

HOLY TRINITY CATHOLIC ACADEMY: LKS2 READING TERMLY PROGRESSION – YEAR B						
ADVENT I						
Texts						
TEXTS	ENGLISH TEXT(S): <i>Loud Mouth Louis</i> <i>The Owl Tree</i>		MODELLED READING TEXT(S): <i>The Legend of Podkin One Ear</i>		CLASS STORY TEXT(S): <i>The Legend of Podkin One Ear</i>	
	Phonics & Decoding		Common Exception Words		Fluency	
NC 2014 WORD READING	<input type="checkbox"/> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill <input type="checkbox"/> Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: <i>in-, -im, -ir-, il-, un-, dis-, mis-, ex-, non-, anti-, inter-</i> <input type="checkbox"/> Apply growing knowledge of root words and suffixes/word endings both to read aloud and understand the meaning of new words they meet: <i>-ing, -er, -en, -ed, -ly, -ation, -ous, -sure, -ture, -sion, -ssion, -tion, -cian</i>		<input type="checkbox"/> Accurately read the words on the NC Y3/4 word list: <i>accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowledge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember, separate, strength, suppose, though, although, thought, through, various, weight</i>		<input type="checkbox"/> Read age-appropriate texts at 90+ words per minute <input type="checkbox"/> Begin to use appropriate intonation and volume when reading aloud	
	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014 READING COMP.	<input type="checkbox"/> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> Reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> Increase familiarity with a wide range of books and retell some of these orally <input type="checkbox"/> Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <input type="checkbox"/> Recognise different forms of poetry	<input type="checkbox"/> Check that the text makes sense to them, discussing their understanding <input type="checkbox"/> Ask questions to improve their understanding of a text <input type="checkbox"/> Retrieve and record information from non-fiction <input type="checkbox"/> Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say <input type="checkbox"/> Confidently skim and scan texts to locate key words and phrases. <input type="checkbox"/> Generate a variety of literal questions.	<input type="checkbox"/> Use dictionaries to check the meaning of word they have not read <input type="checkbox"/> Discuss words and phrases that capture the reader's interest and imagination <input type="checkbox"/> Explain the meaning of words in context <input type="checkbox"/> Find the meaning of new words using the context of new sentences. <input type="checkbox"/> Link new words to other words they already know.	<input type="checkbox"/> Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence <input type="checkbox"/> Predict what might happen from details stated and implied in the text <input type="checkbox"/> Use relevant prior knowledge/details from the text to form inferences and predictions and justify them. <input type="checkbox"/> Consolidate the skill of justifying predictions using a specific reference point in the text. <input type="checkbox"/> Learn how to monitor predictions and compare them with the text as they read on. Generate a variety of inferential questions about the deeper meaning of a text.	<input type="checkbox"/> Identify main ideas drawn from more than one paragraph and summarise these <input type="checkbox"/> Write a brief summary of the main points, identifying and using important information.	<input type="checkbox"/> Identify themes and conventions in a wide range of books <input type="checkbox"/> Identify how language, structure and presentation contribute to meaning <input type="checkbox"/> Refer to authorial style, overall themes and features <input type="checkbox"/> Further develop the idea of story 'themes' e.g. <i>loneliness, friendship, family, fear,</i>

HOLY TRINITY CATHOLIC ACADEMY: LKS2 READING TERMLY PROGRESSION – YEAR B						
ADVENT 2						
Texts						
TEXTS	ENGLISH TEXT(S): <i>Stone Age Boy</i> <i>Stone Age to Iron Age NF</i> <i>Harvey Slumfenburger</i>		MODELLED READING TEXT(S): <i>The Train to Impossible Places</i> <i>Stone Age to Iron Age</i>		CLASS STORY TEXT(S): <i>The Train to Impossible Places</i>	
	Phonics & Decoding		Common Exception Words		Fluency	
NC 2014 WORD READING	<input type="checkbox"/> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill <input type="checkbox"/> Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: <i>in-, -im, -ir-, il-, un-, dis-, mis-, ex-, non-, anti-, inter-</i> <input type="checkbox"/> Apply growing knowledge of root words and suffixes/word endings both to read aloud and understand the meaning of new words they meet: <i>-ing, -er, -en, -ed, -ly, -ation, -ous, -sure, -ture, -sion, -ssion, -tion, -cian</i>		<input type="checkbox"/> Accurately read the words on the NC Y3/4 word list: <i>accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowledge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember, separate, strength, suppose, though, although, thought, through, various, weight</i>		<input type="checkbox"/> Read age-appropriate texts at 90+ words per minute <input type="checkbox"/> Begin to use appropriate intonation and volume when reading aloud	
	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014 READING COMP.	<input type="checkbox"/> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> Reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> Increase familiarity with a wide range of books and retell some of these orally <input type="checkbox"/> Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <input type="checkbox"/> Recognise different forms of poetry	<input type="checkbox"/> Check that the text makes sense to them, discussing their understanding <input type="checkbox"/> Ask questions to improve their understanding of a text <input type="checkbox"/> Retrieve and record information from non-fiction <input type="checkbox"/> Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say <input type="checkbox"/> Confidently skim and scan texts to locate key words and phrases. <input type="checkbox"/> Generate a variety of literal questions.	<input type="checkbox"/> Use dictionaries to check the meaning of word they have not read <input type="checkbox"/> Discuss words and phrases that capture the reader's interest and imagination <input type="checkbox"/> Explain the meaning of words in context <input type="checkbox"/> Find the meaning of new words using the context of new sentences. <input type="checkbox"/> Link new words to other words they already know.	<input type="checkbox"/> Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence <input type="checkbox"/> Predict what might happen from details stated and implied in the text <input type="checkbox"/> Use relevant prior knowledge/details from the text to form inferences and predictions and justify them. <input type="checkbox"/> Consolidate the skill of justifying predictions using a specific reference point in the text. <input type="checkbox"/> Learn how to monitor predictions and compare them with the text as they read on. Generate a variety of inferential questions about the deeper meaning of a text.	<input type="checkbox"/> Identify main ideas drawn from more than one paragraph and summarise these <input type="checkbox"/> Write a brief summary of the main points, identifying and using important information.	<input type="checkbox"/> Identify themes and conventions in a wide range of books <input type="checkbox"/> Identify how language, structure and presentation contribute to meaning <input type="checkbox"/> Refer to authorial style, overall themes and features <input type="checkbox"/> Further develop the idea of story 'themes' e.g. <i>loneliness, friendship, family, fear,</i>

HOLY TRINITY CATHOLIC ACADEMY: LKS2 READING TERMLY PROGRESSION – YEAR B

LENT I						
Texts						
TEXTS	ENGLISH TEXT(S): <i>Beowulf</i> <i>Anglo-Saxon Times</i>		MODELLED READING TEXT(S): <i>The Miraculous Journey of Edward Tulane</i> <i>Anglo-Saxon Times</i>		CLASS STORY TEXT(S): <i>The Miraculous Journey of Edward Tulane</i>	
	Phonics & Decoding		Common Exception Words		Fluency	
NC 2014 WORD READING	<input type="checkbox"/> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill <input type="checkbox"/> Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: <i>in-, -im, -ir-, il-, un-, dis-, mis-, ex-, non-, anti-, inter-</i> <input type="checkbox"/> Apply growing knowledge of root words and suffixes/word endings both to read aloud and understand the meaning of new words they meet: <i>-ing, -er, -en, -ed, -ly, -ation, -ous, -sure, -ture, -sion, -ssion, -tion, -cian</i>		<input type="checkbox"/> Accurately read the words on the NC Y3/4 word list: <i>accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowledge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember, separate, strength, suppose, though, although, thought, through, various, weight</i>		<input type="checkbox"/> Read age-appropriate texts at 90+ words per minute <input type="checkbox"/> Begin to use appropriate intonation and volume when reading aloud	
	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014 READING COMP.	<input type="checkbox"/> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> Reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> Increase familiarity with a wide range of books and retell some of these orally <input type="checkbox"/> Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <input type="checkbox"/> Recognise different forms of poetry	<input type="checkbox"/> Check that the text makes sense to them, discussing their understanding <input type="checkbox"/> Ask questions to improve their understanding of a text <input type="checkbox"/> Retrieve and record information from non-fiction <input type="checkbox"/> Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say <input type="checkbox"/> Confidently skim and scan texts to locate key words and phrases. <input type="checkbox"/> Generate a variety of literal questions.	<input type="checkbox"/> Use dictionaries to check the meaning of word they have not read <input type="checkbox"/> Discuss words and phrases that capture the reader's interest and imagination <input type="checkbox"/> Explain the meaning of words in context <input type="checkbox"/> Find the meaning of new words using the context of new sentences. <input type="checkbox"/> Link new words to other words they already know.	<input type="checkbox"/> Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence <input type="checkbox"/> Predict what might happen from details stated and implied in the text <input type="checkbox"/> Use relevant prior knowledge/details from the text to form inferences and predictions and justify them. <input type="checkbox"/> Consolidate the skill of justifying predictions using a specific reference point in the text. <input type="checkbox"/> Learn how to monitor predictions and compare them with the text as they read on. Generate a variety of inferential questions about the deeper meaning of a text.	<input type="checkbox"/> Identify main ideas drawn from more than one paragraph and summarise these <input type="checkbox"/> Write a brief summary of the main points, identifying and using important information.	<input type="checkbox"/> Identify themes and conventions in a wide range of books <input type="checkbox"/> Identify how language, structure and presentation contribute to meaning <input type="checkbox"/> Refer to authorial style, overall themes and features <input type="checkbox"/> Further develop the idea of story 'themes' e.g. <i>loneliness, friendship, family, fear,</i>

HOLY TRINITY CATHOLIC ACADEMY: LKS2 READING TERMLY PROGRESSION – YEAR B

LENT 2						
Texts						
TEXTS	ENGLISH TEXT(S): <i>Joruney to Jo'Burg</i>		MODELLED READING TEXT(S): <i>The Land of Roar</i>		CLASS STORY TEXT(S): <i>The Land of Roar</i>	
	Phonics & Decoding		Common Exception Words		Fluency	
NC 2014 WORD READING	<input type="checkbox"/> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill <input type="checkbox"/> Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: <i>in-, -im, -ir-, il-, un-, dis-, mis-, ex-, non-, anti-, inter-</i> <input type="checkbox"/> Apply growing knowledge of root words and suffixes/word endings both to read aloud and understand the meaning of new words they meet: <i>-ing, -er, -en, -ed, -ly, -ation, -ous, -sure, -ture, -sion, -ssion, -tion, -cian</i>		<input type="checkbox"/> Accurately read the words on the NC Y3/4 word list: <i>accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowledge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember, separate, strength, suppose, though, although, thought, through, various, weight</i>		<input type="checkbox"/> Read age-appropriate texts at 90+ words per minute <input type="checkbox"/> Begin to use appropriate intonation and volume when reading aloud	
	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014 READING COMP.	<input type="checkbox"/> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> Reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> Increase familiarity with a wide range of books and retell some of these orally <input type="checkbox"/> Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <input type="checkbox"/> Recognise different forms of poetry	<input type="checkbox"/> Check that the text makes sense to them, discussing their understanding <input type="checkbox"/> Ask questions to improve their understanding of a text <input type="checkbox"/> Retrieve and record information from non-fiction <input type="checkbox"/> Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say <input type="checkbox"/> Confidently skim and scan texts to locate key words and phrases. <input type="checkbox"/> Generate a variety of literal questions.	<input type="checkbox"/> Use dictionaries to check the meaning of word they have not read <input type="checkbox"/> Discuss words and phrases that capture the reader's interest and imagination <input type="checkbox"/> Explain the meaning of words in context <input type="checkbox"/> Find the meaning of new words using the context of new sentences. <input type="checkbox"/> Link new words to other words they already know.	<input type="checkbox"/> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <input type="checkbox"/> Predict what might happen from details stated and implied <input type="checkbox"/> Provide reasoned justifications for their views <input type="checkbox"/> Confirm and modify predictions in light of new information <input type="checkbox"/> Give more than one piece of evidence to support each point they make <input type="checkbox"/> Draw evidence from different places across the text <input type="checkbox"/> Draw inferences based on indirect clues	<input type="checkbox"/> Identify main ideas drawn from more than one paragraph and summarise these <input type="checkbox"/> Write a brief summary of the main points, identifying and using important information.	<input type="checkbox"/> Identify themes and conventions in a wide range of books <input type="checkbox"/> Identify how language, structure and presentation contribute to meaning <input type="checkbox"/> Refer to authorial style, overall themes and features <input type="checkbox"/> Further develop the idea of story 'themes' e.g. <i>loneliness, friendship, family, fear,</i>

HOLY TRINITY CATHOLIC ACADEMY: LKS2 READING TERMLY PROGRESSION – YEAR B

PENTECOST I						
Texts						
TEXTS	ENGLISH TEXT(S): <i>Poems Aloud</i> <i>FLOTSAM</i>		MODELLED READING TEXT(S): <i>Hansel and Gretel Poetry</i> <i>The Last Bear</i>		CLASS STORY TEXT(S): <i>The Last Bear</i>	
	Phonics & Decoding		Common Exception Words		Fluency	
NC 2014 WORD READING	<input type="checkbox"/> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill <input type="checkbox"/> Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: <i>in-, -im, -ir-, il-, un-, dis-, mis-, ex-, non-, anti-, inter-</i> <input type="checkbox"/> Apply growing knowledge of root words and suffixes/word endings both to read aloud and understand the meaning of new words they meet: <i>-ing, -er, -en, -ed, -ly, -ation, -ous, -sure, -ture, -sion, -ssion, -tion, -cian</i>		<input type="checkbox"/> Accurately read the words on the NC Y3/4 word list: <i>accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowledge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember, separate, strength, suppose, though, although, thought, through, various, weight</i>		<input type="checkbox"/> Read age-appropriate texts at 90+ words per minute <input type="checkbox"/> Begin to use appropriate intonation and volume when reading aloud	
	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014 READING COMP.	<input type="checkbox"/> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> Reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> Increase familiarity with a wide range of books and retell some of these orally <input type="checkbox"/> Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <input type="checkbox"/> Recognise different forms of poetry	<input type="checkbox"/> Check that the text makes sense to them, discussing their understanding <input type="checkbox"/> Ask questions to improve their understanding of a text <input type="checkbox"/> Retrieve and record information from non-fiction <input type="checkbox"/> Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say <input type="checkbox"/> Confidently skim and scan texts to locate key words and phrases. <input type="checkbox"/> Generate a variety of literal questions.	<input type="checkbox"/> Use dictionaries to check the meaning of word they have not read <input type="checkbox"/> Discuss words and phrases that capture the reader's interest and imagination <input type="checkbox"/> Explain the meaning of words in context <input type="checkbox"/> Find the meaning of new words using the context of new sentences. <input type="checkbox"/> Link new words to other words they already know.	<input type="checkbox"/> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <input type="checkbox"/> Predict what might happen from details stated and implied <input type="checkbox"/> Provide reasoned justifications for their views <input type="checkbox"/> Confirm and modify predictions in light of new information <input type="checkbox"/> Give more than one piece of evidence to support each point they make <input type="checkbox"/> Draw evidence from different places across the text <input type="checkbox"/> Draw inferences based on indirect clues	<input type="checkbox"/> Identify main ideas drawn from more than one paragraph and summarise these <input type="checkbox"/> Write a brief summary of the main points, identifying and using important information.	<input type="checkbox"/> Identify themes and conventions in a wide range of books <input type="checkbox"/> Identify how language, structure and presentation contribute to meaning <input type="checkbox"/> Refer to authorial style, overall themes and features <input type="checkbox"/> Further develop the idea of story 'themes' e.g. <i>loneliness, friendship, family, fear,</i>

HOLY TRINITY CATHOLIC ACADEMY: LKS2 READING TERMLY PROGRESSION – YEAR B								
PENTECOST 2								
Texts								
TEXTS	ENGLISH TEXT(S): <i>Willow Pattern Story</i> <i>The Firework Maker's Daughter</i>		MODELLED READING TEXT(S): <i>The Butterfly Lion</i>		CLASS STORY TEXT(S): <i>The Butterfly Lion</i>			
Phonics & Decoding		Common Exception Words			Fluency			
NC 2014 WORD READING	<input type="checkbox"/> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill <input type="checkbox"/> Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: <i>in-, -im, -ir-, il-, un-, dis-, mis-, ex-, non-, anti-, inter-</i> <input type="checkbox"/> Apply growing knowledge of root words and suffixes/word endings both to read aloud and understand the meaning of new words they meet: <i>-ing, -er, -en, -ed, -ly, -ation, -ous, -sure, -ture, -sion, -ssion, -tion, -cian</i>		<input type="checkbox"/> Accurately read the words on the NC Y3/4 word list: <i>accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowledge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember, separate, strength, suppose, though, although, thought, through, various, weight</i>			<input type="checkbox"/> Read age-appropriate texts at 90+ words per minute <input type="checkbox"/> Begin to use appropriate intonation and volume when reading aloud		
	Pleasure ~ Performance		Retrieval ~ Fluency		Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014 READING COMP.	<input type="checkbox"/> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> Reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> Increase familiarity with a wide range of books and retell some of these orally <input type="checkbox"/> Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <input type="checkbox"/> Recognise different forms of poetry		<input type="checkbox"/> Check that the text makes sense to them, discussing their understanding <input type="checkbox"/> Ask questions to improve their understanding of a text <input type="checkbox"/> Retrieve and record information from non-fiction <input type="checkbox"/> Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say <input type="checkbox"/> Confidently skim and scan texts to locate key words and phrases. <input type="checkbox"/> Generate a variety of literal questions.		<input type="checkbox"/> Use dictionaries to check the meaning of word they have not read <input type="checkbox"/> Discuss words and phrases that capture the reader's interest and imagination <input type="checkbox"/> Explain the meaning of words in context <input type="checkbox"/> Find the meaning of new words using the context of new sentences. <input type="checkbox"/> Link new words to other words they already know.	<input type="checkbox"/> Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence <input type="checkbox"/> Predict what might happen from details stated and implied in the text <input type="checkbox"/> Use relevant prior knowledge/details from the text to form inferences and predictions and justify them. <input type="checkbox"/> Consolidate the skill of justifying predictions using a specific reference point in the text. <input type="checkbox"/> Learn how to monitor predictions and compare them with the text as they read on. Generate a variety of inferential questions about the deeper meaning of a text.	<input type="checkbox"/> Identify main ideas drawn from more than one paragraph and summarise these <input type="checkbox"/> Write a brief summary of the main points, identifying and using important information.	<input type="checkbox"/> Identify themes and conventions in a wide range of books <input type="checkbox"/> Identify how language, structure and presentation contribute to meaning <input type="checkbox"/> Refer to authorial style, overall themes and features <input type="checkbox"/> Further develop the idea of story 'themes' e.g. <i>loneliness, friendship, family, fear,</i>