within specific chapters and paragraphs • Identifies simple themes within similar texts Engaging and responding to texts and interpretation and understanding of texts: • Declare and justify personal preferences for writers and types of overall texts • Offer personal opinion on characters' feelings, thoughts and motives from their actions, justifying with evidence • Make reasonable predictions from details implied or deduced from the text • Identify and comment on specific aspects of text structure and presentation features • Identify and provide reasons for authors' language choices which engage the reader

G r e a t e r D e p t h W i t h i n t h e S t a n d a r d	Engaging and responding to texts and interpretation and understanding of texts: The pupil can, in a book they are reading independently: • drawing inferences and justify with evidence from the text • identifying themes and conventions in a wide range of books • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning In non-fiction texts, the pupil: • identify and comment on text structure and features of different non-fiction texts (e.g. explanations, recounts, persuasion, comparative, discursive etc.) • make notes and locate specific information using skimming and scanning techniques • retrieve and record information							The pupil can: Engaging and responding to texts and interpretation and understanding of texts: • Deduce and infer information and provide evidence in the text to support o • Awareness and identification of some different conventions used across a r texts • Understand the difference between literal and figurative language, identifyi commenting on the writers’ choices						
	Date	T2		T4		T6		T2		T4		T6		
		B3 Some WTS (If less than 2 award S2+)	B3+ All WTS	D3 All WTS some EXS	D3+ Many EXS	S3 All EXS* Possibly some GDS	S3+ All EXS* Most GDS	B4 Some WTS (If less than 2 award S3+)	B4+ All WTS	D4 All WTS some EXS	D4+ Many EXS	S4 All EXS * Possibly some GDS		
End of Year Judgement		WTS			EXS		GDS	WTS			EXS			
					*Allow one area of significant weakness									

	Year 5	Year 6
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W o r k i n g T o w a r d s t h e E x p e c t e d S t a n d a r d	The pupil can: • Effectively use a range of reading strategies to appropriately access different types of text matched to their reading ability • Independently use a dictionary and /or thesaurus to help them identify the meaning of unknown words in texts they have read • Locate key information in texts using skimming and scanning techniques Engaging and responding to texts and interpretation and understanding of texts: • Begin to make inferences about the texts they have read and have an increasing understanding of techniques authors use to engage the reader	The pupil can: • Effectively use a range of reading strategies to appropriately access different types of text • Use a range of resources to aid with identifying meaning of new words • The pupil can identify the main points in texts they have read or heard Engaging and responding to texts and interpretation and understanding of texts: • Articulate their response to their own reading and that read by others • Understand the difference between a literal and an inferential response to texts
E x p e c t e d S t a n d a r d	The pupil can: • read age-appropriate books with confidence and fluency (including novels) • Effectively uses a range of reading strategies to appropriately access different types of text • Applies knowledge of root words, prefixes and suffixes in understanding the meaning of new words • Read widely and frequently, outside as well as in school, for pleasure and information • Read and discuss wide range of fiction, poetry, plays, non-fiction books • Move easily across a text in order to locate information to answer questions • Recognise the key conventions used across particular text types • Accurately identify the purpose of different texts Engaging and responding to texts and interpretation and understanding of texts: • Decide on the quality and effectiveness of a text by skimming to gain an impression • Recommend books that they have read and give reasons for their choices • Accurately summarise the main and supporting ideas within specific chapters and paragraphs • Identify themes and support with evidence from the texts	The pupil can: • read age-appropriate books with confidence and fluency (including whole novels) • read aloud with intonation that shows understanding • work out the meaning of words from the context • retrieve information from non-fiction Engaging and responding to texts and interpretation and understanding of texts: • explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence • predict what might happen from details stated and implied • summarise main ideas, identifying key details and using quotations for illustration • evaluate how authors use language, including figurative language, considering its impact on the reader • make comparisons within and across books

Great Depth with insight	The pupil can: • Main organisational features identified; including those related to specific text forms • Begin to use technical language to explain language features Engaging and responding to texts and interpretation and understanding of texts: • Show an awareness of writers’ viewpoint • Inferences based on evidence from different points in the text and account for facts and opinions							The pupil can: Engaging and responding to texts and interpretation and understanding of texts: • Make connections between the texts they have read and how the authors’ attitudes to control the readers’ response and reactions, identifying the authorial techniques utilised. • They select, synthesise and compare information from a variety of sources. • Explain key features across a range of texts (themes, presentational features, viewpoints) and can identify similarities and differences with reference to the texts. • Describe the impact of the text on themselves and explain the intent the author has. • Consider the impact of the text on different readers and express personal preferences justifying opinions and interpretations with close reference to the texts.						
	Date	T2		T4		T6		T2		T4		T6		
		B5 Some WTS (If less than 2 award S4+)	B5+ Most WTS	D5 All WTS some EXS	D5+ Many EXS	S5 All EXS* Possibly some GDS	S5+ All EXS* Most GDS	B6 Some WTS (If less than 2 award S5+)	B6+ Most WTS	D6 All WTS some EXS	D6+ Many EXS	S6 All EXS* Possibly some GDS	S6+ All EXS* Most GDS	
						*Allow one area of significant weakness						*Allow one area of significant weakness		
End of Year Judgement	WTS			EXS			GDS	WTS			EXS			GDS