

Hampton Primary School

Working Together, Achieving Together



Reading Curriculum & Assessment Grids



Based on Kent Expectations – Hampton Primary School

Hampton Primary School

Year 1

Step	3, 3.5, 4, 5	6-7	8-9
Assessment Milestone	Emerging	Expected	Exceeding
Word Reading	<ul style="list-style-type: none"> ▪ Respond with correct sound to graphemes for phonemes taught so far ▪ Know how to segment and blend sounds in some unfamiliar words, using the GPCs taught. ▪ Read a number of simple common exception words, adding to these over time, e.g. a, the, to, today, of, are, was, is, his, has, I, you, be, he, me. ▪ Read familiar words with more than one syllable which contain known GPCs. ▪ Read phonically-decodable books which match their developing phonic knowledge. 	<ul style="list-style-type: none"> ▪ Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. ▪ Read accurately by blending sounds in unfamiliar words containing GPCs taught. ▪ Read a range of simple common exception words e.g. the, said, they, once, she, friend, school. ▪ Read words with the endings -s, -es, -ing, -ed and -est. ▪ Read words of more than one syllable which contain GPCs known. ▪ Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters. ▪ Read some phonically-decodable books, closely matched to phonic knowledge. 	<ul style="list-style-type: none"> ▪ Respond automatically with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. ▪ Confidently blend sounds where appropriate, in unfamiliar words. ▪ Read the full range of common frequency words for YR 1 (Spelling appendix 1). ▪ Independently read words of more than one syllable, appropriate to age-related texts. ▪ Automatically read contractions and know the omitted letters that the apostrophes represent e.g. don't, won't, doesn't, we'll, couldn't, didn't.
Comprehension	<ul style="list-style-type: none"> ▪ Listen to and talk about some poems and stories read to them. ▪ Become familiar with some key stories, fairy stories and traditional tales; with support, attempt to retell them orally; begin to know their characteristics. ▪ Link what they read to their own experiences. ▪ Recognise and join in with some predictable phrases in stories and poems, usually in a group. ▪ Talk about new words and what they mean. ▪ Talk about and enjoy some non-fiction texts, becoming aware of their difference from stories. ▪ Talk about the information they are finding out. ▪ Read aloud and sometimes notice that the text does not make sense. Re-read with support or guidance. ▪ Say what the title means and how it relates to the events. ▪ Draw simple inferences e.g. know that the king is happy by looking at the pictures, or by what he says and does; ▪ With help, begin to make predictions about what might happen next. ▪ Provide a simple explanation of an aspect of what is happening in a text. 	<ul style="list-style-type: none"> ▪ Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently. ▪ Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics. ▪ Recognise and join in with predictable phrases in poems and stories. ▪ Discuss the meanings of new words, linking them to words already known. ▪ Listen to, discuss and enjoy a range of non-fiction texts; use what they know, background information and teacher vocabulary ▪ Check that texts make sense when reading; self-correct and re-read inaccurate reading. ▪ Talk about the significance of the title and events. ▪ Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns. ▪ Explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> ▪ Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently; offer contribution to discussion; raise questions; explain opinions. ▪ Securely know a range of key stories, fairy stories and traditional tales; retell them orally with confidence and without support; retell in writing. ▪ Discuss and clarify the meanings of more challenging words, using other known vocabulary to support explanation. ▪ Quickly identify when reading has not made sense, or punctuation misinterpreted; re-read and self-correct without prompting. ▪ Understand and explain how the title relates to the events or information within the text. ▪ Make inferences with confidence, on the basis of what is said and done. ▪ Make credible predictions on the basis of what has been read so far.

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Year 2

Step	8, 9, 10, 11	12-13	14-15
Assessment Milestone	Emerging	Expected	Exceeding
Word Reading	<ul style="list-style-type: none"> Regularly apply phonic knowledge and skills to decode unfamiliar words. Know and decode alternative sounds for most graphemes. Read two or more syllable words containing some common suffixes e.g. –sadness, happiness, lonely. Read a growing range of familiar common exception words, e.g. because, both, most, would, many, Mr, Mrs. Read phonically-decodable books which include the GPCs which have been taught; regularly sound out new words. 	<ul style="list-style-type: none"> Apply phonic knowledge and skills consistently to decode quickly and accurately. Decode alternative sounds for graphemes. Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly. Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix.. Read some phonically-decodable books with fluency, sound out unfamiliar words automatically. 	<ul style="list-style-type: none"> Use phonic knowledge and skills to read automatically and with fluency. Confidently and independently read words with common suffixes. Automatically read a wide range of common exception words, including all the words in Appendix 1, YR 2. Use segmenting and blending only occasionally, when required for new words.
Comprehension	<ul style="list-style-type: none"> Listen to and talk about some poems, either contemporary or classical (or both); read a few poems independently. Listen to and talk about stories, listen to what others say. Show understanding of those books at the pupil’s reading level; sometimes notice that the text doesn’t make sense; attempt to self-correct. Attempt to retell, the sequence of events in stories, sometimes using prompts or support. Infer character, and make predictions, on the basis of what is said and done e.g. infer that a character is angry when he shouts or stamps; Know that non-fiction texts are different from fiction; become familiar with using the photographs, text boxes, bullet points and other areas of the text to begin to find things out. Talk about favourite words and phrases; attempt to find out the meaning of new words. Identify rhyming words in poetry or rhyming stories. In a group, learn to recite poems (or sections of poems) learnt by heart; attempt to recite a short, simple poem independently. 	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of contemporary and classic poetry. Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say. Show understanding of texts read independently; self-correct. Discuss the sequence of events in books, and how items of information are related. Make inferences on the basis of what is said and done; predict according to what has been read so far. Discuss and express views about a range of non-fiction texts which are structured in different ways. Discuss and clarify the meaning of new words; discuss favourite words and phrases. Recognise simple recurring literary language in stories and poetry. Recite a repertoire of poems learnt by heart, using appropriate intonation. 	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of contemporary and classic poetry; able to explain viewpoint. Listen to, discuss and express views about a wide range of stories, raising questions and responding to what others say. Show clear comprehension of texts read independently; re-read and self-correct after misreading; comprehend more challenging vocabulary. Know and accurately retell a wide range of stories, both orally and in writing, adding sufficient detail. Discuss sequence of events accurately, and how items are related. Make insightful inferences and predictions on the basis of information given. Discuss and express views about a range of non-fiction texts, drawing comparisons and explaining viewpoint. Discuss and identify the meaning of new words, sometimes independently; justify favourite words and phrases. Recognise and discuss simple recurring literary language. Recite by heart a repertoire of poems, both independently in groups, using appropriate intonation to interest the audience.

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Year 3			
Step	14, 15, 16, 17	18-19	20-21
Assessment Milestone	Emerging	Expected	Exceeding
Book Reading	<ul style="list-style-type: none"> Read age-appropriate texts from those specified for YRs 3, developing in fluency with occasional support. Read a developing range of common exception words by sight, noting unusual correspondence between spelling and sound; read most common exception words in the YR 2 spelling appendix. Decode alternative sounds for a wide range of graphemes. Recognise the root and affixes of a range of words in the YR 3 spelling appendix Attempt to use appropriate intonation and volume. 	<ul style="list-style-type: none"> Read with fluency age-appropriate texts from those specified for YRs 3. Read at a speed sufficient for them to focus on understanding. Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound. Know the full range of GPCs, use phonic skills consistently and automatically for new words. Determine the meaning of new words by sometimes applying knowledge of root words and their affixes Show appropriate intonation and volume when reciting or reading aloud. 	<ul style="list-style-type: none"> Read with fluency and automaticity age-appropriate texts from those specified for YRs 3. Read at a speed sufficient for them to focus on understanding. Read almost all familiar common exception words by sight, noting unusual correspondence between spelling and sound. Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. Determine the meaning of new words by confidently applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect. Show appropriate intonation, tone, expression and volume when reciting or reading aloud.
Comprehension	<ul style="list-style-type: none"> Make choices and be able to say why those choices were made; talk about books read in and out of school. Talk about some non-fiction texts, that are structured in different ways; identify some typical features with support. Identify themes in a few books e.g. What is it mainly about? How does a fairy story often begin? Recognise one or two different forms of poetry, e.g. shape poems, free verse or narrative; recognise their difference. Draw inferences not immediately obvious from the text e.g. characters' feelings from their actions or words. Predict what might happen, with some prompting. Explain what words within texts mean; e.g. use a dictionary with guidance, to check meanings. Sometimes re-read or self-check, to make the meaning clear. Give a simple explanation of a text, showing understanding. Begin to identify how words or presentation contribute to meaning e.g. trembling=scared Find words / phrases which interest them and help them to imagine things. During book talk, ask questions to improve their understanding; take turns and listen to what others have to say. 	<ul style="list-style-type: none"> Make choices and explain preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school. Discuss a range of non-fiction texts that are structured in different ways with little support. Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences. Draw inferences and justify with evidence e.g. characters' feelings, from their actions or words. Predict what might happen from details stated and implied. Explain the meaning of words in context; use dictionaries Check the text makes sense, reading to the punctuation and usually re-reading or self-checking. Explain and discuss their understanding of the text e.g. explain events; describe a character's actions. Identify how language, structure and presentation contribute to meaning e.g. trembling=scared Discuss words and phrases that capture the reader's interest and imagination. During book talk, ask questions to improve their understanding; take turns and listen to what others have to say. 	<ul style="list-style-type: none"> Make choices and explain preferences; can name preferred authors and text types, drawing comparisons; discuss books enjoyed both in and out of school; know how to locate books in a library. Discuss a range of non-fiction texts that are structured in different ways; identify their particular characteristics confidently and without support Identify themes and conventions in a range of books e.g. identify a theme of 'poverty' or 'life cycles'; recognise the conventions of a legend or play. Recognise several different forms of poetry, such as shape poems, free verse or narrative; explain their differences of style and layout. Without prompting, draw inferences and justify with evidence e.g. characters' feelings from their actions or words. Provide credible predictions about what might happen, within the context. Explain the meaning of words in context; use dictionaries independently. Re-read automatically to ensure that the text makes sense, reading to the punctuation. Explain, with sufficient detail, their understanding of the text e.g. explain events; describe a character's actions. Identify how language, structure and presentation contribute to meaning e.g. 'threatening' means dangerous storm; use of bold font Discuss and explain vocabulary that captures the reader's imagination. During book talk, ask relevant questions to improve their understanding; take turns and build on what others have to say.

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Year 4

Step	20, 21, 22, 23	24-25	26-27
Assessment Milestone	Emerging	Expected	Exceeding
Book Reading	<ul style="list-style-type: none"> Read a range of age-appropriate text types from those specified for YRs 3 and 4, developing in fluency; with occasional support. Read a wide and developing range of common exception words by sight, noting unusual correspondence between spelling and sound. Use phonic skills of segmenting and blending for unfamiliar words. Determine the meaning of new words by sometimes applying knowledge of root words and their affixes Prepare poems and play scripts to read aloud and perform, with support; attempt to use appropriate intonation and volume. 	<ul style="list-style-type: none"> Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4. Read at a speed sufficient for them to focus on understanding. Read most common exception words, noting unusual correspondence between spelling and sound. Use phonic skills consistently and automatically for unknown words. Determine the meaning of new words by sometimes applying knowledge of root words and their affixes Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud. 	<ul style="list-style-type: none"> Read with fluency and automaticity a range of age-appropriate text types from those specified for YRs 3 and 4 Read almost all common exception words automatically, noting unusual correspondence between spelling and sound. Use phonic skills automatically where relevant, to address unfamiliar or challenging words. Determine the meaning of new words by confidently applying knowledge of root words and their affixes Independently or in small groups, prepare poems and play scripts to read aloud and perform. Show appropriate intonation, tone, expression and volume when reciting or reading aloud.
Comprehension	<ul style="list-style-type: none"> Listen to, and talk about a range of fiction, poetry and plays - sometimes at a level beyond that which they can read independently. Listen to and talk about some non-fiction books; identify some typical features & how presentation helps the reader Identify themes in a range of books e.g. identify a theme of 'wintry settings'; begin to recognise the conventions of a legend or play; Recognise different forms of poetry, such as shape poems, free verse or narrative; recognise their differences. Draw inferences not immediately obvious from the text e.g. characters' feelings, thoughts and motives. Predict what might happen, sometimes independently. Explain what words mean; use a dictionary with help Sometimes re-read or self-check, to make the meaning clear. Show understanding through simple explanation of text Find and record information independently; with support. Begin to identify how words or presentation contribute to meaning e.g. 'angry' clouds; use of introduction Pick out words and phrases which interest them and help them to imagine things. During book talk, ask questions to improve their understanding; take turns and listen to what others have to say. 	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of fiction, poetry and plays. Begin to justify comments. Listen to and discuss a range of non-fiction books; recognise typical presentational features & how information is sign posted for the reader. Identify themes and conventions in a range of books e.g. identify a theme of 'recycling'; recognise the conventions of a myth or play script. Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences. Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons. Predict what might credibly happen from details stated and implied. Explain the meaning of words in context; use dictionaries Check the text makes sense, reading to the punctuation and habitually re-reading and self-correcting. Explain and discuss their understanding of the text, identify and summarise main ideas drawn from more than one paragraph Retrieve and record information from non-fiction texts. Identify how language, structure and presentation contribute to meaning e.g. 'threatening' storm; use of introduction, use of paragraphs Discuss words and phrases that capture the reader's interest and imagination. During book talk, ask relevant questions to improve their understanding; take turns and build on what others have to say. 	<ul style="list-style-type: none"> Listen to, discuss, express and justify views about a wide range of fiction, poetry and plays. Listen to and discuss a range of non-fiction books; identify their particular characteristics confidently and independently; identify typical presentational features. Independently or in groups, identify themes and conventions in a range of books. Make comparisons. Recognise, compare and evaluate several different forms of poetry. Without prompting, draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Provide credible and insightful predictions about what might happen. Explain the precise meaning of words in context; use dictionaries independently. Re-read automatically to ensure that the text makes sense, reading to the punctuation. Provide explanations which show their high level of understanding of the text. Confidently identify and summarise main ideas drawn from more than one paragraph. Retrieve and record information competently from non-fiction texts. Identify how language, structure and presentation contribute to meaning. Discuss and precisely explain vocabulary that captures the reader's imagination. During book talk, ask relevant questions to improve their understanding; take turns and build on what others have to say.

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Year 5			
Step	26, 27, 28, 29	30-31	32-33
Assessment Milestone	Emerging	Expected	Exceeding
Book Reading	<ul style="list-style-type: none"> ▪ Read a range of age-appropriate text types from those specified for YRs 5 and 6. Read at a speed sufficient for them to focus on understanding. ▪ Read most common exception words, noting unusual correspondence between spelling and sound. ▪ Decode alternative sounds for a wide range of graphemes. Use phonic skills of segmenting and blending to address unfamiliar words. ▪ Determine the meaning of new words by sometimes applying knowledge of root words. ▪ Prepare poems and play scripts to read aloud and perform. Use appropriate intonation and volume when reciting or reading aloud. 	<ul style="list-style-type: none"> • Fluently read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. • Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception. • Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough. • Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. 	<ul style="list-style-type: none"> • Fluently and effortlessly read a wide range of age-appropriate texts from some of the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. • Determine with confidence the meaning of new words by applying morphological knowledge of root words and affixes from the YR 5-6 spelling appendix. • With little guidance, use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.
Comprehension	<ul style="list-style-type: none"> • Be familiar with some of the text types specified in the YR 5-6 programme of study. • Recommend books they have read to their peers, being able to say why those choices were made. • Identify the main themes and conventions in several genres e.g. 'suspense' in a story; 'goodbyes' in a poem; use of first person in diary-writing. • Recite age-appropriate poetry which has been learned by heart, with some success. • Attempt to explain the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs. • Discuss how authors use language, including figurative language (e.g. simile, imagery) and attempt to explain its effect. • Ask questions during discussion, to improve understanding. • Make comparisons within texts; begin to compare across texts e.g. contrasting poems. • Draw inferences and begin to justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make credible predictions. • Begin to distinguish fact from opinion; understand the difference. • Summarise main ideas from more than one paragraph, with guidance, identifying key details which support these. • Participate in discussion about books, expressing opinions, building on others' ideas. 	<ul style="list-style-type: none"> • Read and enjoy a growing repertoire of texts, both fiction and non-fiction. • Recommend books they have read to their peers, giving reasons. • Discuss and comment on themes and conventions in a variety of genres. • Read and recite age-appropriate poetry which has been learned by heart. • Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs. • Discuss their understanding of the meaning of words in context, finding other words which are similar. • Readily ask questions to enhance understanding. • Make comparisons within and across texts e.g. compare two ghost stories. • Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions. • Distinguish fact from opinion with some success. • Retrieve, record and present information from non-fiction texts. • Summarise main ideas from more than one paragraph, identifying key details which support these. • Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. • Explain what they know or have read, including through formal presentation and debates, using notes where necessary. 	<ul style="list-style-type: none"> • Identify confidently many of the text types specified in the YR 5-6 programme of study. • Competently recommend books to their peers, giving substantiated reasons. • Explain and comment on the purpose of the language, structure and presentation of texts, clearly understanding how they contribute to meaning. • Discuss their understanding of the meaning of challenging vocabulary in context. • Discuss and evaluate how authors use language, including figurative language (e.g. simile, metaphor, imagery) and its effect on the reader. • Readily ask pertinent questions to enhance understanding. • Make comparisons within and across texts e.g. compare two works by one author. • Draw inferences and justify these with evidence from the text e.g. explain how and why a character's feelings changed, how they know this; make considered predictions. • Distinguish fact from opinion, with an awareness of ambiguity. • Retrieve, record and present information from non-fiction texts. • Summarise main ideas from more than one paragraph, identifying key details which support these. • Participate confidently in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. • Explain what they know or have read, including through formal presentation and debates, using notes where necessary.

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Year 6

Step	32, 33, 34, 35	36-37	38-39
Assessment Milestone	Emerging	Expected	Exceeding
Book Reading	<ul style="list-style-type: none"> Read independently and with some fluency, a range of age-appropriate texts from those specified in the YR 5-6 programme of study. Determine the meaning of new words by applying morphological knowledge of some root words and affixes e.g. possible/possibly; prefer/prefering; confident/confidence. With occasional guidance, use appropriate intonation, tone and volume when reciting and reading aloud to an audience. 	<ul style="list-style-type: none"> Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence. Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. 	<ul style="list-style-type: none"> Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage. Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. tolerance, substantial. Able to pronounce homophones or near homophones appropriately e.g. advice/advise; prophecy/prophesy. Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.
Comprehension	<ul style="list-style-type: none"> Read and enjoy a growing repertoire of texts, both fiction and non-fiction. Form reading preferences; be able to recommend some to peers, giving reasons for choices. With guidance initially, identify and comment on themes and conventions across some text types. Read and recite some age-appropriate poetry which has been learned by heart. Identify the kind of language typical in some text types; also the structural and presentation features e.g. sub-headings and bullet points; how a letter is set out. Develop the ability to explain its use. Show, discuss and explore their understanding of the meaning of vocabulary in context. Explain challenging words by using other known words. Discuss the effect of language, including some of the following: simile, metaphor, imagery; personification. Readily ask questions to enhance understanding. Make comparisons within texts; attempt comparisons across texts. Draw inferences such as characters' feelings, thoughts and motives; develop the habit of using textual evidence to support comments; make predictions. Sort fact from opinion with some success. Retrieve, record and present information from non-fiction texts. Find key words or information. With guidance, form a simple summary across several paragraphs. Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. Develop the ability to explain 	<ul style="list-style-type: none"> Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction. Recommend books to others, giving reasons for their choices; state preferences. Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use. Demonstrate that they have learned a wide range of poetry by heart. Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning. Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context. Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification. During discussion, ask pertinent questions to enhance understanding. Make accurate and appropriate comparisons within and across different texts. Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text. Distinguish between fact and opinion. Retrieve, record and present information from non-fiction texts. Identify key details which support main ideas; summarise content drawn from more than one paragraph. Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. 	<ul style="list-style-type: none"> Demonstrate a positive attitude by frequently reading a wide range of highly challenging or sophisticated texts, both fiction and non-fiction. Recommend books to their peers, giving detailed reasons for their choices; state and substantiate reading preferences. Accurately and independently identify and comment on the features, themes and conventions across a range of writing, including more obscure or underlying themes. Identify language, structural and presentational features in texts (e.g. idiom, rhetoric, imagery, sub-plots, sentence structures which mimic content) and explain how they contribute to meaning. Use contextual evidence to further explore the text; identify finer meanings of words; discuss and explore their understanding of challenging vocabulary. Identify the effect of figurative language; explain and evaluate its effect e.g. impact of a phrase on the reader; suitability of a chosen simile; personification. Ask probing questions to enhance understanding; pose hypotheses. Draw inferences including hidden meanings or plays on words; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text. Distinguish between fact and opinion; discuss ambiguity between the two. Retrieve, record and present information from non-fiction texts, independently and creatively. Confidently summarise content drawn from more than one paragraph. Participate in discussion about books, expressing and justifying opinions, building ideas and challenging others' views courteously. Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.