	Powers Hall Academy Writing Spine Year 4									
	Autumn				Spring			Summer		
Title	ROALD DAHL Charlie and the Chocolate factory 15	Digestion explanation based on Gut Garden A journey into the wonderful world of Microbiome Katie Brosnan	Should we feed animals at National parks Chris Turnham 16	The River by Valetic Bioom  The risk is member to see in the control of the contr	PHILIP PULLMAN  ADDIN  Aladdin. The enchanted lamp  Philip Pullman  15	Sicily Holiday Brochure 18	Based on this BBC school radio series  1. The plague comes to Eyam Que, the Plague Well and the Plague Comes To Eyam 19	The Boy, The Mole, The Fox and The Horse by by Charlie Mackesy 15	The Creature 19	
Text type	Narrative	Non-Fiction	Non-Fiction	Poetry	Narrative	Non-Fiction	Playscript	Narrative	Non-Fiction	
Genre	Adventure	Explanation	Balanced argument	Poetry	Traditional Tale	Persuasive	Playscript	Fable	Newspaper report	
Topic	Sweet shop/ Golden Ticket	Food, Glorious food!	North/South America	Once upon a raindrop	Make a wish	Sun, Sea, Sand	Medieval	Friendship and Hope	Save our planet	
Cross Curricular	DT	Science	Geography	Science/ Geography	Geography	Geography	History	Art/Reading/PSHE/Science	Science/ Geography	

## NATIONAL CURRICULUM

- Pupils should be taught to ask relevant questions to extend their understanding and knowledge.
- Pupils should be taught to use relevant strategies to build their vocabulary.
- Pupils should be taught to articulate and justify answers, arguments and opinions.
- Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.
- Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.
- Pupils should be taught to gain, maintain and monitor the interest of the listener(s).
- Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.
- · Pupils should be taught to select and use appropriate registers for effective communication.
- Pupils should be taught to write sentences by saying out loud what they are going to write about.
- Pupils should be taught to write sentences by composing a sentence orally before writing it.
- Pupils should be taught to write sentences by sequencing sentences to form short narratives.
- Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.
- Pupils should be taught to discuss what they have written with the teacher or other pupils.
- Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher. The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Use of paragraphs to organise ideas around a theme
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
- Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials

	Powers Hall Academy Reading Spine Year 4									
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
	STORYTIME FAVOURITES	FUNNY BOOKS	THOUGHT-PROVOKING STORIES	TOP-NOTCH NON FICTION	DIVERSE AND INCLUSIVE	MYSTERY AND DETECTIVE				
Class Reader	Varjak Paw SF Sald  Bernard St  and Reference page 1000  Finding of the saladition (NOC) (100 a propose)	L Natile C HERE NOTE:	Book Cross	SHACH FOR THE STATE OF THE STAT	A RIVER ACCOUNTS A PRIVAR SPORTS SPOR	CLIFFTOPPERS THE AMENDEAR MIRR ADVENTURE  SOLVE YOUR  NAYSTERY TO: MONSTER MAKE 9  FLEUR HITCHCOCK				
	THE CIRL WHO JIOLE STEEPHANT STEENS ARRIVE STEEPHANT STEENS ARRIVE STEEPHANT	THE GREAT CHOCOPLOT CHOCOPLOT PAGE PROTURE PERFECT	Call Me Lion  Race Frozen North  Race Frozen	VIKING BAVID LONG	CALLY SAM WO GHOSTS GHOSTS	ANOSHA THIEF				
Fiction	Davd Wallsens  DEMON- DENTIST	CRESSIDA DE COWELL HOW TO BE A VIKING	ROALD DAHL WITCHES	HARRY POTTER	THE GREAT CHOCOPLOT	Agent Zaiba  INVESTIGATES  THE MISSING DIAMERSS				
Non-fiction	Sitmone Biles  Mail biole type and procedure of the control  the first life, when	COOT OF THE PARTY	BRILLIANT DEEP  THE BRILLI	WHAT IS MONEY?	Thomas Edison by Louis Bachradh	The foliatory of Barnaldo's — Extend to can from Barnardo's Display of the Paper School of the Committee of				
Poetry and Song	The second are in the control of the	LIFE DOESN'T FRIGHTEN ME	AUST AROUND THE PUBLIC PROPERTY OF THE PUBLIC	Bridge Over Toutled Walter	Mr. Mistoffelees	Les Misérables				

ear 4 Reading skills							
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
	Skills for skimming and scanning Understanding words in context Explaining words in context	Skills for skimming and scanning Understanding words in context Retrieving and recording information Making inferences Justifying inferences with evidence Finding evidence to support ideas and answers	Skills for skimming and scanning Understanding words in context Summarising the main idea from a text	Skills for skimming and scanning Understanding words in context Recognising the features of a text Understanding the layout of a text	Skills for skimming and scanning Understanding words in context Identify words used for effect Explain how words and phrases enhance meaning	Skills for skimming and scanning Understanding words in context Making predictions Recognising themes and conventions in a text	
Reading domain	2a Give/explain the meaning of words in context	2a Give/explain the meaning of words in context	2a Give/explain the meaning of words in context	2a Give/explain the meaning of words in context	2a Give/explain the meaning of words in context	2a Give/explain the meaning of words in context	
	2b Retrieve and record information/identify key details from fiction and non-fiction	2d Make inferences from the text/explain and justify inferences with evidence from the text	2c Summarise main ideas from more than one paragraph	2f Identify/explain how information/narrative content is related and contribute to meaning as a whole	2g Identify/explain how meaning is enhances through choice of words and phrases	2e Predict what might happen from details stated and implied 2h Make comparisons within the text.	
Word reading – fluency	Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	
Word reading – prefixes, suffixes, morphology and etymology	Skill Apply their growing knowledge of age- appropriate root words, prefixes and suffixes (morphology) to read aloud and understand the meaning of new words.	Skill Apply their growing knowledge of age- appropriate root words, prefixes and suffixes (morphology) to read aloud and understand the meaning of new words.	Apply their growing knowledge of age- appropriate root words, prefixes and suffixes (morphology) to read aloud and understand the meaning of new words.	Skill Apply their growing knowledge of age- appropriate root words, prefixes and suffixes (morphology) to read aloud and understand the meaning of new words.	Skill Apply their growing knowledge of ageappropriate root words, prefixes and suffixes (morphology) to read aloud and understand the meaning of new words.	Apply their growing knowledge of age- appropriate root words, prefixes and suffixes (morphology) to read aloud and understand the meaning of new words.	
Word reading – common exception words	Skill Confidently identify further exception words with unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary	Skill Confidently identify further exception words with unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary	Skill Confidently identify further exception words with unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary	Skill Confidently identify further exception words with unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary	Skill Confidently identify further exception words with unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary	Skill Confidently identify further exception words with unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary	
Comprehension – pleasure and motivation to read	Skill Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction, reference books and textbooks, making increasingly effective contributions in turn that show their understanding and provide reasoned justifications for their views.  Core knowledge  A textbook is a book containing detailed information for people who are learning about a subject, such as a science textbook.  Readers can justify their opinions about books by giving examples from the text.  Covered	Skill Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction, reference books and textbooks, making increasingly effective contributions in turn that show their understanding and provide reasoned justifications for their views.  Core knowledge  A textbook is a book containing detailed information for people who are learning about a subject, such as a science textbook.  Readers can justify their opinions about books by giving examples from the text.  Covered	Skill Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction, reference books and textbooks, making increasingly effective contributions in turn that show their understanding and provide reasoned justifications for their views.  Core knowledge  A textbook is a book containing detailed information for people who are learning about a subject, such as a science textbook.  Readers can justify their opinions about books by giving examples from the text.  Covered	Skill Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction, reference books and textbooks, making increasingly effective contributions in turn that show their understanding and provide reasoned justifications for their views.  Core knowledge  A textbook is a book containing detailed information for people who are learning about a subject, such as a science textbook.  Readers can justify their opinions about books by giving examples from the text.  Covered	Skill Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction, reference books and textbooks, making increasingly effective contributions in turn that show their understanding and provide reasoned justifications for their views.  Core knowledge  A textbook is a book containing detailed information for people who are learning about a subject, such as a science textbook.  Readers can justify their opinions about books by giving examples from the text.  Covered	Skill Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction, reference books and textbooks, making increasingly effective contributions in turn that show their understanding and provide reasoned justifications for their views.  Core knowledge  A textbook is a book containing detailed information for people who are learning about a subject, such as a science textbook.  Readers can justify their opinions about books by giving examples from the text.  Covered	
Comprehension – sequencing and summarising			Skill Identify and summarise the main ideas drawn from more than one paragraph in longer texts.	Skill Identify and summarise the main ideas drawn from more than one paragraph in longer texts.	Skill Identify and summarise the main ideas drawn from more than one paragraph in longer texts.	Skill Identify and summarise the main ideas drawn from more than one paragraph in longer texts.	

			Core knowledge	Core knowledge	Core knowledge	Core knowledge
			Texts are organised into			
			paragraphs.	paragraphs.	paragraphs.	paragraphs.
			<ul> <li>Paragraphs follow on from each other.</li> </ul>	<ul> <li>Paragraphs follow on from each other.</li> </ul>	<ul> <li>Paragraphs follow on from each other.</li> </ul>	<ul> <li>Paragraphs follow on from each other.</li> </ul>
			<ul> <li>A group of paragraphs can be</li> </ul>	<ul> <li>A group of paragraphs can be</li> </ul>	<ul> <li>A group of paragraphs can be</li> </ul>	A group of paragraphs can be
			about the same point in longer			
			texts, but each paragraph adds new information.	texts, but each paragraph adds new information.	texts, but each paragraph adds new information.	texts, but each paragraph adds new information.
			A summary is a short account			
			of the main points of a text.			
			Covered	Covered	Covered	Covered Skill
Comprehension –						Become familiar with a widening range
retelling and performing						of texts, including some different forms
periorining						of poetry, retelling or performing these orally with appropriate intonation, tone,
						volume and action.
						Core knowledge
						Poetry can take different
						forms, such as narrative poetry, free verse and sonnets.
						Speakers can use different
						tones, such as soft or harsh.
						<ul> <li>Speakers can use different volumes, such as loud or quiet.</li> </ul>
						<ul> <li>Speakers can use actions or</li> </ul>
						gestures to emphasise their
						words. Covered x 4
Comprehension -						Skill
types of writing and						Identify the main themes and
conventions						conventions in a range of books.  Core knowledge
						Each type of writing has key
						conventions that help you to
						identify it. For example, a
						biography is written in the third person past tense and includes
						names, dates and places in
						chronological order. Covered x 2
Comprehension –	Skill	Skill	Skill	Skill	Skill	Skill
word meaning	Confidently explain the meaning of	Confidently explain the meaning of	Confidently explain the meaning of	Confidently explain the meaning of	Confidently explain the meaning of	Confidently explain the meaning of
Word meaning	individual words, using a dictionary to	individual words, using a dictionary to check unfamiliar words and selecting the	individual words, using a dictionary to			
	check unfamiliar words and selecting the most appropriate meaning for the	most appropriate meaning for the	check unfamiliar words and selecting the most appropriate meaning for the	check unfamiliar words and selecting the most appropriate meaning for the	check unfamiliar words and selecting the most appropriate meaning for the	check unfamiliar words and selecting the most appropriate meaning for the
	context.	context.	context.	context.	context.	context.
	Core knowledge	Core knowledge	Core knowledge	Core knowledge	Core knowledge	Core knowledge
	<ul> <li>When using a dictionary, you must select an appropriate</li> </ul>	<ul> <li>When using a dictionary, you must select an appropriate</li> </ul>	<ul> <li>When using a dictionary, you must select an appropriate</li> </ul>	<ul> <li>When using a dictionary, you must select an appropriate</li> </ul>	<ul> <li>When using a dictionary, you must select an appropriate</li> </ul>	<ul> <li>When using a dictionary, you must select an appropriate</li> </ul>
	definition of a word by looking	definition of a word by looking	definition of a word by looking	definition of a word by looking	definition of a word by looking	definition of a word by looking
	at its word class and context.	at its word class and context.	at its word class and context.	at its word class and context.	at its word class and context.	at its word class and context.
	<ul> <li>Some words have multiple meanings. For example, 'rock'</li> </ul>	<ul> <li>Some words have multiple meanings. For example, 'rock'</li> </ul>	<ul> <li>Some words have multiple meanings. For example, 'rock'</li> </ul>	<ul> <li>Some words have multiple meanings. For example, 'rock'</li> </ul>	<ul> <li>Some words have multiple meanings. For example, 'rock'</li> </ul>	<ul> <li>Some words have multiple meanings. For example, 'rock'</li> </ul>
	can be used as a verb or a	can be used as a verb or a	can be used as a verb or a	can be used as a verb or a	can be used as a verb or a	can be used as a verb or a
	noun.	noun.	noun.	noun.	noun. Covered	noun.
Comprehension –	Covered Skill	Covered Skill	Covered Skill	Covered Skill	Skill	Covered Skill
understanding	Check that longer texts make sense to	Check that longer texts make sense to	Check that longer texts make sense to	Check that longer texts make sense to	Check that longer texts make sense to	Check that longer texts make sense to
a	them, confidently explaining their	them, confidently explaining their	them, confidently explaining their	them, confidently explaining their	them, confidently explaining their	them, confidently explaining their
	understanding and word meanings.  Core knowledge	understanding and word meanings.  Core knowledge	understanding and word meanings.  Core knowledge	understanding and word meanings.  Core knowledge	understanding and word meanings.  Core knowledge	understanding and word meanings.  Core knowledge
	Discussion can enhance your	Discussion can enhance your	Discussion can enhance your	Discussion can enhance your	Discussion can enhance your	Discussion can enhance your
	understanding of a text or	understanding of a text or	understanding of a text or	understanding of a text or	understanding of a text or	understanding of a text or
	word's meaning.	word's meaning.	word's meaning.	word's meaning.	word's meaning.	word's meaning.

	<ul> <li>Explanations can be clear or confusing. Planning, sequencing and oral rehearsal can add clarity to explanations.</li> <li>A definition is a description of what a word means. Some words have more than one definition.</li> </ul>	<ul> <li>Explanations can be clear or confusing. Planning, sequencing and oral rehearsal can add clarity to explanations.</li> <li>A definition is a description of what a word means. Some words have more than one definition.</li> </ul>	<ul> <li>Explanations can be clear or confusing. Planning, sequencing and oral rehearsal can add clarity to explanations.</li> <li>A definition is a description of what a word means. Some words have more than one definition.</li> </ul>	<ul> <li>Explanations can be clear or confusing. Planning, sequencing and oral rehearsal can add clarity to explanations.</li> <li>A definition is a description of what a word means. Some words have more than one definition.</li> </ul>	<ul> <li>Explanations can be clear or confusing. Planning, sequencing and oral rehearsal can add clarity to explanations.</li> <li>A definition is a description of what a word means. Some words have more than one definition.</li> </ul>	<ul> <li>Explanations can be clear or confusing. Planning, sequencing and oral rehearsal can add clarity to explanations.</li> <li>A definition is a description of what a word means. Some words have more than one definition.</li> </ul>
	Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose.  Core knowledge  Fiction texts are usually narratives organised into paragraphs.  A narrative is a sequenced account.  Non-fiction texts use organisational devices to help you to locate information quickly, such as headings, bullet points, boxes and tables.  Skimming and scanning can help you to retrieve information from sections of fiction or non-fiction texts.  Skimming is looking over a text quickly to get the gist without needing to read every word.  Scanning is looking over a text quickly, line by line, to find key words.  The level of detail required from a retrieval answer can dictate whether to record in sentence or note form.	Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose.  Core knowledge  Fiction texts are usually narratives organised into paragraphs.  A narrative is a sequenced account.  Non-fiction texts use organisational devices to help you to locate information quickly, such as headings, bullet points, boxes and tables.  Skimming and scanning can help you to retrieve information from sections of fiction or non-fiction texts.  Skimming is looking over a text quickly to get the gist without needing to read every word.  Scanning is looking over a text quickly, line by line, to find key words.  The level of detail required from a retrieval answer can dictate whether to record in sentence or note form.	Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose.  Core knowledge  Fiction texts are usually narratives organised into paragraphs.  A narrative is a sequenced account.  Non-fiction texts use organisational devices to help you to locate information quickly, such as headings, bullet points, boxes and tables.  Skimming and scanning can help you to retrieve information from sections of fiction or non-fiction texts.  Skimming is looking over a text quickly to get the gist without needing to read every word.  Scanning is looking over a text quickly, line by line, to find key words.  The level of detail required from a retrieval answer can dictate whether to record in sentence or note form.	Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose.  Core knowledge  Fiction texts are usually narratives organised into paragraphs.  A narrative is a sequenced account.  Non-fiction texts use organisational devices to help you to locate information quickly, such as headings, bullet points, boxes and tables.  Skimming and scanning can help you to retrieve information from sections of fiction or non-fiction texts.  Skimming is looking over a text quickly to get the gist without needing to read every word.  Scanning is looking over a text quickly, line by line, to find key words.  The level of detail required from a retrieval answer can dictate whether to record in sentence or note form.	Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose.  Core knowledge  Fiction texts are usually narratives organised into paragraphs.  A narrative is a sequenced account.  Non-fiction texts use organisational devices to help you to locate information quickly, such as headings, bullet points, boxes and tables.  Skimming and scanning can help you to retrieve information from sections of fiction or non-fiction texts.  Skimming is looking over a text quickly to get the gist without needing to read every word.  Scanning is looking over a text quickly, line by line, to find key words.  The level of detail required from a retrieval answer can dictate whether to record in sentence or note form.	Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose.  Core knowledge  Fiction texts are usually narratives organised into paragraphs.  A narrative is a sequenced account.  Non-fiction texts use organisational devices to help you to locate information quickly, such as headings, bullet points, boxes and tables.  Skimming and scanning can help you to retrieve information from sections of fiction or non-fiction texts.  Skimming is looking over a text quickly to get the gist without needing to read every word.  Scanning is looking over a text quickly, line by line, to find key words.  The level of detail required from a retrieval answer can dictate whether to record in sentence or note form.
Comprehension – writer's craft				Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases.  Core knowledge  A writer chooses the language, structure and presentation of a book or text to suit their purpose, audience or type of writing. For example, instructions use precise, concise language. They are structured with headings, numbered steps and bullet points for ease of reading. They are clearly presented on the page, perhaps with an image for clarification.  Covered x 3	Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases.  Core knowledge  A writer chooses the language, structure and presentation of a book or text to suit their purpose, audience or type of writing. For example, instructions use precise, concise language. They are structured with headings, numbered steps and bullet points for ease of reading. They are clearly presented on the page, perhaps with an image for clarification.  Covered x 3	Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases.  Core knowledge  A writer chooses the language, structure and presentation of a book or text to suit their purpose, audience or type of writing. For example, instructions use precise, concise language. They are structured with headings, numbered steps and bullet points for ease of reading. They are clearly presented on the page, perhaps with an image for clarification.  Covered x 3
Comprehension – inference		Skill Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, justified with evidence from the text.	Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, justified with evidence from the text.	Skill Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, justified with evidence from the text.	Skill Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, justified with evidence from the text.	Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, justified with evidence from the text.

Comprehension – predicting		Predict what might happen from details stated and implied in the text, giving some examples.	Skill Predict what might happen from details stated and implied in the text, giving some examples.	Predict what might happen from details stated and implied in the text, giving some examples.	Predict what might happen from details stated and implied in the text, giving some examples.
Comprehension – questioning and explaining	Ask a range of questions to improve their understanding of an age-appropriate text, often trying to find more information to solve a problem for themselves.	Ask a range of questions to improve their understanding of an age-appropriate text, often trying to find more information to solve a problem for themselves.	Ask a range of questions to improve their understanding of an age-appropriate text, often trying to find more information to solve a problem for themselves.	Ask a range of questions to improve their understanding of an ageappropriate text, often trying to find more information to solve a problem for themselves.	Ask a range of questions to improve their understanding of an age-appropriate text, often trying to find more information to solve a problem for themselves.
Comprehension – structure and purpose			Skill Read books that are structured in different ways, identifying a book's purpose.	Skill Read books that are structured in different ways, identifying a book's purpose.	Skill Read books that are structured in different ways, identifying a book's purpose.
Comprehension – reading widely					
Comprehension – recommending					