

Date and genre of work:								Summary
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Working at the expected standard

The pupil can:

Develop positive attitudes to reading and understanding of what they read by:	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.								
	using dictionaries with increasing independence to check the meaning of words that they have read.								
	identifying themes and conventions in a wide range of books.								
	discussing words and phrases that capture the readers interest and imagination.								
	discussing word meanings, linking new meanings to those already known.								
	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.								
	preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.								
	reading books that are structured in different ways and reading for a range of purposes.								
Understand what they read, in books they can read independently, by:	recognising some different forms of poetry [for example, free verse, narrative poetry].								
	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.								
	make a plausible prediction about what might happen on the basis of what has been read so far								
	asking increasingly relevant questions to improve their understanding of a text.								
	drawing inferences such as inferring characters characters' feelings, thoughts and motives from their actions. They begin to justify their inferences using evidence from the text.								
	beginning to summarise the main ideas drawn from a text								
beginning to identify how language, structure, and presentation contribute to meaning.									
Retrieve and record information from non-fiction.									
Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.									
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.									
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.									
Read an age appropriate text with good pace and increasing expression (see fluency rubric for guidance)									

