

NC2014 READING LIST

OBJECTIVES and CHILD SPEAK TARGETS

READING Key Stage 1 Year 1

Key Stage	Strand	Objective	Child Speak Target	Notes
KS 1 Y1	Word			
KS 1 Y1	Word	Apply phonic knowledge and skills as the route to decode words.	<i>I can read words by breaking them down into sounds.</i>	
KS 1 Y1	Word	[KEY] Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	<i>I quickly read my given letters or groups of letters.</i>	
KS 1 Y1	Word	[KEY] Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	<i>I read new words by blending letter sounds together.</i>	
KS 1 Y1	Word	[KEY] Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	<i>I can read some unusual words.</i>	
KS 1 Y1	Word	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.	<i>I know how to read my word list words including words ending in -s, -es, -ing, -ed, -er and -est.</i>	
KS 1 Y1	Word	Read other words of more than one syllable that contain taught GPCs.	<i>I can correctly read the longer words in my word list.</i>	
KS 1 Y1	Word	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).	<i>I can read words that contain missing letters such as I'm, I'll, and we'll.</i>	
KS 1 Y1	Word	[KEY] Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	<i>I correctly read aloud the words from my book.</i>	
KS 1 Y1	Word	Re-read these books to build up their fluency and confidence in word reading.	<i>I re-read my books so that I become a better reader.</i>	
KS 1 Y1	Comprehension			
KS 1 Y1	Comprehension	[KEY] Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	<i>I listen and discuss what I have read, including poems, stories and non-fiction books.</i>	
KS 1 Y1	Comprehension	Being encouraged to link what they read or hear read to their own experiences.	<i>When I read, I can tell you of similar things that have happened to me.</i>	

KS 1 Y1	Comprehension	[KEY] Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	<i>I can tell you about some special stories we have worked on in class and even re-tell them to my teacher.</i>	
KS 1 Y1	Comprehension	Recognising and joining in with predictable phrases.	<i>I like to join in with the class at special times of a story when the teacher is telling certain stories.</i>	
KS 1 Y1	Comprehension	Learning to appreciate rhymes and poems, and to recite some by heart.	<i>I have learned some rhymes or poems.</i>	
KS 1 Y1	Comprehension	Discussing word meanings, linking new meanings to those already known.	<i>I discuss what words mean.</i>	
KS 1 Y1	Comprehension	Drawing on what they already know or on background information and vocabulary provided by the teacher.	<i>I understand the books I can read.</i>	
KS 1 Y1	Comprehension	[KEY] Checking that the text makes sense to them as they read and correcting inaccurate reading.	<i>I check what I am reading makes sense as I am reading through it.</i>	
KS 1 Y1	Comprehension	[KEY] Discussing the significance of the title and events.	<i>I discuss the titles and events from the books I read.</i>	
KS 1 Y1	Comprehension	Making inferences on the basis of what is being said and done.	<i>I can tell you about why a character does or says some things.</i>	
KS 1 Y1	Comprehension	[KEY] Predicting what might happen on the basis of what has been read so far.	<i>I like to predict what happens next based on what I have read so far.</i>	
KS 1 Y1	Comprehension	Participate in discussion about what is read to them, taking turns and listening to what others say.	<i>I take turns to listen and discuss when I am in a group.</i>	
KS 1 Y1	Comprehension	Explain clearly their understanding of what is read to them.	<i>I can explain what has happened in the story someone has just read to me.</i>	

READING Key Stage 1 Year 2

Key Stage	Strand	Objective	Child Speak Target	Notes
KS 1 Y2	Word			
KS 1 Y2	Word	[ES] Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	<i>I can read words quickly because I know how to sound out all parts of a word.</i>	
KS 1 Y2	Word	[ES] [KEY] Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	<i>I read by blending together the sounds I know and can read out within a word.</i>	
KS 1 Y2	Word	[ES] [KEY] Read accurately words of two or more syllables that contain the same graphemes as above.	<i>I can read words with two or three syllables.</i>	
KS 1 Y2	Word	[ES] Read words containing common suffixes.	<i>I can read words with common word endings, such as -ing and -ed.</i>	
KS 1 Y2	Word	[ES] Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	<i>I can read a range of unusual words from our word lists.</i>	
KS 1 Y2	Word	[ES] [KEY] Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	<i>I can read most words quickly and accurately.</i>	
KS 1 Y2	Word	[KEY] Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	<i>When I see a word I have not read before, I can sound out the word without help from an adult.</i>	
KS 1 Y2	Word	[KEY] Re-read these books to build up their fluency and confidence in word reading.	<i>When I re-read my books, I become better and better at reading the text.</i>	
KS 1 Y2	Comprehension			
KS 1 Y2	Comprehension	[KEY] Listening to, discussing and expressing 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.	<i>I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.</i>	
KS 1 Y2	Comprehension	[KEY] Discussing the sequence of events in books and how items of information are related.	<i>When I read, I am able to tell you about things in the order they happen and if they are connected.</i>	
KS 1 Y2	Comprehension	[KEY] Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	<i>I can tell you about all the different stories I have read.</i>	
KS 1 Y2	Comprehension	[KEY] Being introduced to non-fiction books that are structured in different ways.	<i>I enjoy finding out about non-fiction books and how they are set out.</i>	

KS 1 Y2	Comprehension	Recognising simple recurring literary language in stories and poetry.	<i>I can recognise simple language patterns in stories and poems.</i>	
KS 1 Y2	Comprehension	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.	<i>I discuss the meaning of words.</i>	
KS 1 Y2	Comprehension	Discussing their favourite words and phrases.	<i>I am happy to tell you my favourite words and phrases from my reading.</i>	
KS 1 Y2	Comprehension	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	<i>I can say out loud a number of poems I have learnt.</i>	
KS 1 Y2	Comprehension	Drawing on what they already know or on background information and vocabulary provided by the teacher.	<i>I understand the books I can read.</i>	
KS 1 Y2	Comprehension	[ES] [KEY] Checking that the text makes sense to them as they read and correcting inaccurate reading.	<i>I check what I am reading makes sense as I read through it.</i>	
KS 1 Y2	Comprehension	[ES] Making inferences on the basis of what is being said and done.	<i>I can tell you why certain things happen in a book or why a character says the things they do.</i>	
KS 1 Y2	Comprehension	[ES] [KEY] Answering and asking questions.	<i>I can answer and ask questions about what I have read.</i>	
KS 1 Y2	Comprehension	[KEY] Predicting what might happen on the basis of what has been read so far.	<i>I like to guess what happens next in a story, using what I already know has gone on before.</i>	
KS 1 Y2	Comprehension	[KEY] Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.	<i>I take turns to discuss and listen to others about what I have read.</i>	
KS 1 Y2	Comprehension	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	<i>I can explain and discuss what has happened in books that either I have read or have been read to me.</i>	

READING Key Stage 2 Year 3

Key Stage	Strand	Objective	Child Speak Target	Notes
KS 2 Y3	Word			
KS 2 Y3	Word	Apply their improving knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	<i>I can use my existing knowledge to help myself read aloud.</i>	
KS 2 Y3	Word	[KEY] Beginning to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<i>I am aware that some words sound different to how they are spelt.</i>	
KS 2 Y3	Comprehension			
KS 2 Y3	Comprehension	[KEY] Listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<i>I have understood a range of texts I have read.</i>	
KS 2 Y3	Comprehension	Reading books that are structured in some different ways and reading for a range of purposes.	<i>I am able to choose from a range of books to find the information I require.</i>	
KS 2 Y3	Comprehension	[KEY] Beginning to use dictionaries to check the meaning of words that they have read.	<i>I use a dictionary to check the meaning of words.</i>	
KS 2 Y3	Comprehension	Increasing their familiarity with a range of books, including fairy stories, myths and legends, and retelling some of these orally.	<i>I can talk about some different types of stories I have read.</i>	
KS 2 Y3	Comprehension	[KEY] Identifying themes and conventions in a range of books.	<i>I can identify some themes in a range of books I read.</i>	
KS 2 Y3	Comprehension	Preparing poems and play scripts to read aloud and to perform, increasingly showing understanding through intonation, tone, volume and action.	<i>I will perform poems and play scripts to read aloud.</i>	
KS 2 Y3	Comprehension	Discussing some words and phrases that capture the reader's interest and imagination.	<i>I will discuss words and phrases that interest me.</i>	
KS 2 Y3	Comprehension	Beginning to recognise some different forms of poetry [for example, free verse, narrative poetry].	<i>I know that poetry comes in different forms.</i>	
KS 2 Y3	Comprehension	Beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	<i>I think about what I read to make sure I understand it and it makes sense.</i>	
KS 2 Y3	Comprehension	Asking simple questions to improve their understanding of a text.	<i>I ask questions about a text or book.</i>	
KS 2 Y3	Comprehension	[KEY] Drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	<i>I know a character does certain things because of how the character is feeling or what has happened to them in the story.</i>	

KS 2 Y3	Comprehension	[KEY] Beginning to predict what might happen from details stated and implied [based on content, simple themes or text types].	<i>I can predict events in stories from what has happened up to now.</i>	
KS 2 Y3	Comprehension	Beginning to identify main ideas drawn from more than one paragraph and summarising these.	<i>I can tell what the main ideas are from reading a number of paragraphs.</i>	
KS 2 Y3	Comprehension	Beginning to identify how language, structure, and presentation contribute to meaning.	<i>I can see that books are set out in ways that help the reader to read the texts.</i>	
KS 2 Y3	Comprehension	[KEY] Retrieve and record simple information from non-fiction.	<i>I can use non-fiction books to find information.</i>	
KS 2 Y3	Comprehension	Participate with support 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.	<i>I can take turns when discussing books I have read.</i>	

READING Key Stage 2 Year 4

Key Stage	Strand	Objective	Child Speak Target	Notes
KS 2 Y4	Word			
KS 2 Y4	Word	[KEY] Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	<i>I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.</i>	
KS 2 Y4	Word	[KEY] Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<i>I am aware that some words sound different to how they are spelt.</i>	
KS 2 Y4	Comprehension			
KS 2 Y4	Comprehension	[KEY] Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<i>I can show you I have understood an increasing wide range of texts I have read.</i>	
KS 2 Y4	Comprehension	Reading books that are structured in different ways and reading for a range of purposes.	<i>I am able to choose from a range of books that are set out differently but give me the information I require.</i>	
KS 2 Y4	Comprehension	[KEY] Using dictionaries to check the meaning of words that they have read.	<i>I can use a dictionary to check the meaning of new words.</i>	
KS 2 Y4	Comprehension	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	<i>I can talk about different types of stories I have read.</i>	
KS 2 Y4	Comprehension	[KEY] Identifying themes and conventions in a wide range of books.	<i>I can identify different themes and conventions in a wide range of books I read.</i>	
KS 2 Y4	Comprehension	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	<i>I will perform poems and play scripts to read aloud to keep the listener interested.</i>	
KS 2 Y4	Comprehension	Discussing words and phrases that capture the reader's interest and imagination.	<i>I will discuss words and phrases that interest me.</i>	
KS 2 Y4	Comprehension	Recognising some different forms of poetry [for example, free verse, narrative poetry].	<i>I can recognise different types of poetry.</i>	
KS 2 Y4	Comprehension	[KEY] Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	<i>I check what I have read to ensure it makes sense.</i>	
KS 2 Y4	Comprehension	Asking questions to improve their understanding of a text.	<i>I ask questions to help me understand more about a book.</i>	
KS 2 Y4	Comprehension	[KEY] Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	<i>I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.</i>	
KS 2 Y4	Comprehension	[KEY] Predicting what might happen from details stated and implied	<i>I can predict events in stories from what I have read.</i>	

		[based on content, simple themes or text types].		
KS 2 Y4	Comprehension	[KEY] Identifying main ideas drawn from more than one paragraph and summarising these.	<i>I can tell what the main ideas in a book are from reading a number of paragraphs.</i>	
KS 2 Y4	Comprehension	Identifying how language, structure, and presentation contribute to meaning.	<i>I understand that the way books are set out help the reader to identify the meaning.</i>	
KS 2 Y4	Comprehension	[KEY] Retrieve and record information from non-fiction.	<i>I can use non-fiction books to find out about things.</i>	
KS 2 Y4	Comprehension	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.	<i>I can take turns when discussing books I have read, or had read to me and listen to what others have to say.</i>	

READING Key Stage 2 Year 5

Key Stage	Strand	Objective	Child Speak Target	Notes
KS 2 Y5	Word			
KS 2 Y5	Word	[KEY] Apply their initial knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	<i>I use some of the words and word parts that understand already to think about what new words mean and sound like.</i>	
KS 2 Y5	Comprehension			
KS 2 Y5	Comprehension	Continuing to read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<i>I read and discuss a range of fiction, poetry, plays, non-fiction and reference books.</i>	
KS 2 Y5	Comprehension	Reading books that are structured for a range of purposes.	<i>I understand books are set out in different ways for different purposes.</i>	
KS 2 Y5	Comprehension	[KEY] Increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	<i>I am becoming familiar with a range of books.</i>	
KS 2 Y5	Comprehension	Recommending books that they have read to their peers, beginning to give reasons for their choices.	<i>I recommend books I have read to my friends.</i>	
KS 2 Y5	Comprehension	Identifying and discussing themes and conventions in and across a range of writing.	<i>I am able to identify and discuss themes across a range of writing.</i>	
KS 2 Y5	Comprehension	Beginning to make comparisons within and across books.	<i>I can make simple comparisons across books I have read.</i>	
KS 2 Y5	Comprehension	Learning a range of poetry by heart.	<i>I have learnt a few poems by heart.</i>	
KS 2 Y5	Comprehension	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.	<i>I am able to read aloud and perform poems and plays.</i>	
KS 2 Y5	Comprehension	[KEY] Checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.	<i>I check my understanding of a text through discussion and exploring the meaning of words.</i>	
KS 2 Y5	Comprehension	Beginning to ask questions to improve their understanding.	<i>I can ask questions about what I have read.</i>	
KS 2 Y5	Comprehension	Beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	<i>I can see that characters do the things they do because of their feelings.</i>	
KS 2 Y5	Comprehension	Beginning to predict what might happen from details stated and implied [based on challenging texts, themes, conventions and knowledge about the author or genres].	<i>I can predict what may happen in a story by thinking about what has happened up to now.</i>	

KS 2 Y5	Comprehension	[KEY] Beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	<i>I am able to make simple summaries of a given number of paragraphs I have read.</i>	
KS 2 Y5	Comprehension	Beginning to identify how language, structure and presentation contribute to meaning.	<i>I can show how words, phrases and structure all contribute to make different meanings in texts I read.</i>	
KS 2 Y5	Comprehension	Beginning to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	<i>I know authors use words or phrases which will have impact on a reader.</i>	
KS 2 Y5	Comprehension	Beginning to distinguish between statements of fact and opinion.	<i>I know the difference between a fact and an opinion.</i>	
KS 2 Y5	Comprehension	[KEY] Beginning to retrieve, record and present information from non-fiction.	<i>I can find and make notes on information from non-fiction.</i>	
KS 2 Y5	Comprehension	[KEY] Begin to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	<i>I am beginning to participate in discussions about books I have read by listening to others' ideas.</i>	
KS 2 Y5	Comprehension	Beginning to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and beginning to use notes where necessary.	<i>I can debate topics I have read about.</i>	
KS 2 Y5	Comprehension	[KEY] Beginning to provide reasoned justifications for their views.	<i>I am able to explain my views.</i>	

READING Key Stage 2 Year 6

Key Stage	Strand	Objective	Child Speak Target	Notes
KS 2 Y6	Word			
KS 2 Y6	Word	[ES] [KEY] Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	<i>I use the words and word parts that I can read and understand already to think about what new words mean and sound like.</i>	
KS 2 Y6	Comprehension			
KS 2 Y6	Comprehension	[ES] Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<i>I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.</i>	
KS 2 Y6	Comprehension	[ES] Reading books that are structured in different ways and reading for a range of purposes.	<i>I understand what I read, even though books are set out in different ways and are written for different purposes.</i>	
KS 2 Y6	Comprehension	[ES] [KEY] Increasing 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.	<i>I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.</i>	
KS 2 Y6	Comprehension	Recommending books that they have read to their peers, giving reasons for their choices.	<i>I like to recommend books I have read to my friends.</i>	
KS 2 Y6	Comprehension	Identifying and discussing themes and conventions in and across a wide range of writing.	<i>I am able to identify and discuss themes and conventions in and across a wide range of writing.</i>	
KS 2 Y6	Comprehension	[ES] Making comparisons within and across books.	<i>I can make comparisons within and across books I have read.</i>	
KS 2 Y6	Comprehension	Learning a wider range of poetry by heart.	<i>I have learnt a wider range of poems by heart.</i>	
KS 2 Y6	Comprehension	[ES] 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.	<i>I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.</i>	
KS 2 Y6	Comprehension	[ES] [KEY] Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	<i>I check my understanding of books I have read through discussion and exploring the meaning of words.</i>	
KS 2 Y6	Comprehension	Asking questions to improve their understanding.	<i>I can ask questions about what I have read to further improve my understanding.</i>	
KS 2 Y6	Comprehension	[ES] Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	<i>I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.</i>	
KS 2 Y6	Comprehension	[ES] Predicting what might happen from details stated and implied [based	<i>From my reading, I can predict what may happen in a story from</i>	

		on more challenging texts, themes, conventions and knowledge about the author or genres].	<i>details given and suggested in the text.</i>	
KS 2 Y6	Comprehension	[ES] [KEY] Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	<i>I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.</i>	
KS 2 Y6	Comprehension	[ES] Identifying how language, structure and presentation contribute to meaning.	<i>I can show how language, structure and presentation all contribute to meaning in texts I read.</i>	
KS 2 Y6	Comprehension	[ES] Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	<i>I know authors use particular language which will have impact on me, the reader.</i>	
KS 2 Y6	Comprehension	Distinguish between statements of fact and opinion.	<i>I can distinguish between statements of fact and opinion.</i>	
KS 2 Y6	Comprehension	[ES] [KEY] Retrieve, record and present information from non-fiction.	<i>I can retrieve, record and present information from non-fiction.</i>	
KS 2 Y6	Comprehension	[KEY] Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	<i>I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.</i>	
KS 2 Y6	Comprehension	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	<i>I can present or debate on topics I have read about, using notes if necessary.</i>	
KS 2 Y6	Comprehension	[ES] [KEY] Provide reasoned justifications for their views.	<i>I am able to justify my views.</i>	

READING Key Stage 3 Year 7,8,9

Key Stage	Strand	Objective	Child Speak Target	Notes
KS 3 Y7,8,9	Comprehension			
KS 3 Y7,8,9	Comprehension	Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.		
KS 3 Y7,8,9	Comprehension	Choosing and reading books independently for challenge, interest and enjoyment.		
KS 3 Y7,8,9	Comprehension	Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.		
KS 3 Y7,8,9	Comprehension	Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.		
KS 3 Y7,8,9	Comprehension	Making inferences and referring to evidence in the text.		
KS 3 Y7,8,9	Comprehension	Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.		
KS 3 Y7,8,9	Comprehension	Checking their understanding to make sure that what they read makes sense.		
KS 3 Y7,8,9	Comprehension	Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.		
KS 3 Y7,8,9	Comprehension	Recognising a range of poetic conventions and understanding how these have been used.		
KS 3 Y7,8,9	Comprehension	Studying setting, plot, and characterisation, and the effects of these.		
KS 3 Y7,8,9	Comprehension	Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.		
KS 3 Y7,8,9	Comprehension	Making critical comparisons across texts.		
KS 3 Y7,8,9	Comprehension	Studying a range of authors, including at least two authors in depth each year.		