

## Becoming a Reader Strand

Pupils should learn how to:

### Reception

- Enjoy listening to and joining in with stories and poems
- Listen attentively to a story
- Talk about a story
- Join in with repeated refrains
- Explore books independently
- Handle books carefully
- Use the terms cover, beginning, end, page, title
- Talk about new words found in stories
- Track a text word by word

### Year 1

- Enjoy stories (including fairy and traditional stories), poems and rhymes
- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Offer an opinion on what is read to them and listen to the opinions of others
- Retell a story using prompts
- Retell a story in the correct order
- Join in with stories being read aloud

### Year 2

- Enjoy books and reading
- Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction that are read to them and those that they can read for themselves
- Offer opinions and preferences about books, backed up by reasons
- Discuss favourite authors
- Retell a story using words and phrases from the text
- Retell a story from memory, including all the main parts
- Retell a stock of basic stories
- Discuss their favourite words and phrases

### Year 3

- Enjoy books and reading
- Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves
- Identify and remember common structural and language conventions in different text types
- Read for a range of purposes
- Retell stories, adding key details
- Identify themes in books
- Retell fairy stories or folk tales focusing on the theme

- Know and recognise some forms of poetry

#### Year 4

- Develop a love books and reading
- Value and enjoy reading in their spare time
- Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves
- Identify and remember common structural and language conventions in different text types
- Independently read for a range of purposes
- Know and recognise some forms of poetry
- Retell myths and legends focusing on the themes

#### Year 5

- Develop a love books and reading
- Enjoy reading for a sustained period
- Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves
- Increase their familiarity with fiction genres including books from other cultures
- Increase their familiarity with fiction genres including modern fiction
- Increase their familiarity with fiction genres including traditional stories
- Know a range of children's authors and poets
- Read for a range of purposes
- Recommend a book and explain why
- Recommend an author and explain why
- Use pertinent and technically specific vocabulary when talking about books
- Discuss a text confidently with others, responding to their ideas and challenging their views courteously

#### Year 6

- Develop an appreciation and love of reading
- Enjoy the challenge of more difficult books
- Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves
- Increase their familiarity with fiction genres including myths and legends
- Increase their familiarity with fiction genres including classic fiction
- Increase their familiarity with fiction genres including modern and classic fiction
- Discuss and compare a range of children's authors and poets
- Discuss and compare a range of children's authors and poets (including classic authors)
- Read for a range of purposes
- Identify, discuss and compare themes
- Use pertinent and technically specific vocabulary when talking about books
- Show an understanding of texts through formal presentation and debate

- Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary