

White Hall Academy Progression of Skills document 2019-2020

Reading

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonological awareness	Decode	Decode	Decode	Decode	Decode	Decode
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
<p>Can continue a rhyming string</p> <p>Can hear and say the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p><i>I can find words that rhyme together.</i></p> <p><i>I can hear the first sound in a word and find other words that start with that sound.</i></p> <p><i>I can hear all the sounds in a word.</i></p>	<p>Use phonics and skills as the route to decode words</p> <p>Respond speedily with the correct sounds to graphemes for all 40+ phonemes, including alternative sounds for graphemes.</p> <p><i>I can use phonics as my main strategy to read words.</i></p> <p><i>I can quickly remember all of the letters and sounds taught in Year 1.</i></p> <p>Read polysyllabic words containing known GPCs, and words containing taught GPCs and the -s, -es, -ing, -ed, -er, and -est endings</p> <p><i>I can use strategies like 'chunking' to read longer words, recognising the</i></p>	<p>Continue to apply phonic knowledge and skills as the main route to decode until automatic decoding has become embedded and reading and fluent.</p> <p>Read accurately by blending without overtly sounding and blending, including alternative sounds for graphemes.</p> <p><i>I can use my phonics to read most words without stopping to work them out.</i></p> <p>Read words with two or more syllables when these read known phoneme-grapheme correspondences, including when these contain common suffixes, including -ment, -ness, -ful, -less, and -ly.</p> <p><i>I can use my</i></p>	<p>Begin to take note of punctuation when reading, especially in longer sentences.</p> <p>Realise when things don't make sense and start to repeat phrases/sentences for clarity.</p> <p><i>I can independently take note of punctuation and use it to help me to read by building in pauses.</i></p> <p><i>I can stop and reread passages of text again when they don't make sense.</i></p> <p>Start, after repeated readings of a text, to read with improved prosody.</p> <p><i>I can read with more expression at the end of a week of working with a text in group reading.</i></p> <p>Start to use</p>	<p>Take note of punctuation when reading, especially in longer sentences.</p> <p>Realise when things don't make sense and start to repeat phrases/sentences for clarity.</p> <p><i>I can independently take note of punctuation and use it to help me to read by building in pauses.</i></p> <p><i>I can stop and reread passages of text again when they don't make sense.</i></p> <p>Read with improved prosody after repeated readings during group reading lessons.</p> <p><i>I can read with more expression at the end of a week of working with a text in group reading.</i></p>	<p>Respond to, and explain, the uses of punctuation in a text.</p> <p>Reads with a degree of prosody (expressiveness) including upon the initial reading of a text.</p> <p><i>I can read a group reading text at the end of the week without stopping at any words and with some expression.</i></p> <p><i>I always pay attention to the punctuation in a text and pause when I need to.</i></p> <p>Start to use knowledge of etymology and morphology to read aloud and to understand the meaning of new words they meet. This includes prefixes</p>	<p>Reads with fluency and intonation across a wide range of texts.</p> <p><i>I can read a group reading text at the end of the week without hesitating at any words, paying close attention to punctuation, and with expression.</i></p> <p>Sustains silent reading for long periods for long periods for research and enjoyment.</p> <p><i>I can focus during SQUIRT reading for around 20 minutes.</i></p> <p>Use knowledge of etymology and morphology to read aloud and to understand the meaning of new words they meet. This includes prefixes and suffixes taught in the year.</p>

	<p>common endings to some words.</p> <p>Read words with contractions and understand that the apostrophe represents the omitted letter(s) I can understand that apostrophes stand in for missing letters when two words are joined together into one.</p> <p>Read aloud accurately books consistent with their developing phonics knowledge that do not require other strategies to decode words. I can read my phonics book to an adult out loud.</p> <p>Start to develop techniques to increase reading fluency and confidence with a text over a week as a class. I can read my phonics book more than once to become more confident with it.</p>	<p>knowledge of common endings to words to help me to read them quickly.</p> <p>I can use my knowledge of phonics to read longer words quickly and confidently.</p> <p>Confidently read polysyllabic words that contain known phoneme –grapheme correspondences. Correct inaccurate reading if it doesn't make sense. I can confidently read longer words using my phonics. When something doesn't make sense, I can go back to check.</p> <p>Develop confidence in developing fluency with a text over a week, both as a class and with a partner. I can read the week's group reading text with more expression and without stopping to sound or blend words out after practising my fluency.</p>	<p>knowledge of etymology and morphology to read aloud and to understand the meaning of new words they meet. This includes prefixes and suffixes taught in the year, and root words from the year 3 and 4 word list. I can use my knowledge of root words, prefixes and suffixes to read words and to work out what they might mean.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. I can read more words that are spelled unusually.</p>	<p>Use knowledge of etymology and morphology to read aloud and to understand the meaning of new words they meet. This includes prefixes and suffixes taught in the year. This includes prefixes and suffixes taught in the year, and root words from the year 3 and 4 word list. I can use my knowledge of root words, prefixes and suffixes to read words and to work out what they might mean.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. I can read more words that are spelled unusually.</p>	<p>and suffixes taught in the year, and root words from the year 5 and 6 word list. I can use my knowledge of root words, prefixes and suffixes to read words and to work out what they might mean.</p>	<p>This includes prefixes and suffixes taught in the year, and root words from the year 5 and 6 word list. I can use my knowledge of root words, prefixes and suffixes to read words and to work out what they might mean.</p>
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	<p>I can use strategies like echo and choral reading with the rest of the class to become more fluent with a group reading text over a week.</p> <p>Read common exception words in the <i>Letters and Sounds</i> program that contain unusual GPCs, and notice the unusual correspondences between spelling and sound where these occur in the word. I can read the Year 1 tricky words and can start to see what makes them 'tricky'.</p>	<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>I can confidently read my reading book to an adult, even when these have words I have not seen before</p> <p>Read even more common exception words from the Year 2 list, and can more confidently note the unusual correspondences between spelling and sound and where these occur in the word. I can read the Year 1 tricky words and can start to see what makes them 'tricky'.</p>				
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phoneme-Grapheme correspondences	Define	Define	Define	Define	Define	Define
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2

<p>Knows the letters that represent some of the sounds that they hear in words when segmenting (phase 2 and some of phase 3 Letters and Sounds) I can choose some letters that make the sounds I can hear in words.</p> <p>Begin to read words and simple sentences that are phonologically regular, along with some common irregular words. I can read short sentences with my phonics.</p>	<p>Discuss what words mean, and make links between new meanings and those already known. I can talk to adults and other children about what new words mean, and use the words that I already know to help me.</p>	<p>Stop and clarify the meaning of words if something hasn't been understood when reading. Discuss and work out possible meanings in groups. I can talk to adults and children about what new words mean.</p> <p>I can use words I already know to help me make links and work out the meaning.</p>	<p>Start to use a range of different strategies to work out unknown words – including words within words and using context. Able to discuss their understanding of the meanings of words. I can make good guesses about what a new word might mean based on my understanding of the rest of the sentence as a whole, and by spotting words within the word.</p> <p>I can start to talk about the meanings of new words from a text and how I worked them out.</p> <p>Start to use a dictionary with support and then individually to look up the meanings of words. I can use my knowledge of the alphabet to find words in the dictionary, and with some help I can then use the definition to</p>	<p>Use a range of different strategies to work out unknown words in age-appropriate texts – including words within words and using context. Able to discuss their understanding of the meanings of words. I can make good guesses about what a new word might mean based on my understanding of the rest of the sentence as a whole, and by spotting words within the word.</p> <p>I can confidently talk about the meanings of new words from a text and how I worked them out.</p> <p>Start to use a dictionary in pairs and independently and then individually to look up the meanings of words. I can use my knowledge of the alphabet to find words in the dictionary, and I can</p>	<p>Use a wide variety of self-help strategies to independently find and discuss the meanings of words in age-appropriate texts, including using a dictionary, finding words within words or related words within the text. I can make good guesses about what a new word might mean based on my understanding of the rest of the sentence as a whole, and by spotting words within the word.</p> <p>I can confidently talk about the meanings of new words from a text and how I worked them out.</p> <p>Checks that the book makes sense to them, and discusses their understanding. Asks questions in order to improve their understanding. I can discuss ask questions to my peers and adults about the</p>	<p>Use a wide variety of self-help strategies to independently find and discuss the meanings of words in age-appropriate texts, including using a dictionary, finding words within words or related words within the text. I can make good guesses about what a new word might mean based on my understanding of the rest of the sentence as a whole, and by spotting words within the word.</p> <p>I can confidently talk about the meanings of new words from a text and how I worked them out.</p> <p>Checks that the book makes sense to them, and discusses their understanding. Asks questions in order to improve their understanding. I can discuss ask questions to my peers and adults about the</p>
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			work out what the word means.	then use the definition to work out what the word means.	meaning of words, characters, or to ask for background information to a story. This helps me to show my understanding of a text, and to learn more what I have been reading.	meaning of words, characters, or to ask for background information to a story. This helps me to show my understanding of a text, and to learn more what I have been reading.
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Experience of books	Sequence and Retrieve	Sequence and Retrieve	Summarise and Retrieve	Summarise and Retrieve	Summarise and Retrieve	Summarise and Retrieve
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
<p>Use vocabulary and forms of speech that are increasingly influenced by books that the child has come across. <i>I can use words that I have heard when listening to a grown-up read to me.</i></p> <p>Knows that information can be retrieved from books and from computers. <i>I can see that I can find out more from books and from computers.</i></p> <p>Demonstrate some understanding when</p>	<p>Verbally answer basic 5W questions about texts that are read to them, including group reading texts they are familiar with and class texts. <i>I can say answers to who, what, when, where and why questions at the end of a week of group reading.</i></p> <p>Check that a text makes sense as they read and corrects inaccurate reading. <i>I can make sure I understand what a text says, and I try to make sure that I read</i></p>	<p>Begin to independently find facts in the text from 5W question stems. <i>I can write answers to who, what, when, where and why questions at the end of a week of group reading.</i></p> <p>Discuss the sequence of events in the story using appropriate vocabulary <i>I can use words like such as first, then, next, after to order events from a text.</i></p>	<p>Begin to summarise what the main topic or ideas of a paragraph is. <i>I can summarise the main ideas of a paragraph in a single sentence.</i></p> <p>Begin to see how language, structure, and presentation contribute to meaning <i>I can start to explain in class discussions how the author's choice of words and the way they set out a text affects the meaning of it.</i></p>	<p>Summarise what the main topic or ideas of more than one paragraph is. <i>I can summarise the main ideas of more than one paragraph in a single sentence.</i></p> <p>See how language, structure, and presentation contribute to meaning <i>I can explain in class discussions how the author's choice of words and the way they set out a text affects the meaning of it.</i></p>	<p>Summarise not only what paragraphs are about, but also how they are linked as they are reading. Can find and copy a word or phrase in the text in order to answer or explain the answer to a question.</p> <p>Start to distinguish between fact and opinion. <i>I can start to tell the difference between a fact, what is really true, from an opinion, which is what someone thinks.</i></p> <p>Retrieve, record and</p>	<p>Summarise ideas drawn from more than one paragraph identifying key details. Find quotes from the text to succinctly provide evidence to answers.</p> <p>Distinguish between fact and opinion. <i>I can tell the difference between a fact, what is really true, from an opinion, which is what someone thinks.</i></p> <p>Retrieve, record and present information</p>

<p>talking with others about what they have read.</p> <p>I can remember some things that I have been reading about and I can tell someone about these.</p>	<p>it again if I am not sure.</p>	<p>Check that a text makes sense as they read and corrects inaccurate reading.</p> <p>I can make sure I understand what a text says, and I almost always read it again if I am not sure.</p>	<p>I can understand that an author is trying to paint pictures in people's minds and can explain how their word choices help them to do this.</p> <p>Start to retrieve and record information from non-fiction.</p> <p>I can start to use text marking to note important information in the text.</p>	<p>I can talk about an author's use of pace, build up and sequencing of a text and how it affects the meaning of it.</p> <p>Start to retrieve and record information from non-fiction.</p> <p>I can independently text marking to note important information in the text.</p>	<p>begin to present information from non-fiction.</p> <p>I can pick out key information from a text and write it down</p> <p>I can tell other people what my group and I have found out in the form of a poster or presentation.</p>	<p>from non-fiction.</p> <p>I can pick out key information from a text and write it down</p> <p>I can tell other people what I have found out in the form of a poster or presentation.</p>
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Infer and Predict	Infer and Predict	Infer and Predict	Infer and Predict	Infer and Predict	Infer and Predict
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
	<p>Make simple inferences about characters based on what they can say or have done, and drawing upon background knowledge and vocabulary provided by the teacher. Use the evidence from short captions and related pictures to verbally justify inferences, and begin to record these too.</p> <p>I can infer the feelings</p>	<p>Make simple inferences about characters based on what they say or do</p> <p>Predict what might happen next based on what one has read so far independently, and make use of background information and vocabulary provided by the teacher in order to be able to do this.</p> <p>I can infer the feelings or thoughts of</p>	<p>Can start to explain how and why main characters in age-appropriate texts act in certain ways in a story or why events happen.</p> <p>I can write a sentence explaining my inference.</p> <p>Can start to a plausible prediction based on knowledge from an age-appropriate text.</p> <p>I can use prompts from my teacher and</p>	<p>Use clues from the text and personal experience to explain what characters are thinking or feeling.</p> <p>I can infer details about characters and the story using the clues in the text and what I already know.</p> <p>I can write a short explanation of my inference.</p> <p>Can start to a plausible prediction</p>	<p>Make inferences about characters and settings in age-appropriate texts using clues from the text and prior knowledge to fully explain.</p> <p>I can infer details about characters and the story using the clues in the text and what I already know.</p> <p>Make some plausible predictions in age-appropriate texts</p>	<p>Make inferences about characters and settings in age-appropriate texts using clues from the text and prior knowledge to fully explain.</p> <p>I can infer details about characters and the story using the clues in the text and what I already know.</p> <p>Make increasingly plausible predictions in age-appropriate</p>

	<p>or thoughts of characters using what I know about them and what they have done and said.</p> <p>After having listened to a text, predict what might happen next, and say why based on what has been read so far. I can use what I already know about a text to say what I think will happen next.</p> <p>Can discuss the significance of the title and events. I can talk about why a book might have the title it does I can predict from the title what a book might be about.</p>	<p>characters using what I know about them and what they have done and said.</p> <p>I can use what I already know to confidently predict what might happen next, and explain why.</p> <p>I am confident in using what my teacher has told me about a character to help explain my inferences and predictions.</p>	<p>reminders of the story so far to make a sensible prediction about what might happen next.</p>	<p>based on knowledge from an age-appropriate text. I can predict what might happen next in a story and pick out some details myself to prove why I might be right.</p>	<p>based on knowledge from the text, including details that are implied) and is able to discuss which prediction is most likely to be accurate. I can predict what is most likely to happen next a lot of the time based on what I know about a text so far.</p>	<p>texts based on knowledge from the text, including details that are implied) and is able to discuss which prediction is most likely to be accurate. I can predict what is most likely to happen next a lot of the time based on what I know about a text so far.</p>
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Reception							Year 1						Year 2						Year 3						Year 4						Year 5						Year 6					
							Reading for Pleasure						Reading for Pleasure						Reading for Pleasure						Reading for Pleasure						Reading for Pleasure						Reading for Pleasure					
A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
							Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which they can read independently.	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	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. In	Increase their familiarity with a wide range of age-appropriate books, including fairy stories, myths and legends, and be able	Continue to read and discuss and increasingly wide range of age-appropriate fiction, poetry, plays, non-fiction and reference	Continue to read and discuss and increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks																														

	<p>Start to link what they read or have read to their own experiences. I can read listen and talk about different texts that I might not be able to read myself.</p> <p>I can talk use what I already know to help me to talk about texts.</p> <p>Recognise and join in with predictable phrases. Learn to appreciate rhymes and poems, and to recite some by heart. I can join in with reading stories and poems when I know what might be coming next.</p> <p>I can hear the rhymes in poems and I can start to remember bits of my favourite poems.</p> <p>Become very familiar with key stories and traditional tales, retelling them and</p>	<p>which they can read independently.</p> <p>Become increasingly familiar with and able to retell a wider range of stories, fairy stories and traditional tales. I can remember more fairy stories and traditional tales, and I can retell them too.</p> <p>Be introduced to non-fiction books that are structured in different ways. I can listen and start to read information texts that are set-out differently.</p> <p>Can discuss favourite words and phrases. I can explain which words I like most hearing or saying.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. I can remember even</p>	<p>addition to a wide range of fiction, should encounter and start to discuss different non-fiction texts, reference books and text books. I can talk confidently about a wider range of story types that I have come across, and am able to retell some of these.</p> <p>I can explore and begin to talk about genres that are new to me, such as reference books and text books.</p> <p>Begin to identify themes and conventions in a wide range of books I can start to make links between different books that I have read or had read to me and notice similarities between characters and stories.</p> <p>Begin to prepare poems and scripts to read aloud and to</p>	<p>to confidently retell many of these orally. In addition to a wide range of fiction, should encounter and discuss different non-fiction texts, reference books and text books. I can talk confidently about a wider range of story types that I have come across, and am able to retell some of these.</p> <p>I can explore and talk about genres that are new to me, such as reference books and text books</p> <p>Identify themes and conventions in a wide range of books I can start to make links between different books that I have read or had read to me and I am more confident in explaining the similarities between characters and stories.</p> <p>Continue to build confidence in</p>	<p>books or textbooks I can talk confidently about the wide range of age-appropriate texts that I have read and had read to me.</p> <p>Read books that are structured in different ways and reading for a range of purposes. I read for different texts for lots of different reasons, to find out information, for fun, and as part of my group reading lessons.</p> <p>Become increasingly familiar 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 can read and listen to a wide range of stories, from older books to newer ones, and stories from all around the world.</p>	<p>I can talk confidently about the wide range of age-appropriate texts that I have read and had read to me.</p> <p>Read books that are structured in different ways and reading for a range of purposes. I read for different texts for lots of different reasons, to find out information, for fun, and as part of my group reading lessons.</p> <p>Become increasingly familiar 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 can read and listen to a wide range of stories, from older books to newer ones, and stories from all around the world.</p>
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	<p>considering their particular characteristics. I can remember the main characters and stories from traditional stories.</p> <p>Participate in class discussions about what is read to them, taking turns and listening to what others say. Explain clearly what has been read to them. I can listen carefully to what other people have said about a class text, and I am starting to take turns to say my own ideas too.</p>	<p>more poems by heart, and I can say these clearly to show I understand what they mean.</p> <p>Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what other say. 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 can listen carefully to what other people have said about a class text, and I can take turns to say my own ideas with increasing confidence too.</p> <p>Discuss the sequence of events in books and how items of information are related.</p>	<p>perform, showing understanding through intonation, tone, volume and action I can write poems and scripts to perform for my friends in class, and I can start to read them fluently with expression.</p> <p>Begin to recognise some different forms of poetry, such as free verse and narrative poetry. I can begin to see differences and similarities in the types of poems that I read and had read to me.</p> <p>Participate in discussion about age-related books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what other say. Explain and discuss their understanding of books, poems and other material, both</p>	<p>preparing poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action I can write poems and scripts to perform for my friends in class, and I am more confident in reading them fluently with expression.</p> <p>Recognise some different forms of poetry, such as free verse and narrative poetry. I can confidently explain the differences and similarities in the types of poems that I read and had read to me.</p> <p>Participate in discussion about age-related books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what</p>	<p>Can recommend books that they have read to their peers, giving reasons for their choices. I can tell my classmates about books I think they would enjoy, and give reasons why.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing, and make comparisons across books. I can make links between different books that I have come across, such as stories featuring good triumphing over evil. I can compare books to other ones I know.</p> <p>Learn a wider range of poetry by heart I know more of my favourite poems by heart.</p> <p>Prepare poems and scripts to read aloud and to perform, showing</p>	<p>Can recommend books that they have read to their peers, giving reasons for their choices. I can tell my classmates about books I think they would enjoy, and give reasons why.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing, and make comparisons across books. I can make links between different books that I have come across, such as stories featuring good triumphing over evil. I can compare books to other ones I know.</p> <p>Learn a wider range of poetry by heart I know more of my favourite poems by heart.</p> <p>Prepare poems and scripts to read aloud and to perform, showing</p>
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		<p>I can make links between the ways that different books that I have seen are set out.</p>	<p>those that they listen to and those that they read for themselves.</p> <p>I can listen carefully to what other people have said about a class text, and I can take turns to say my own ideas with increasing confidence too.</p>	<p>other say.</p> <p>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>I can listen carefully to what other people have said about a class text, and I can take turns to say my own ideas with increasing confidence too.</p>	<p>understanding through intonation, tone, volume and action</p> <p>I can write poems and scripts to perform for my friends in class, and I am more confident in reading them fluently with expression.</p> <p>Start to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintain a focus on the topic and using notes where necessary.</p> <p>I can talk to the whole class about what I think about a character or a book, and with help I can present what I think in an interesting way.</p> <p>I can start to politely challenge someone's view when I disagree with them.</p>	<p>understanding through intonation, tone, volume and action</p> <p>I can write poems and scripts to perform for my friends in class, and I am more confident in reading them fluently with expression.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintain a focus on the topic and using notes where necessary.</p> <p>I can talk to the whole class about what I think about a character or a book I can present what I think in an interesting way.</p> <p>I can confidently and politely challenge someone's view when I disagree with them.</p>
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