Thomas Harding Reading Progression Year 3 – Year 6

Develop positive attitudes to reading				
	Year 3	Year 4	Year 5	Year 6
Take pleasure in reading: Develop positive attitudes to reading and enjoy listening to books read to them	Sustain their reading for enjoyment and to find out	Read independently complete short texts and sections from information books	Listen to texts read to them. Read favourite authors and choose books to read on the recommendation of others	Listen to texts read to them and sustain their reading of longer and more challenging texts
Read independently and in groups. Enjoy listening to books read to them	Read independently and in groups. Enjoy listening to books read to them	Read independently and in groups. Enjoy listening to books read to them	Read independently and in groups. Enjoy listening to books read to them	Read independently and in groups. Enjoy listening to books read to them
Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say	Discuss why they like particular books or authors with others, giving reasons	Describe and review their own reading habits	Talk about books referring to details and examples in the text	Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader
Extend their range of reading	Extend the range of books read by browsing and selecting texts, including poetry, to read independently	Develop their reading stamina as they read longer texts	Plan personal reading goals which reflect their interests and extend their range	Develop their reading stamina and complete the independent reading of some longer texts.
Skills and strategies to read for understanding				
Use prior knowledge to support understanding	Link the events or topic from a text to their own experience and/ or information gathered. Begin to make links to similar books they have read.	Link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts	Use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is read to what was expected.	Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc. Make comparisons between a text and others they have read

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Check that books make sense to them	Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read. Put into their own words their understanding of what they have read.	Monitor their understanding of a text and take steps to retrieve the meaning if comprehension has been lost.	Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described.	Link parts of a text together in order to understand how details or specific sections support a main idea or point. Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning
Ask questions to improve their understanding	Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand.	Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text.	Identify aspects of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more	Identify where they do not fully understand a text. Ask effective questions that will help them clarify their understanding of the text or the topic they are researching.
Skim, scan and read closely	Skim opening sentences of each paragraph to get an overview of a page or section of text. Scan contents, indexes and pages to locate specific information accurately. Identify sections of a text that they need to read carefully in order to find specific information or answer a question.	Skim read a text to get an overview of it, scan for key words, phrases and headings. Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text.	Locate information accurately through skimming to gain an overall sense of the text. Scan a text to gain specific information. Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/ read on as appropriate.	Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning Read carefully sections of texts to research information and to answer questions
Use strategies to locate or infer the meaning of unfamiliar words	Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and	Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning. (E.g.re-reading	Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise	Check the plausibility and accuracy of their explanation of or inference about a word meaning. Identify when they do not understand the

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	their possible meaning to clarify their understanding of a sentence or passage.	surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.	explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or inference of the word meaning.	vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning
Annotate text	Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information	Mark texts to identify vocabulary and ideas which they need to clarify. Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.	Annotate a text to identify key information or identify elements they don't understand or want to revisit or explore further. Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system. Use these as the basis of follow up and discussion if appropriate.	Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading. As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful
Visualise their understanding of what they read	Re-present information gathered from a text as a picture or graphic, labelling it with material from the text	Visualise the information they have read about, e.g. by mapping, illustrating, representing information graphically, and acting out. Use information from the	Re-present information from a text graphically. Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.	Re-present information from a text graphically. Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.

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		text to justify their visual representations.		
Make predictions	Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading	Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on.	Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.	Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on
Summarise understanding	Retell main points of a story in sequence. Identify a few key points from across a non-fiction passage.	Summarise a sentence or paragraphs by identifying the most important elements. Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.	Make regular, brief summaries of what they've read, identifying the key points. Summarise a complete short text or substantial section of a text. Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text	Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read. Summarise 'evidence' from across a text to explain events or ideas. Summarise their current understanding about a text at regular intervals.
Adapt reading strategies for different purposes or according to the text type	Identify where they don't understand what they've read, stop reading and take steps to fix the problem.	Adapt reading strategies to the different sorts of text read, including IT texts, and different purposes for reading. Take steps to re-establish understanding when comprehension is lost.	Apply the range of reading strategies to different reading tasks or circumstances, e.g. skimming a text to gain an overview, slow careful reading and re-reading to grapple with the meaning of a poem, presentation skills in order to perform it	Make sensible decisions in order to read most effectively for a specific purpose, e.g. knowing when it is useful to gain an overview of a text and how best to do it, or identify which part of the text needs to be read more carefully to find particular information

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Understand the Vocabulary used in texts				
Build a wide vocabulary	Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied	Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. Investigate the meaning of technical or subject specific words they meet in their reading	Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts	Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries.
Use a dictionary effectively	Locate words in a dictionary by the first two letters. Know the quartiles of the dictionary.	Locate words in a dictionary by the third and fourth place letters. Use the quartiles of the dictionary efficiently to locate words quickly.	Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context. Use a dictionary to check a suggested meaning.	Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading. Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.
Use strategies to locate or infer the meaning of unfamiliar words	Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.	Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference. (E.g. by identifying root words and derivatives, using the context	Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or	Check the plausibility and accuracy of their explanation of, or inference about, a word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.

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		and syntax, or using aids such as glossaries or dictionaries.) Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.	inference of the word meaning.	
Express, record and present their understanding				
Develop and express their understanding	Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas. Use simple graphics or illustrations to record and explain their understanding of information	Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so. Compare and contrast stories, justifying their preferences and opinions	Contribute to a discussion where a group explore their understanding of a topic raised through reading. Discuss and comment on texts, and present their ideas in appropriate and helpful formats, including graphically	Contribute constructively to a discussion about reading, responding to and building on the views of others. Comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read.
Answer questions about a text and record their understanding	Use different formats to retrieve, record and explain information about what they have read in both fiction and non-fiction texts, e.g. flow charts, for and against columns, matrices and charts of significant information. Record their understanding of a text in different ways, using a range of formats.	Retrieve and collect information from different sources and re-present it in different forms, e.g. chart, poster, diagram. Answer questions on a text using different formats (matching, ordering, tabulating, etc.)	Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information. Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required to	Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc. Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer will be explicitly stated or implied in the text.

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			answer will be explicitly stated or implied in the text. Vary the reading strategies they use to answer questions, depending on the different types asked. Answer questions by explaining their ideas orally and in writing, including questions requiring open-ended responses	Vary the reading strategies they use and mode of answering according to what is expected of them by the question. Use confidently the different formats (matching, ordering etc.) to answer questions on a text. Answer questions by explaining their ideas orally and in writing.
Justify their ideas about a text	Re-read sections of texts carefully to find 'evidence' to support their ideas about a text. Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.	Support their ideas about a text by quoting or by paraphrasing from it. Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.	Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Identify and summarise evidence from a text to support a hypothesis.	Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. Identify and summarise evidence from a text to support a hypothesis.
Annotate the text to support their understanding	Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information. Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading.	Mark texts to identify vocabulary and ideas which they need to clarify. Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful. Mark texts to identify vocabulary and ideas which they need to clarify. Mark a text by highlighting or adding headings, underlining or noting words or sentences,	Annotate a text to identify to identify key information or identify elements they don't understand or want to revisit or explore further. Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system. Use these as the basis of follow up and discussion if appropriate.	Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading. As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful.

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		and adding notes where helpful.		
Demonstrate understanding of stories, poetry and plays through retelling and reciting orally	Present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and characters. Read, prepare and present poems and play scripts	Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds. Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.	Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters. Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion.	Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language. Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience.
Understand the Whole Text				
Identify main ideas and themes in a wide range of books and understand how these are developed over a text	Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish. Discuss how characters' feelings, behaviour and relationships change over a text.	Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts. Explain how ideas are developed in non-fiction texts.	Begin to distinguish between plot events/ details and the main themes in the texts they read. Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative. Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.	Understand how a writer develops themes, ideas or points of view over a text. Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over the course of a text. In non- fiction texts distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies.

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Identify how structure and presentation contribute to meaning	Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved. Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic. Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.	Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue. Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently. Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively	Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument. Read poems by significant poets and identify what is distinctive about the style or presentation of their poems	Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together. Understand how writers use the features and structure of information texts to help convey their ideas or information. Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.
Make comparisons within and across texts	Make comparisons between events in narrative or information texts on the same topic or theme. Compare and contrast writing by the same author	Collect information to compare and contrast events, characters or ideas. Compare and contrast books and poems on similar themes	Make comparisons between the ways that different characters or events are presented. Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text.	Make comparisons and draw contrasts between different elements of a text and across texts. Compare and contrast the work of a single author. Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.
Identify how language contributes to meaning	Discuss authors' choice of words and phrases that describe and create impact,	Understand how writers use figurative and expressive language to create images	Discuss the meaning of figurative language (metaphors and similes) and	Identify and discuss idiomatic phrases, expressions and comparisons (metaphors,

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	e.g. adjectives and expressive verbs.	and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and other comparisons they have read.	idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices. Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.	similes and embedded metaphors) met in texts, using an appropriate technical vocabulary. Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them. Comment critically on how a writer uses language to imply ideas, attitudes and points of view.
Evaluate the text	Say why they prefer one text to another. Begin to identify why one non- fiction text is more useful than another, according to their purpose.	Identify aspects or features that make a text entertaining, informative or useful.	Analyse the features of engaging or useful texts e.g. effective openings or endings, the presentation and resolution of problems (in narratives), clarity and enthusiasm for a topic in non-fiction	Identify the features that make some texts more effective than others.
Retrieve information from texts				
Retrieve information from texts	Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). Take information from diagrams, flow charts and forms where it is presented graphically. Express and	Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. Pick out key sentences and phrases that convey important information. Take	Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. Locate information confidently and efficiently,	Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts. Retrieve information from texts and evaluate its reliability and usefulness.

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	record their understanding of information orally, using simple graphics or in writing	information from diagrams, flow charts and forms where it is presented graphically.	using the full range of features of the information text being read, including information presented graphically	
Retrieve the meaning of unfamiliar vocabulary where this is explained in the text	Practise re-reading a sentence and reading on in order to locate the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage	Decide where unfamiliar words are explained in the text or where they need to use a dictionary or glossary to find a word meaning. Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation.	Use a range of strategies, including the context and where necessary a dictionary, to make sense of the words used in a text. Explain the meaning of words used in a text	Apply appropriate strategies (re-reading, reading on, visualising, word knowledge, syntax) in order to find the meaning of unfamiliar vocabulary met in independent reading. Check the plausibility and accuracy of their suggestions.
Identify how language, structure and presentation contribute to meaning	Notice how information is presented across a range of texts.	Use knowledge of different organisational features of texts to find information effectively.	Use knowledge of different organisational features of texts to find information effectively. Comment on how information is presented on the page	Use knowledge of different organisational features of texts to find information effectively. Identify and explain how complicated information is presented on the page to make reading easier.
Ask retrieval questions about a text	Clarify their understanding of events, ideas and topics by asking questions about them.	Identify elements of a text which they do not understand and ask questions about it.	Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.	Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.

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Inferential Understanding				
Infer from what characters say and do	Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings in fiction	Deduce the reasons for the way that characters behave from scenes across a short story.	Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions	Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.
Predict what might happen	Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded	Use information about characters to make plausible predictions about their actions.	Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. Discuss the plausibility of their predictions and the reason for them.	Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text. Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark
Identify how language … contribute(s) to meaning: How meaning is conveyed through the writer's language choices	Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells.	Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the	Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them. Consider the language used in a text and pick up the implications and associations being made by the writer.	Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas.

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		meaning of similes and other comparisons that they read		
Ask inferential questions	Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic	Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.	Recognise where they don't understand why something happens in a text and ask questions to clarify their understanding.	Ask questions to clarify and explore their understanding of what is implied in the text.
Adapt reading strategies in order to make inferences	Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts. Make regular predictions and brief summaries as they read, thinking about the clues and hints they've picked up, as well as what is directly stated. Re-read sections of texts carefully to check their ideas about the text	Link what they are reading to prior knowledge and experience and to their knowledge of similar texts. Make predictions and brief summaries at regular intervals when reading Think about what they've read, re-read sections of texts carefully to find 'evidence' to support their speculations and interpretation of characters and events.	Link what they read to what they know (prior knowledge and experience), their knowledge of texts, and to what they have read in previous sections, to make inferences and deductions. Know how to gain a rapid overview of a text, e.g. by skimming and scanning, and how and when to read slowly and carefully. Build 'thinking time' into their reading, identifying questions that they want answered. Summarise their current understanding at regular intervals when reading an extended text.	Link what they have just read to what they know (prior knowledge and experience), their knowledge of texts, and what they have read in previous sections, to make inferences and deductions. Know how to gain a rapid overview of a text, e.g. by skimming and scanning and how and when to read slowly and carefully. Build 'thinking time' into their reading, identifying questions that they want answered. Summarise their current understanding at regular intervals when reading an extended text.
Reading to find out				
Retrieve and record information from non-fiction texts	Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of	Pick out key sentences and phrases that convey important information. Take information from diagrams, flow charts and forms where	Locate information confidently and efficiently, using the full range of features of the information text being read, including	Evaluate texts for their reliability and usefulness when researching a topic. Record important details retrieved from a text using an

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	information orally, using simple graphics, or in writing	it is presented graphically. Collect information from different sources and present it in a simple format, e.g. chart, poster, diagram.	information presented graphically. Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information.	appropriate format, e.g. by making a comparisons table.
Ask questions to find out	Prepare and list questions as the basis for enquiry and decide which are the most important to follow up	Prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search.	Prepare for research by identifying what they already know and what they need to find out. Plan their inquiry or research in the light of these questions. Adapt their questions as they read.	Locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information. Refine research questions in the light of initial findings.
Identify how the structure and presentation of non-fiction texts contributes to meaning	Identify how different non-fiction texts are organised. Use the organisational features of non-fiction texts in their own reading and research	Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how to use to find information efficiently.	Identify the features of different non-fiction texts, e.g. recounts, instructions, explanations, persuasive writing and argument, including content, structure, vocabulary, style, layout and purpose. Discuss the way that writers of non-fiction match text structure to their intentions.	Understand and explain how different conventions and presentational features are used across a range of information or non-narrative texts. Compare different types of information texts, including texts which are a mix of text types or were written for a number of purposes simultaneously, and identify differences in the way that they are structured.

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Identify how language …contributes to meaning	Begin to identify some of the language differences between fiction and non-fiction texts. Develop their understanding of key words met in reading non-fiction texts.	Investigate the language features of different sorts of non-fiction texts. Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary.	Investigate the use of language in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority. Compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts.	Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc. Explain and use accurately the subject specific vocabulary used in different non-fiction texts.
Strategies for reading non-fiction text	Skim and scan a text to locate information quickly and accurately. Draw together ideas and information from across a text, using simple signposts (contents, index, sub headings, page numbers etc.) in the text.	Clarify unfamiliar vocabulary met in information texts. Skim a text for an overview, Scan texts for key words, phrases and sentences as well as useful headings to locate information. Pay particular attention to introductions and opening/ closing sentences in paragraphs to identify key information. Adapt reading strategies to the different sorts of text read, including IT texts, and to different purposes for reading.	Clarify unfamiliar vocabulary met in information texts. Apply the range of reading strategies to reading information texts i) thinking about what they already know; ii) skimming to gain an overall sense of the text; iii) scanning to locate specific information; iv) close reading to develop understanding; v) text marking. Plan research in other subjects, considering how best to read different sources, and find and record the information they need.	Clarify unfamiliar vocabulary met in information texts. Read effectively for different research purposes, e.g. skim and scan a text to gain an overview of a text, identify which part of the text needs to be read more carefully to find particular information, read slowly and carefully a section, annotating the text as appropriate. Plan research in other subjects, considering how best to read different sources, and find and record the information they need.
Distinguish between fact and opinion (Years 5/ 6 only)			In persuasive writing and other texts investigate how language is used to present opinion. Distinguish between fact, opinion and fiction in different texts, e.g.	In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish

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			biography, autobiography, argument	between fact, opinion and fiction. In non-fiction texts distinguish between explicit and implicit points of view.