Monitor student development of skills in this area:

- Selects texts using personal interest, author, topic, vocabulary
- Selects appropriate information and ignores irrelevant information
- Reads, views and critically interprets texts
e.g. a variety of genres: poetry, narrative, plays, film, newspapers, biographies, with more complex themes and issues
- Responds to texts in a variety of ways
e.g. present report, conduct a survey, discuss photographs, take notes
- Presents research findings using different images and texts
  (visual texts, concept maps, charts, electronic slide shows, statistics)
- Has knowledge of texts that are abstract and removed from personal experience
- Chooses to read texts that are removed from personal experience
- Reads and views texts about familiar and unfamiliar topics
- Makes critical comparisons between texts
  - Focus on plot, characters, setting, theme, point of view, style, context, purpose and audience
- Identifies and discusses different authors’ styles
- Recognises specific language forms such as figurative language, jargon and technical language
• Formulates and applies research strategies (See Appendix)
  ❖ Browsing
  ❖ Key words
  ❖ Skimming and scanning
  ❖ Reading cover information
  ❖ Using contents and bibliographies
  ❖ Headings and subheadings
  ❖ Identifies information needs and finds appropriate resources

• Researches information in teams and independently

• Uses expression relating to the context of story

• Uses expression related to print style e.g. *italics*, bold

• Uses expression relating to the punctuation
e.g. revise the use of: full stop (stop and rest), comma (pause), capital letter (raise voice), speech marks (change of voice), exclamation mark (change of voice), question mark (change of voice)
Introduce: colon (pause for the forthcoming list, quotation or statement)

• Shows an understanding of formalities of language
  ❖ New paragraphs for new topic / point

• Self corrects and rereads to clarify meaning

• Reads on to seek meaning of an unknown word in context of text or when reading a difficult passage

• Uses a dictionary and thesaurus to find word meanings and antonyms / synonyms
  ❖ Uses guide words at the top of the page
  ❖ Correctly uses alphabetical order

• Uses strategies to decode
e.g. syllables, v-e, digraphs, blends,
suffixes: s, es, ful, ing, ness, less, est, ed, ly, ment, er
prefixes: un

To check a student’s ability to decode words use the unreal one, two and three syllable words test (See Year 5 list in the Appendix)
Introduction to:

- Engage and plan activities that extend and direct student thinking
  e.g. Examine a character in a narrative, create a poster to reflect the character’s emotions, fears and desires
  e.g. Invent a product and an advertisement for it

- Examine the use of grammar
  - Look at the use of tense in different texts
    e.g. past tense in recounts, present tense in instructions, and future tense to propose ideas about the future
  - Interpret and identify the way verbs can be used to describe thoughts and feelings of characters in stories

- Analyse text organisation
  - Vocabulary patterns, such as repetition
  - Use of synonyms and antonyms

Computer and Resource Based Learning:

- Use a range of electronic and digital technologies
  e.g. data bases, computer programs, web sites, video texts, chat-rooms

- Presents research findings using different images and texts (visual texts, concept maps, charts, electronic slide shows, statistics)

- Evaluate usefulness of information sources