



Reading Skills

Progression

<p>Decoding</p> 	<p>EYFS</p> <p>Piskies</p>	<p>Year one</p> <p>Piskies & Cormoran</p>	<p>Year two</p> <p>Cormoran</p>	<p>Year three</p> <p>Morgawr</p>	<p>Year four</p> <p>Morgawr & Zennor</p>	<p>Year five</p> <p>Zennor & Bedruthan</p>	<p>Year six</p> <p>Bedruthan</p>
	<p>ELG 2021: Word Reading Children at the expected level of development will:</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>apply phonic knowledge to decode words</p> <p>read aloud phonically-decodable texts</p> <p>re-read books to build fluency and confidence</p> <p>read simple sentences and understand the meaning including what a pronoun is (extra)</p> <p>speedily read all 40+ letters / groups for 40+ phonemes including alternative sounds for graphemes</p> <p>read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)</p> <p>read polysyllabic words containing taught GPCs</p> <p>read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>read contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>read accurately by blending taught GPCs</p> <p>develop some fluency and expression, pausing at full stops (extra)</p>	<p>apply phonic decoding until automatic and reading is fluent</p> <p>read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</p> <p>re-read books to build up fluency and confidence in word reading</p> <p>note punctuation to read with appropriate expression</p> <p>read accurately by blending, including alternative sounds for graphemes</p> <p>read Year 2 common exception words, noting unusual correspondences</p> <p>read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically</p> <p>read polysyllabic words containing above graphemes</p> <p>read most words quickly & accurately without overt sounding and blending</p>	<p>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</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>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</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>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 that they meet</p>	<p>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 that they meet</p>

<p>Range of reading</p> 	<p>EYFS</p> <p>Piskies</p>	<p>Year one</p> <p>Piskies & Cormoran</p>	<p>Year two</p> <p>Cormoran</p>	<p>Year three</p> <p>Morgawr</p>	<p>Year four</p> <p>Morgawr & Zennor</p>	<p>Year five</p> <p>Zennor & Bedruthan</p>	<p>Year six</p> <p>Bedruthan</p>
	<p>ELG 2021: Speaking Children at the expected level of development will:</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>ELG 2021: People, Culture and Communities Children at the expected level of development will: -</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p>	<p>listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes e.g. cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint)</p>	<p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books)</p>	<p>continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and read for a range of purposes e.g. comparing different approaches to recipes (formal/informal) autobiographies and biographies (viewpoint)</p> <p>make comparisons within and across books</p>	<p>continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and read for a range of purposes e.g. timeslip stories, texts that provide information about a theme/ topic from the past, present and future</p> <p>make comparisons within and across books</p>

<p>Familiarity with texts</p> 	<p>EYFS</p> <p>Piskies</p>	<p>Year one</p> <p>Piskies & Cormoran</p>	<p>Year two</p> <p>Cormoran</p>	<p>Year three</p> <p>Morgawr</p>	<p>Year four</p> <p>Morgawr & Zennor</p>	<p>Year five</p> <p>Zennor & Bedruthan</p>	<p>Year six</p> <p>Bedruthan</p>
	<p>ELG 2021: Comprehension Children at the expected level of development will:</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Understanding the World ELG: Past and Present Children at the expected level of development will:</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>recognise and join in with predictable phrases</p> <p>become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Additional Sequencing VIPERS: Retell familiar stories orally e.g fairy stories and traditional tales.</p> <p>Sequence the events of a story they are familiar with.</p> <p>Begin to discuss how events are linked.</p>	<p>become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>recognise simple recurring literary language in stories and poetry</p> <p>Additional Sequencing VIPERS: Discuss the sequence of events in books and how items of information are related.</p> <p>Retell using a wider variety of story language.</p> <p>Order events from the text.</p> <p>Begin to discuss how events are linked focusing on the main content of the story.</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p> <p>Additional Summarising VIPERS: Identifying main ideas drawn from a key paragraph or page and summarising these.</p> <p>Begin to distinguish between the important and less important information in a text.</p> <p>Give a brief verbal summary of a story.</p> <p>Teachers begin to model how to record summary writing.</p> <p>Identify themes from a wide range of books.</p> <p>Make simple notes from one source of writing.</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p> <p>Additional Summarising VIPERS: Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</p> <p>Identifying main ideas drawn from more than one paragraph.</p> <p>Summarise whole paragraphs, chapters or texts</p> <p>Highlight key information and record it in bullet points, diagrams, maps etc</p>	<p>increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p> <p>Additional Summarising VIPERS: Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</p> <p>Make connections between information across the text and include this is an answer.</p>	<p>increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p> <p>Additional Summarising VIPERS: Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</p>



EYFS

Piskies

Year one

Piskies & Cormoran

Year two

Cormoran

Year three

Morgawr

Year four

Morgawr & Zennor

Year five

Zennor & Bedruthan

Year six

Bedruthan

ELG: Being Imaginative and Expressive Children at the expected level of development will: -

Invent, adapt and recount narratives and stories with peers and their teacher

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

learn to appreciate rhymes and poems, and to recite some by heart
e.g. nursery rhymes, Surrounded by Noise (Ian Souter) The Horseman (Walter de la Mare)

continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate **intonation** to make the **meaning clear**
e.g. The Sound Collector (Roger McGough)
Walking With My Iguana (Brian Moses) Daddy Fell into the Pond (Noyes)

prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, **tone, volume and action**
e.g. Waves (Jackie Kay)
The King's Breakfast (AA Milne) Up on the Downs and The Boneyard Rap (Wes Magee)

recognise some different forms of poetry

prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action to **maintain** the interest
e.g. From A Railway Carriage (RL Stevenson) How to Persuade Your Parents to Give You More Pocket Money (Andrea Shavick)

recognise some different forms of poetry

learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the **meaning is clear to an audience**
e.g. Night Mail (Auden) The Highwayman (Noyes)

learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience and **provokes a response**.
e.g. The Tyger (Blake) Stop All The Clocks (Auden)
recital of well known speeches (Winston Churchill, Martin Luther King, Nelson Mandela)

<p>Vocabulary</p> 	<p>EYFS</p> <p>Piskies</p>	<p>Year one</p> <p>Piskies & Cormoran</p>	<p>Year two</p> <p>Cormoran</p>	<p>Year three</p> <p>Morgawr</p>	<p>Year four</p> <p>Morgawr & Zennor</p>	<p>Year five</p> <p>Zennor & Bedruthan</p>	<p>Year six</p> <p>Bedruthan</p>
	<p>ELG: Comprehension Children at the expected level of development will:</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Speaking Children at the expected level of development will:</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p>	<p>discuss word meanings and link new meanings to words already known</p> <p>Additional VIPERS: Draw upon knowledge of vocabulary in order to understand the text.</p> <p>Join in with predictable phrases.</p> <p>Use vocabulary given by the teacher</p> <p>Discuss his/her favourite words and phrases</p>	<p>discuss and clarify the meanings of words and link new meanings to known vocabulary</p> <p>discuss their favourite words and phrases</p> <p>Additional VIPERS: Recognise some recurring language in stories and poems.</p>	<p>use dictionaries to check the meaning of words that they have read</p> <p>Additional VIPERS: Discuss words that capture the readers interest or imagination. Identify how language choices help build meaning.</p> <p>Find the meaning of new words using substitution within a sentence.</p>	<p>use dictionaries to check the meaning of words that they have read</p> <p>Additional VIPERS: Use a thesaurus to find synonyms. Discuss why words have been chosen and the effect these have on the reader.</p> <p>Explain how words can capture the interest of the reader.</p> <p>Discuss new and unusual vocabulary and clarify the meaning of these. Find the meaning of new words using the context of the sentence.</p>	<p>use dictionaries to check the meaning of words that they have read</p> <p>Additional VIPERS: Explore the meaning of words in context, confidently using a dictionary.</p> <p>Discuss how the author's choice of language impacts the reader.</p> <p>Evaluate the authors use of language.</p> <p>Investigate alternative word choices that could be made.</p> <p>Begin to look at the use of figurative language.</p> <p>Use a thesaurus to find synonyms for a larger variety of words. Re-write passages using alternative word choices.</p> <p>Read around the word and explore its meaning in the broader context of a section or paragraph.</p>	<p>use dictionaries to check the meaning of words that they have read</p> <p>Additional VIPERS: Evaluate how the authors' use of language impacts upon the reader.</p> <p>Find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</p> <p>Discuss how presentation and structure contribute to meaning.</p> <p>Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.</p>

<p>Understand</p> 	<p>EYFS Piskies</p>	<p>Year one Piskies & Cormoran</p>	<p>Year two Cormoran</p>	<p>Year three Morgawr</p>	<p>Year four Morgawr & Zennor</p>	<p>Year five Zennor & Bedruthan</p>	<p>Year six Bedruthan</p>
	<p>ELG 2021: Listening, Attention and Understanding Children at the expected level of development will:</p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: Speaking Children at the expected level of development will:</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p>	<p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>be encouraged to link what they read or hear read to their own experiences</p> <p>check that the text makes sense to them as they read and correct inaccurate reading</p> <p>answer simple retrieval questions about a text and find evidence to support answers (Extra)</p> <p>Additional VIPERS Retrieval: Answer a question about what has just happened in a story.</p> <p>Develop their knowledge of retrieval through images.</p> <p>Recognize characters, events, titles and information.</p> <p>Recognize differences between fiction and non-fiction texts.</p> <p>Retrieve information by finding a few key words.</p> <p>Contribute ideas and thoughts in discussion</p>	<p>discuss the sequence of events in books and how items of information are related</p> <p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>make links between a current book and those already read</p> <p>check that the text makes sense to them as they read and correct inaccurate reading</p> <p>Additional VIPERS Retrieval: Independently read and answer simple questions about what they have just read.</p> <p>Asking and answering retrieval questions .</p> <p>Draw on previously taught knowledge.</p> <p>Remember significant event and key information about the text that they have read.</p> <p>Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read.</p>	<p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>identify main ideas drawn from more than one paragraph and summarise these</p> <p>identify morals and messages in a story</p> <p>Additional VIPERS Retrieval: Use contents page and subheadings to locate information.</p> <p>Learn the skill of 'skim and scan' to retrieve details.</p> <p>Begin to use quotations from the text.</p> <p>Retrieve and record information from a fiction text.</p> <p>Retrieve information from a non-fiction text.</p>	<p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>identify main ideas drawn from more than one paragraph and summarise these</p> <p>identify morals and messages in a story</p> <p>Additional VIPERS Retrieval: Confidently skim and scan texts to record details.</p> <p>Using relevant quotes to support their answers to questions.</p> <p>Retrieve and record information from a fiction or non-fiction text.</p>	<p>check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>ask questions to improve their understanding</p> <p>summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>Additional VIPERS Retrieval: Confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>Use evidence from across larger sections of text.</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</p> <p>Retrieve, record and present information from non-fiction texts.</p> <p>Ask my own questions and follow a line of enquiry.</p>	<p>check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>ask questions to improve their understanding</p> <p>summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>Additional VIPERS Retrieval: Children confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>They use evidence from across whole chapters or texts</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</p> <p>Retrieve, record and present information from a wide variety of non-fiction texts.</p> <p>Ask my own questions and follow a line of enquiry.</p>

Inference 	EYFS Piskies	Year one Piskies & Cormoran	Year two Cormoran	Year three Morgawr	Year four Morgawr & Zennor	Year five Zennor & Bedruthan	Year six Bedruthan
	<p>ELG: Speaking Children at the expected level of development will:</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>discuss the significance of the title and events</p> <p>make inferences on the basis of what is being said and done e.g. I think Red Riding Hood was scared because the wolf was frightening</p> <p>Additional VIPERS: children make basic inferences about characters' feelings by using what they say as evidence.</p>	<p>make inferences on the basis of what is being said and done e.g. I think something bad will happen to Hansel and Gretel because they've been left on their own answer and ask questions</p> <p>Additional Vipers: answer and ask questions and modify answers as the story progresses</p> <p>Infer basic points and begin, with support, to pick up on subtler references</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads justify inferences with evidence</p> <p>Additional Vipers: Make inferences about actions or events</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions e.g. I think Leon volunteers because he wants to prove that magic is real justify inferences with evidence</p> <p>Additional Vipers: Consolidate the skill of justifying them using a specific reference point in the text.</p> <p>Use more than one piece of evidence to justify their answer.</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence themes and characters' and authors' viewpoints e.g. Tom is scared to move house because he doesn't pack; he leaves his favourite toy behind on purpose and he's always anxious</p> <p>Additional Vipers: Make inferences about actions, feelings, events or states.</p> <p>Use figurative language to infer meaning.</p> <p>Give one or two pieces of evidence to support the point they are making.</p> <p>Begin to draw evidence from more than one place across a text.</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told.</p> <p>Additional Vipers: drawing inferences such as inferring Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>Make inferences about events, feelings, states backing these up with evidence.</p>

Prediction 	EYFS Piskies	Year one Piskies & Cormoran	Year two Cormoran	Year three Morgawr	Year four Morgawr & Zennor	Year five Zennor & Bedruthan	Year six Bedruthan
	<p>ELG 2021: Comprehension Children at the expected level of development will:</p> <p>Anticipate - where appropriate - key events in stories.</p>	<p>predict what might happen on the basis of what has been read so far</p> <p>Additional VIPERS: Predicting what might happen on the basis of what has been read so far in terms of story, character and plot.</p> <p>Make simple predictions based on the story and on their own life experience.</p> <p>Begin to explain these ideas verbally or through pictures.</p>	<p>predict what might happen on the basis of what has been read so far</p> <p>Additional VIPERS: Predict what might happen on the basis of what has been read in terms of plot, character and language so far.</p> <p>Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</p>	<p>predict what might happen from details stated and implied</p> <p>Additional VIPERS: Justify predictions using evidence from the text.</p> <p>Use relevant prior knowledge to make predictions and justify them.</p> <p>Use details from the text to form further predictions.</p>	<p>predict what might happen from details stated and implied</p> <p>Additional VIPERS: Justify predictions using evidence from the text.</p> <p>Use relevant prior knowledge as well as details from the text to form predictions and to justify them.</p> <p>Monitor these predictions and compare them with the text as they read on.</p>	<p>predict what might happen from details stated and implied</p> <p>Additional VIPERS: Support predictions with relevant evidence from the text.</p> <p>Confirm and modify predictions as they read on.</p>	<p>predict what might happen from details stated and implied</p> <p>Additional VIPERS: Support predictions by using relevant evidence from the text.</p> <p>Confirm and modify predictions in light of new information.</p>

<p>Discuss</p> 	<p>EYFS</p> <p>Piskies</p>	<p>Year one</p> <p>Piskies & Cormoran</p>	<p>Year two</p> <p>Cormoran</p>	<p>Year three</p> <p>Morgawr</p>	<p>Year four</p> <p>Morgawr & Zennor</p>	<p>Year five</p> <p>Zennor & Bedruthan</p>	<p>Year six</p> <p>Bedruthan</p>
	<p>ELG 2021: Speaking Children at the expected level of development will:</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>ELG 2021: Comprehension Children at the expected level of development will: - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>participate in discussion about what is read to them by taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them</p> <p>Additional VIPERS: Give my opinion including likes and dislikes (not too objective).</p> <p>Link what they read or hear to their own experiences.</p> <p>Express views about events or characters.</p>	<p>participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say</p> <p>Additional VIPERS: Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Express my own views about a book or poem.</p> <p>Discuss some similarities between books.</p> <p>Listen to the opinion of others.</p>	<p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p> <p>Additional VIPERS: Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts.</p> <p>Recognise authorial choices and the purpose of these.</p>	<p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p> <p>Additional VIPERS: Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Recognise authorial choices and the purpose of these.</p>	<p>recommend books that they have read to their peers and giving reasons for their choices</p> <p>participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>provide reasoned justifications for their views</p> <p>Additional VIPERS: Begin to distinguish between fact and opinion.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>recommend books that they have read to their peers and giving reasons for their choices</p> <p>participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>provide reasoned justifications for their views</p> <p>Additional VIPERS: Give reasons for authorial choices.</p> <p>Begin to distinguish between fact and opinion.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between fact, opinion and bias explaining how they know this.</p>

<p>Authorial intent</p> 	<p>EYFS</p> <p>Piskies</p>	<p>Year one</p> <p>Piskies & Cormoran</p>	<p>Year two</p> <p>Cormoran</p>	<p>Year three</p> <p>Morgawr</p>	<p>Year four</p> <p>Morgawr & Zennor</p>	<p>Year five</p> <p>Zennor & Bedruthan</p>	<p>Year six</p> <p>Bedruthan</p>
				<p>discuss words and phrases that capture the reader's interest and imagination</p> <p>identify how language, structure, and presentation contribute to meaning</p>	<p>discuss words and phrases that capture the reader's interest and imagination</p> <p>identify how language, structure, and presentation contribute to meaning</p>	<p>identify how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language and consider the impact on the reader</p>	<p>identify how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language and consider the impact on the reader</p>

<p>Non-fiction</p> 	<p>EYFS</p> <p>Piskies</p>	<p>Year one</p> <p>Piskies & Cormoran</p>	<p>Year two</p> <p>Cormoran</p>	<p>Year three</p> <p>Morgawr</p>	<p>Year four</p> <p>Morgawr & Zennor</p>	<p>Year five</p> <p>Zennor & Bedruthan</p>	<p>Year six</p> <p>Bedruthan</p>
	<p>listen to a wide range of non-fiction at a level beyond that at which they can read independently (Y1 NC)</p>	<p>listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently</p>	<p>be introduced to non-fiction books that are structured in different ways</p>	<p>retrieve and record information from non-fiction texts</p>	<p>retrieve and record information from non-fiction texts</p>	<p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction texts</p>	<p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction texts</p>