



Word Reading – Pupils can:			
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), 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			
Comprehension – Pupils 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			
Reading books that are structured in different ways and reading for a range of purposes			
Using dictionaries to check the meaning of words that they have read			
Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally			
Identifying themes and conventions in a wide range of books			
Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action			
Discussing words and phrases that capture the reader's interest and imagination			
Recognising some different forms of poetry [for example, free verse, narrative poetry]			
Understand what they read, in books they can read independently, by:			
Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context			
Asking questions to improve their understanding of a text			
Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence			
Predicting what might happen from details stated and implied			
Identifying main ideas drawn from more than one paragraph and summarising these			
Identifying 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			