



BROOKSIDE Reading Progression

Word Reading

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
I know how to orally blend and segment a word I know how to read CVC words by looking at the letters, saying the phonemes and blending them together	I know how to use phonic knowledge to help me to decode words including words with more than one syllable	I know how to read unknown words by saying the phonemes and blending them 'on the run' (automatically and fluently)	I know how to use phonic knowledge to decode new text automatically and fluently			
I know that a grapheme represents a phoneme I know how to say the correct sound when shown the grapheme for at least 36 phonemes	I know that a grapheme can represent more than one phoneme I know how to say the correct sound when shown the grapheme for all 40+ phonemes including alternative sounds	I know that I should try an alternative phoneme when a word I have read does not sound right				
I know that remembering common words that I have decoded before will make my reading more fluent	I know that if I have read a word before I should try to read it without saying the phonemes and blending to make my reading fluent	I know that I should read words without saying the phonemes and blending unless they are unfamiliar to make my reading fluent				
I know that some words cannot be blended and these are called Common Exception Words (or Tricky Words). I know how to read pink, red, and yellow CEW.	I know how to read common exception words from phase 2 to phase 5 and spot unusual letter sound relationships/ correspondences	I know how to read a range of common exception (red) words (list them?) see phonics scheme I know that if I can spot which part of the word is tricky it can help me to remember and read it	I know how to read a wider range of common exception (red) (in phonics scheme) and I can see what makes them tricky and I can identify strategies for helping me remember how to read the tricky part			
I know that endings can be added to words I can read containing graphemes I already know and if I can spot these it can help me to read more fluently (s ed ing)	I know how to read words containing graphemes I know that have endings -s, -es, -ing, -ed, -er, and -est by spotting them	I know that a suffix is a letter or group of letters that is added to the end of a word and changes the words meaning I know how to read words with common suffixes ed, ing, est, er, ful by spotting them	I know that a prefix is a group of letters that are added to the start of a word and change the words meaning I know that most suffixes and prefixes that are spelt the same have a similar meaning when they are added to words I know how to use my developing understanding of root words, prefixes and suffixes to help me to read	I know that a root word is a basic word without a prefix or suffix added I know how to use what I know about root words, prefixes and suffixes to help me to read aloud with fluency, understanding and expression	I know how to apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words	I know how to apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words and can suggest the meaning of prefixes and suffixes that are new to me

			aloud with increasing fluency and understanding			
I know how to blend words containing digraphs I know I know how to read words that have more than one syllable by splitting the word into smaller chunks	I know how to read words that have more two syllables when shown the syllable boundaries by spotting all digraphs, split digraphs and the trigraphs I know	I know that if I spot 'chunks' in words it helps me to read fluently I know how to read words that have two or more syllables by spotting graphemes and words I know in longer words	I know that if I break unknown words into syllables it helps me to read fluently I know how to identify syllables by looking for vowels and the groups of consonants around them I know that a compound word is when two or more words are joined together to make a new word	I know that if I read across the entire word it helps me to read fluently I know how to read words with more than one syllable by sounding out only the syllables I need to and then reading the whole word	<i>I know how to break long polysyllabic words into syllables with speed and read across the entire word.</i>	
	I know that an apostrophe shows there are missing letters in a word e.g. I'm, I'll, we'll I know how to recognise and read words with missing letters by spotting apostrophes and thinking about what the original words were	I know how to read and understand words with missing letters e.g. I'm, I'll, we'll by thinking about what the original words were				

Wider decoding skills

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>I know that groups of words make captions and sentences and I read them as units</p> <p>I know that I have to re-read a sentence if I have stopped to work out a word.</p>	<p>I know that when I read it should sound like I am talking</p> <p>I know that when a sentence is longer than one line I need to read to the end of the sentence</p> <p>I know how to build up fluency by re-reading sentences and books</p>	<p>I know that to read fluently words in phrases should be read together: (noun phrases e.g. big, bad wolf verbs and adverbs together e.g. smiled happily adverbial phrases e.g. early one morning)</p> <p>I know how to re-read books with expression by emphasising certain words so that they stand out</p>	<p>I know how to read fluently by scanning ahead and seeing the words that should be read together in phrases in sentences</p> <p>I know that I read with expression by showing feelings with my voice</p>	<p>I know that if my reading is not smooth and does not sound right when reading words together I need to re-read the sentence</p> <p>I know how to read with expression by thinking about how what is happening and what the punctuation marks (?!) tell me about how the character is feeling</p>	<p>I know that reading with intonation is when the pitch of your voice rises and falls</p> <p>I know how to read with intonation by using my knowledge of different sentence structures e.g. parenthesis</p> <p>I know how to read with expression by thinking about what is happening, exclamation marks, question marks, speech verbs and adverbs.</p>	<p>I know how to read fluently by using expression, intonation, emphasis, pauses, pace and changes in volume to entertain the audience.</p> <p>I know how to change my tone so that my voices matches my interpretation of the text.</p>
<p>I know that if a word I have blended doesn't make sense, I need to check the phonemes I have said match the graphemes in the word and blend it again.</p> <p>I know that if the sentence I read doesn't make sense, I need to reread it because I've probably made a mistake.</p>	<p>I know that I should notice when I make a mistake because it does not look right</p> <p>I know that I may make mistakes or get stuck on a word when I am reading and when this happens I need to use my phonic knowledge to read the word</p> <p>I know how to check that what I have read is correct or work out a word I am stuck on by reading words or groups of words again</p>	<p>I know how to check that the text makes sense to me as I read by thinking does it look right sound right and make sense</p> <p>I know how to notice when I have made a mistake because the word I have said does not look right or fit with the meaning of the sentence and I can correct myself</p> <p>I re-read sentences from the beginning if I stopped to decode a difficult word</p>	<p>I notice mistakes I make in my reading using meaning, language structures and visual information and correct myself as a result</p> <p>Do we need to be specific about the breakdown strategies that are used in each year or the level at which they are applied e.g. reading each clause in multi clausal sentence, pronoun tracking/viualisation</p>	<p>I notice mistakes I make in my reading and correct them because the text doesn't make sense using meaning, language structure and visual information</p>	<p><i>I know how to use visualisarion to check my understanding and to notice a comprehension breakdown.</i></p> <p><i>I know that I need to re-read text when I have identified a comprehension breakdown</i></p>	
	<p>I know how to scan labels and pictures to find something / information I need.</p> <p>I know that a contents page helps me to locate pages I want to read.</p>	<p>I know how to scan text to find answers to questions or specific words.</p> <p>I know that an index page helps me to locate the pages I want to read.</p>	<p>I know how to scan text to find given words and phrases and retrieve information.</p>	<p>I know how to scan text to find key words and phrases that I have identified for myself from a question.</p>	<p>I know that when I scan to find information the key word may not be in the text so I need to scan for synonyms and related words</p> <p>I know how to skim read by noticing key words</p> <p><i>I know that I sometimes need to reread text carefully to understand it fully.</i></p>	<p>I know that I can scan the text more quickly to find information by only scanning specific parts of the text</p> <p>I know how to skim read by noticing key words (nouns/verbs) and can use them to give a gist of a paragraph</p> <p><i>I know that I reread text carefully to understand it fully.</i></p>
		<p>I know that I can read quietly to myself and understand what I am reading..</p> <p>I know that to read in my head I need to hear a voice in my head.</p>	<p>I know how to read silently</p>			

Grammar for Reading

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Using punctuation	<p>I know that . is a full stop and that I pause when there is one</p> <p>I know that . ? and ! tell me where the end of a sentence is and I pause after one</p> <p>I know that speech bubbles show when a character is talking</p> <p>I know how print works in English: left to right, top to bottom; front to back cover of the book</p>	<p>I know that . ? and ! tell me where the end of a sentence is and I pause after one</p> <p>I know that a sentence is a complete idea</p> <p>I know how to use punctuation to help me understand what I am reading.</p>	<p>I know that question marks are used when a question is being asked and that the pitch of my voice should raise at the end of these sentences</p> <p>I know that exclamation marks are used to indicate strong feelings e.g. surprised, anger or a raised voice</p> <p>I know how to use punctuation at the end of a sentence to help me read with expression by changing my voice depending on whether there is a .? or !</p>	<p>I know that , is a comma and that it is used to separate items in a list, before a conjunction, after a fronted adverbial and to separate main and subordinate clauses</p> <p>I know that I take a short pause when there is a comma</p> <p>I know how to understand sentences that include commas by thinking about why they are being used and how this shapes the meaning of the sentence</p>	<p>I know how to use the punctuation within and at the end of a sentence to read with understanding, fluency and pace by scanning ahead to spot the punctuation that I am coming to.</p>	<p>I know that parenthesis such as brackets, commas and dashes is used to separate off information that is not essential to the meaning of the rest of the sentence</p> <p>I know how to understand sentences that include parenthesis by reading the parts before and after the parenthesis as a sentence</p>	<p>I know that colons are used at the end of a clause to show that an answer, elaboration or explanation follows</p> <p>I know that semi-colons are used to separate two main clauses that are closely related to each other but could stand on their own as sentences</p> <p>I know how to understand sentences that include colons and semi colons by thinking about how this punctuation shapes the meaning of the sentence as I read.</p>
			<p>I know that pronouns are words used to replace a noun so that what we read doesn't sound repetitive</p> <p>I know how to work out who a text is referring to by tracking the simple pronouns e.g. he, she, him, her, they</p>	<p>I know that personal pronouns represent people, places and things and that they refer back to the subject or object of the sentence</p> <p>I know that determiners come before a noun, that they introduce it and give me information about it</p> <p>I know how to work out who, what or where a text is referring to by tracking the personal pronouns and possessive determiners e.g. it, them, his, her</p>	<p>I know that reflexive pronouns refer back to an earlier noun or pronoun</p> <p>I know how to work out who or what a text is referring to by tracking reflexive pronouns and wider determiners e.g. these, this e.g. himself, herself, themselves</p>	<p>I know that relative pronouns are the first words used in a relative clause and they refer to the subject in the main clause</p> <p>I know how to work out who or what a text is referring to by tracking relative pronouns</p> <p>I know that characters and places can be referred to by more than one noun and that these are alternative noun references</p>	<p>I know that writers use determiners, pronouns and alternative noun references to aid cohesion.</p> <p>I know how to work out who, what, where or the event a text is referring to using a range of pronouns, determiners and alternative noun references</p>
						<p>I know that conjunctions are words that join clauses together and that the type of conjunction used affects the meaning of the sentence</p> <p>I know how to understand sentences that include conjunctions by identifying the conjunction in the sentence and thinking about its meaning</p>	<p>I know that conjunctions aid cohesion and have different meanings and can explain them</p> <p>I know how to understand sentences that include conjunctions by thinking about the meaning of the conjunction and how the clauses relate to each other because of it</p>

Reading comprehension strategies

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>I know how to explain the meaning of a sentence after I have decoded all of the words</p> <p>I know I can look at the pictures to confirm my understanding of the sentence.</p>	<p>I know that I should notice words I don't understand and talk about what they mean</p> <p>I know how to talk about words I don't understand by linking them to words I know</p>	<p>I know that reading the whole sentence can help me to understand a word</p> <p>I know how to work out what a word means by reading the whole sentence and replacing the word with others that make sense</p>	<p>I know that prefixes and suffixes can help me to work out the meaning of words</p> <p>I know how to work out what compound words and other longer words mean by thinking about the meanings of prefixes and suffixes in them</p> <p>I know how to use my background knowledge to help me to understand words.</p>	<p>I know that root words, prefixes and suffixes can help me to work out the meaning of longer words</p> <p>I know how to work out what a word means by thinking about the meanings of root word, prefixes and suffixes and how they change the meaning of the word</p> <p>I know how to explain the meaning of words in context</p>	<p>I know that how I work out the meaning of words will depend on the word and the sentence it is in</p> <p>I know how to identify the strategy I will use for working out the meaning of a word by spotting the clues to its meaning</p> <p>I know how to use inference to work out the meanings of words I don't know,</p>	<p>I know that words can have synonyms that are close in meaning</p> <p>I know how to identify words and phrases that are closest in meaning from a group of words by using context and other clues</p> <p>I know that dictionaries can help me clarify the meaning of words I don't know</p> <p>I know how to locate a word in a dictionary and find out its meaning</p> <p>I know how to give a range of words with a similar meaning to a given word</p>
		<p>I know how to understand a joke by noticing when a word has been replaced with a rhyming one and it makes what is being said funny</p>	<p>I know that words and phrases can have double meanings and this can be used to make jokes</p> <p>I know how to understand a joke by noticing when a word or phrase with a double meaning has been used to make what is being said funny</p>	<p>I know that a pun is a play on words</p>	<p>I know that sarcasm is when you say something that you don't believe is true to make a joke</p>	<p>I know that a metaphor is when you say something is something that it is not to express a deeper meaning</p> <p>I know that idioms are phrases used in conversation that have a different meaning to their literal one</p>
<p>I know that if a word I have read does not make sense I may have made a mistake</p>	<p>I know that I should notice when a word does not make sense as I read and fix it/self-correct</p> <p>I know how to fix my mistake/ self-correct by re-reading the word</p>	<p>I know that I should check that each sentence makes sense to me as I read</p> <p>I know how to fix my understanding of a sentence by re-reading it</p>	<p>I know that there are 'repair' strategies I can use to 'fix' my understanding of what I read</p> <p>I know how to 'fix' my understanding of what I read by re-reading the difficult part and slowing down my reading</p>	<p>I know that I should check that the text makes sense to me</p> <p>I know how to 'fix' my understanding of what I read by reading out loud, reading on and using my background knowledge</p>	<p>I know that I can check my understanding by retelling or explaining ideas in the text</p> <p>I know how to 'fix' my understanding of what I read by reading a clause by clause, visualising and making connections</p>	<p>I know that I can check my understanding by giving a detailed gist that includes inferences</p> <p>I know how to fix my understanding by using my preferred repair strategies</p>
<p>I know that I can check my understanding of what I read by retelling</p> <p>I know how to retell by describing the main events</p>	<p>I know how to retell by describing the important events in sequence</p>	<p>I know how to retell using labels, subheadings or by looking back in the text to find information</p>	<p>I know that a summary is when we explain the meaning of a text in the smallest number of words possible (ideally 6 to 10)</p>	<p>I know how to choose the best summary by identifying the main ideas in a paragraph</p>	<p>I know that annotating the main ideas in a text can help me to give a summary</p> <p>I know how to give a summary of more than one paragraph by annotating the main ideas in a text</p> <p>I know how to match different summary labels to a sequence of paragraphs by identifying</p>	<p>I know how to summarise more than one paragraph succinctly by saying my annotations in a small number of my own words</p>

					the main idea in each paragraph	
		I know how to describe what has happened in a story by explaining how events are related	I know that a gist is when we tell a text in our own words including information that is inferred I know how to give a gist by identifying important details as I read and retelling them in my own words	I know how to give a gist by identifying important details as I read and retelling them including character's feelings, thoughts and motives	I know how to give a gist by explaining what I have read in my own words and including information I have inferred	I know how to give a gist by including what I have inferred and identifying key details that support these inferences
	I know that I should use the words I hear to make pictures in my head I know how to make pictures in my head by imagining the characters, what they are doing and where they are	I know that as the story moves on the settings and characters may change I know how to make detailed moving pictures in my head when I read stories.	I know that I need to change the picture in my head as I read I know how to change the picture in my head by noticing when I am given new information or when I have made a mistake	I know that a detailed picture in my head helps me to understand and remember what I read I know how to make a detailed moving picture in my head using expanded noun phrases, adverbs, prepositions	I know that the picture in my head should include information I have inferred. I know how to use clues in the text to visualise and I check that my visualisation is correct as I read, changing my mind when I have made a mistake	I know how to visualise multi-clausal sentences by visualising each clause as I read and connecting information across clauses I know how to make a detailed moving picture in my head using similes, metaphors and personification.
I know that authors leave clues in pictures I know how to predict what might happen next using clues in the pictures	I know that thinking about what might happen can help me to understand what I read I know how to predict what might happen using clues on the front cover and in some pictures	I know that I should use what I have read so far to make predictions I know how to give reasons for given predications by explaining what has happened so far and what might happen because of this	I know that my predication may change as I read on and am given new information I know how to make my own predictions by explaining what has happened so far and what might happen because of this	I know that my background knowledge can help me to make predications I know how to make a sensible predication using what I have read so far and my background knowledge	I know that authors leave clues (in the text telling me what might happen I know how to justify a prediction using evidence from the text I know that a prediction is a forward thinking inference.	I know that authors choose words that create an atmosphere hinting at what might happen I know how to justify a prediction by giving examples of word choices that create a certain atmosphere
I know how to make comments about a story by talking about when I have experienced something similar	I know that linking my own experiences to what I am reading can help me to understand I know how to link my own experiences to what I am reading by thinking about when I have done things similar to those in the book	I know that background knowledge can come from what I have experienced, learnt about, read or watched I know how to activate my background knowledge by thinking about what I have experienced or learnt about.	I know how to use background knowledge to help me understand what I read by using past experiences and what I have learnt about, read or watched to support my understanding I know that I need to use more than one piece of background knowledge if the text doesn't make sense to me.	I know that all the information I need to understand when I read might not be in the text I know how to use background knowledge to help me understand what I read by filling gaps in the text using what I have previously read, done or learnt about	I know that there may be gaps in my background knowledge that I need to fill to understand a text I know how to fill gaps in my background knowledge using IT resources, non-fiction books and other sources	I know that the more I know about a range of topics, the easier it will be for me to understand what I read I know how to add to my background knowledge by reading widely I know how to add to my background knowledge by reading more than one book about a topic that interests me
I know how to answer simple who, what, where, when, why and how questions when someone reads with me	I know how to ask simple who, what, when, where, why and how questions that I am asked about what I have read and look out for the answers.	I know that asking and answering question as I read helps me to check my understanding	I know how to improve my understanding by asking and answering questions about parts of the text that interest me I know how to wonder about the text.	I know how to improve my understanding by asking questions and wondering about things the author hasn't told me yet and looking for answers	I know how to improve my understanding by wondering and asking questions about parts of the text that seem unusual and looking for answers	I know how to improve my understanding by wondering and asking pertinent questions and actively looking for answers
I know that fiction books are made up by the author using their imagination but non-fiction books are about facts	I know that fiction texts include stories, poems and plays I know that non-fiction texts include newspapers, adverts,	I know that fiction and non-fiction texts are presented differently	I know how to identify whether a text is fiction or non-fiction by their language, structure and presentation	I know how to identify the different types of non-fiction texts by their language, structure and presentation	I know how language, structure and presentation contribute to meaning and can recognise the different	I know that the language, structure and presentation of a text depend on its audience and purpose

	brochures, reference books and biographies	I know how to identify whether a text is fiction or non-fiction by the way it is presented		I know that the way a text is structured and presented contributes to its meaning	features of non-fiction text types. I know how to interpret non-fiction texts by using their different structures to support meaning	I know how the language, structure and presentation contribute to meaning and that these features vary depending on the audience and purpose of a text.
I know that there are clues in pictures and words that tell me how characters might be feeling.	I know that making inferences is when I use clues that the author has given me to work out what is happening I know how to make simple inferences such as what is happening, where a story is and when it is happening using clues from single phrases and sentences	I know how to make inferences such as what a character is like and what a character is thinking and feeling from their actions or what they say	I know how to find evidence from the text to help me support inferences I make about what a character is like, what they are thinking and feeling and their motives	I know that I make inferences effectively by noticing the clues that the author has given me and combining these together with background knowledge to work out what the author wants to say.	I know that sometimes the real story in a text may not be obvious I know how to take clues from the whole text and piece these together to make inferences work out the story in between the words- I know how to justify a range of inferences such as what is happening, when and where a story is set and what characters are thinking and feeling and their motives with evidence	I know how to make inferences such as the author's feelings towards a character or what may happen using clues the author has given me I know that to make deductive inferences you need to piece together the clues in the text to reach a correct answer I know how to justify the full range of inferences such as what is happening, when and where a story is set, what characters are thinking and feeling and their motives, what might happen next and the authors feelings towards a character
	I know how to say the information from 1 sentence in my own words	I know that when I say what I have read I don't have to remember all of the words in the text I know how to say what I have read by telling the main points in my own words	I know that I activate my working memory by reading part of a text, gathering meaning from it and combining it with what I read next	I know how to activate my working memory by reading a sentence, combining it with what I have read in the sentences before and explaining how my understanding has developed	I know how to activate my working memory in multi clausal sentences by reading a clause at a time and saying what I now know making connections with what I have read before I connect the information that I read within paragraphs, across texts and to other books	I know that to understand what I read I need to make connections across paragraphs and the whole text I know how to activate my working memory across paragraphs and texts by making connections to what I have read in the whole text

Response to text including in reading across the curriculum

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>I know that an author is somebody who writes books</p> <p>I know how to talk about stories, poems and information books by saying what I like and don't like in a book I have listened to</p>	<p>I know how to talk about books by naming my favourite books and explaining what I like and don't like in stories, poems and information books</p>	<p>I know that if I like a book I might enjoy other books written by the same author</p> <p>I know how to discuss books by the same author by listing titles and talking about their similarities and differences</p>	<p>I know that we can find books we will enjoy by listening to and making recommendations</p> <p>I know how to make recommendations by talking about people's interests, books that are similar to ones they have enjoyed or books that are by an author they like</p>	<p>I know that if I read a wider range of authors I can find new books I enjoy</p> <p>I know how to discuss fiction, non-fiction, poetry and plays by talking about similarities and differences between authors</p>	<p>I know that texts can be organised into groups called genres depending on their features and I can name them</p> <p>I know that if I read a wider range of genres I can find new preferences</p> <p>I know how to discuss fiction, non-fiction, poetry and plays by talking about genre, making comparisons between them and I use this to influence my reading and that of others</p>	<p>I know how to discuss and compare fiction, non-fiction, poetry and plays by talking about when and where a text was written and the heritage of the author and I use this to influence my reading and that of others</p>
			<p>I know how to identify important information as I read</p> <p>I know how to explain my understanding using parts of the text I remember</p>	<p>I know how to justify my understanding using evidence from the text by checking the evidence I have chosen supports my point</p>	<p>I know that when I justify a point using evidence I only need to quote the part that supports my answer</p> <p>I know how to use evidence to justify a point by retrieving pertinent information rather than using longer quotations</p>	<p>I know that when I justify a point using evidence I can use direct quotations or paraphrase</p> <p>I know how to paraphrase by saying what is in the text in simpler words</p>
<p>I know how to identify some features of a simple non-fiction texts using their names e.g. cover, title, contents page</p>	<p>I know how to identify the features of a simple non-fiction text using their names e.g. title, label, caption, glossary</p>	<p>I know that you can read parts of non-fiction texts to find the information you want</p> <p>I know how to find the parts of the text that will be useful using the contents/index, titles and sub-titles</p>	<p>I know that a glossary is an alphabetically ordered list of terms used in the text</p> <p>I know how to use a glossary to help me understand what I read by looking up what words in the text mean as I read</p>	<p>I know how to find and record information from non-fiction texts quickly using the organisational features</p>	<p>I know that the organisational features of non-fiction texts have a purpose and can explain these</p> <p>I know how to find and record information from non-fiction texts and present it in different ways e.g. tables</p>	<p>I know that facts are always true and can be proven whereas an opinion is what someone thinks or feels</p> <p>I know how to identify whether a statements is fact or opinion by considering if it could be proven through research e.g. looking in a book</p>
<p>I know stories have a beginning, middle and end.</p>	<p>I identify simple features of structure in stories and poems.</p>	<p>I identify structural features of some stories and poems.</p>	<p>I recognise different forms of poetry and stories</p>	<p>I Know different forms of poetry and stories. I know how the text and pictures contribute to meaning.</p>	<p>I know that stories can be structured using non-linear time sequences</p> <p>I know how to read and understand poems structured in different ways.</p>	<p>I know that fictional texts (paper based and digital) that are structured in different ways.</p> <p>I know how the structure of different poems contribute to meaning.</p>
	<p>I know that stories can give us messages.</p>	<p>I know that messages or lessons to be learned can be the same in a range of different stories.</p>	<p>I know that a theme is a message or a lesson that the author wants me to learn but it is not always directly stated</p>	<p>I know how to identify themes from a given range by discussing how characters changed and what they learnt</p>	<p>I know that there are common themes in writing and can name them</p> <p>I know how to identify themes in stories and poetry by</p>	<p>I know how to make connections between texts I have read by talking about themes they have in common</p>

			I know how to identify themes from a given range by discussing the events in a story and how characters behave		discussing what I as a reader take away from what I have read	I know how to identify prominent and lesser themes by discussing how central they are to the story
I know that authors use repeated refrains and rhyming because it is fun to join in when listening to a story I know how to join in with familiar stories by listening for repeated refrains and rhyming in familiar stories	I know that there are some words and phrases that are often used in stories I know how to identify the language features in key stories by noticing phrases I have heard before	I know how to talk about the language used in what I read by talking about the words and phrases I like or find interesting	I know that authors choose words to give a certain meaning to the text I know how to discuss the author's choice of words by noticing ambitious word choices	I know how to discuss the author's choice of words by talking about the different shades of meaning when given alternative word choices I know that a simile is when you compare two different things to show a similarity	I know that authors choose words according to the purpose of the text I know that personification is when you give human qualities to an animal I know how to explain why the author has chosen a particular word or phrase by explaining how it enhances meaning and how it will make the reader feel	I know that onomatopoeia is when a word sounds like what it is describing I know that a metaphor compares things by saying that something is something else I know how to explain why the author has chosen a particular phrase by explaining how figurative language gives meaning to the text and the effect it has on the reader
I know how to recite simple rhymes by heart	I know how to recite simple poems by heart	I know how to recite stories and poems with appropriate phrasing and expression to make the meaning clear	I know how to read aloud and perform poems and play scripts with appropriate phrasing to make the meaning clear	I know how to read aloud and perform poems and play scripts with appropriate expression to make the meaning clear	I know how to read aloud and perform poems and play scripts with appropriate phrasing, expression and intonation to make the meaning clear	I know how to read aloud, perform and recite poems and plays with appropriate phrasing, expression, intonation and volume to prompt an emotional response from the audience
I know how to describe a character in simple terms	I know some basic words that can be used to describe a character I know how to describe a character by thinking about what they have said and done	I know a wider range of words that can be used to describe characters or places	I know that authors choose a character's words and actions to make the reader feel a certain way about them I know how to justify a given opinion of a character by giving examples of things they have said and done	I know how to give and justify my opinion of a character by giving examples of things they have said and done	I know that the impression I have of a character or a place are the feelings or opinions I have about them I know a range of adjectives to describe an impression I have I know how to form an impression of a character or place by thinking about their actions, what they say and the words used to describe them	I know that there can be different impressions of the same character or place I know how to justify different impressions of a character using evidence from the text