



# Reading Progression

|             | F1  |
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| Decoding    | <ul style="list-style-type: none"><li>-I am beginning to use my phonic knowledge to decode some regular words and read them aloud.</li><li>-I am beginning to read some common irregular words.</li></ul>   |
| Vocabulary  | <ul style="list-style-type: none"><li>-I can recognise rhythm in spoken words.</li><li>-I can listen to and join in with stories and poems.</li><li>-I am beginning to show an understanding of common words and familiar, everyday phrases in a story that is read to me.</li></ul>  |
| Inference   | <ul style="list-style-type: none"><li>-With support, I can make simple inferences from a picture/illustration.</li><li>-With support, I am beginning to make simple inferences about how a character is feeling.</li></ul>  |
| Prediction  | <ul style="list-style-type: none"><li>-I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</li><li>-I can suggest how a story might end.</li></ul>  |
| Explanation | <ul style="list-style-type: none"><li>-With support, I can give a simple opinion about whether I like a book/story or not.</li><li>-With support, I can give a simple reason why.</li></ul>   |
| Retrieval   | <ul style="list-style-type: none"><li>-I can retrieve information from pictures in a book, in response to a simple question.</li><li>-I can say something about who was in a story, what happened and/or where it took place.</li><li>-I am beginning to understand that information can be retrieved from books and computers.</li></ul> |
| Sequencing  | <ul style="list-style-type: none"><li>-I am beginning to be aware of the way stories are structured.</li></ul>  |

|             | F2   |
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| Decoding    | <ul style="list-style-type: none"> <li>-I can hear and say the initial sounds in words.</li> <li>-I can use my phonic knowledge to decode some regular words and read them aloud accurately.</li> <li>-I can segment the sounds in simple words and blend them together and know which letters represent some of them.</li> <li>-I can link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>-I can use my phonic knowledge to read words and simple sentences.</li> <li>-I can read some common irregular words.</li> </ul> |
| Vocabulary  | -I can show an understanding of common words and familiar, everyday phrases in a story that is read to me.   |
| Inference   | <ul style="list-style-type: none"> <li>-I can make simple inferences from a picture/illustration.</li> <li>-With support, I can make simple inferences about how a character is feeling.</li> </ul>  |
| Prediction  | <ul style="list-style-type: none"> <li>-I can suggest how a story might end.</li> <li>-I can make a simple prediction about what might happen next in a book I am reading or has been read to me.</li> </ul>   |
| Explanation | <ul style="list-style-type: none"> <li>-I can give a simple opinion about whether I like a book/story or not.</li> <li>-I can give a simple reason why.</li> </ul>   |
| Retrieval   | <ul style="list-style-type: none"> <li>-I can retrieve information from pictures in a book, in response to a simple question.</li> <li>-I can say something about who was in a story, what happened and/or where it took place.</li> <li>-I know that information can be retrieved from books and computers.</li> </ul>  |
| Sequencing  | -I can remember some events from a story in the correct order.   |

| Strand  | Year 1  | Year 2   | Year 3 | Year 4 | Year 5 | Year 6 |
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| Fluency | -I can accurately read texts that are consistent with my developing phonic knowledge, that do not require me to use other strategies to work out words. | - I can read aloud books (closely matched to my improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. |        |        |        |        |

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|          | -I can re-read texts to build up fluency and confidence in word reading.   | -I can re-read these books to build up fluency and confidence in word reading.<br>-I can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.  | <i>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</i>   |  |   |  |
| Decoding | - I can match all 40+ graphemes to their phonemes.<br>-I can blend sounds in unfamiliar words.<br>-I can divide words into syllables.<br>-I can read common exception words.<br>-I can read words with contractions and understand that the apostrophe represents the missing letters.<br>-I can read phonetically decodable words.<br>-I can read words that end with 's, -ing, -ed, -est<br>-er<br>-I can read words of more than one syllable that contain taught GPCs.<br>-I can read many words quickly and accurately without overt sounding out and blending.<br>-I can check that my reading makes sense and am beginning to go back to correct when it doesn't. | -I can read <b>most</b> words quickly and accurately when I have read them before without sounding out and blending.<br>-I can sound out <b>most</b> unfamiliar words accurately without undue hesitation.<br>-I can recognise and read alternative sounds for graphemes.<br>-I can read accurately words of two or more syllables that contain the same GPCs.<br>-I can read words with common suffixes.<br>-I can read <b>most</b> common exception words.<br>-I can self-correct when I have read a sentence incorrectly.<br>-I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense. | -I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.<br>-I can read further exception words, noting the unusual correspondences between spelling and sound.<br>-I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. | -I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.<br>-I can read further exception words, noting the unusual correspondences between spelling and sound.<br>-I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. | -I can apply knowledge of a wider range of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.<br>-I can read further exception words, noting the unusual correspondences between spelling and sound.<br>-I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.<br>-I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. <u>arachnophobia</u> .<br>-I can re-read and read ahead to check for meaning.<br>-I can read fluently, using punctuation to inform meaning. | -I can apply knowledge of a wider range of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.<br>-I can read further exception words, noting the unusual correspondences between spelling and sound.<br>-I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.<br>I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. <u>arachnophobia</u> .<br>-I can re-read and read ahead to check for meaning.<br>-I can read fluently, using punctuation to inform meaning. |

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|                       |  |   |   |  |  | -I can read aloud with intonation that shows my understanding of the text.  |
| Vocabulary            | <ul style="list-style-type: none"> <li>-I can find out the meaning of new words by discussing them with my teacher.</li> <li>-I can make links between new words and words I already know. E.g. terror/terrorised</li> <li>-With support, I can explain the meaning of an unfamiliar word in a shared story by using the context.</li> <li>-I can recognise obvious story language - Once Upon a Time, big bad wolf.</li> <li>-I can use my knowledge of root words to work out the meaning of words with suffixes.</li> </ul> | <ul style="list-style-type: none"> <li>- I can find out the meaning of a new word by asking an adult or using a dictionary (with support).</li> <li>-I can identify and discuss <b>some</b> new and interesting words I find when I am reading, linking new words to known vocabulary.</li> <li>-I can explain the meaning of an unfamiliar word by using the context.</li> <li>-I can identify how vocabulary choice affects meaning, e.g. 'Crept lets you know that he is trying to be quiet.'</li> <li>-I can use morphology (such as prefixes) to work out the meaning of unknown words.</li> </ul> | <ul style="list-style-type: none"> <li>-I can use a dictionary to look up the meaning of an unfamiliar word I come across when I am reading.</li> <li>-I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>-I can explain the meaning of some key vocabulary within the context of the text.</li> <li>- I can identify some figurative language.</li> <li>-I can find synonyms and distinguish shades of meaning in synonyms.</li> <li>-I can use morphology (such as suffixes) and etymology to understand the meaning of new words I meet.</li> </ul> | <ul style="list-style-type: none"> <li>-I can use a dictionary to look up the meaning of an unfamiliar word I come across when I am reading.</li> <li>-I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>-I can explain the meaning of some key vocabulary within the context of the text.</li> <li>- I can identify figurative language and understand how this affects meaning.</li> <li>-I can find synonyms and distinguish shades of meaning in synonyms.</li> <li>-I can use morphology (such as suffixes) and etymology to understand the meaning of new words I meet.</li> </ul> | <ul style="list-style-type: none"> <li>-I can use a dictionary independently to check the meaning of unfamiliar words.</li> <li>-I can infer the meaning of unfamiliar words by linking them to known vocabulary.</li> <li>-I can infer the meaning of unfamiliar words from the context of the sentence and the text.</li> <li>-I can identify and comment on the writer's use of language for effect, including figurative language, and understand how this affects meaning.</li> <li>-I can find synonyms and distinguish shades of meaning in synonyms for age-related vocabulary.</li> <li>-I can apply my growing knowledge of morphology (such as suffixes) and etymology to understand the meaning of new words that I meet.</li> </ul> | <ul style="list-style-type: none"> <li>-I can use a dictionary independently to check the meaning of unfamiliar words.</li> <li>-I can infer the meaning of unfamiliar words by linking them to known vocabulary</li> <li>- I can infer the meaning of unfamiliar words from the context of the sentence and the text.</li> <li>-I can identify, discuss and evaluate how writers use language for effect, including figurative language, across a wide range of genres and text types and understand how this affects meaning.</li> <li>-I can find synonyms and distinguish shades of meaning in synonyms for age-related vocabulary.</li> <li>- I can apply my growing knowledge of morphology (such as suffixes) and etymology to understand the meaning of new words that I meet.</li> </ul> |
| Inference/ prediction | <ul style="list-style-type: none"> <li>- I can start to ask questions about a <i>familiar book</i> that is read to me.</li> <li>-I can answer questions and make <b>some</b> basic</li> </ul>  | <ul style="list-style-type: none"> <li>-I can ask questions about a text I have read or which has been read to me.</li> </ul>   | <ul style="list-style-type: none"> <li>-I can ask relevant questions to get a better understanding of a text.</li> <li>- I can make inferences such as inferring</li> </ul>   | <ul style="list-style-type: none"> <li>-I can ask relevant questions to get a better understanding of a text.</li> <li>- I can make inferences such as inferring</li> </ul>  | <ul style="list-style-type: none"> <li>-I can ask questions to improve my understanding of a text.</li> <li>-I can draw inferences such as inferring a</li> </ul>  | <ul style="list-style-type: none"> <li>-I can ask questions to improve my understanding of a text.</li> <li>-I can draw inferences such as inferring a</li> </ul>   |

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|             | <p>inferences from the text and/or the illustrations.</p> <p>-I can predict what might happen next in a text that I have read or that has been read to me on the basis of what has been read so far.</p>  | <p>- I can answer questions and make <b>some</b> inferences on the basis of what is being said and done.</p> <p>-I can make predictions based on what I have read so far.</p>   | <p>characters' feelings, thoughts and motives from their actions.</p> <p>-I can justify my inferences with evidence.</p> <p>-I can make sensible predictions based on what I have read.</p> <p>-I can justify my predictions with evidence.</p> <p>-</p> <p>.</p> | <p>characters' feelings, thoughts and motives from their actions.</p> <p>-I can justify my inferences with evidence.</p> <p>-I can make sensible predictions based on what I have read.</p> <p>-I can justify my predictions with evidence.</p> <p>-</p> | <p>character's feelings, thoughts and motives from their actions, words and by using other evidence.</p> <p>-I can justify my inferences with one or more pieces of appropriate evidence from the text using the PEE technique (point, evidence, explanation).</p> <p>-I can infer meaning from a text in order to develop and express my own point of view.</p> <p>-I can predict what might happen from details that are stated and implied.</p> <p>-I can justify my predictions using the PEE technique (point, evidence, explanation).</p> | <p>character's feelings, thoughts and motives from their actions, words and by using other evidence.</p> <p>-I can make detailed inferences and justify them with appropriate evidence from the text.</p> <p>-I can use the PEE (point, evidence, explanation) technique to answer written inferential questions in detail.</p> <p>-I can make inferential comparisons across the text and use evidence to justify my argument. E.g. Explaining how and why a character's feelings change at different points in the text with examples from the text.</p> <p>-I can predict what might happen from details that are stated and implied.</p> <p>-I can use the PEE (point, evidence, explanation) technique to answer written prediction questions in detail.</p> |
| Explanation | <p>-I can link what I have heard or read to my own experiences.</p> <p>-I can explain what I think the text is about.</p> <p>-I can understand the moral of a story.</p> <p>-I can identify good and bad characters in a story and explain why.</p> | <p>- I can relate what I read to my own experiences.</p> <p>-I can tell you what a text is about/is trying to say.</p> <p>E.g. 'It is explaining how to make something'</p> <p>-I understand why a writer has written a</p> | <p>-I can identify the main purpose of a non-fiction text.</p> <p>E.g. 'It's all about why going to the dentist is important and how you should look after your teeth'.</p> <p>-I can identify and explain some simple</p>  | <p>-I can identify the main purpose of a non-fiction text.</p> <p>E.g. 'It's all about why going to the dentist is important and how you should look after your teeth'.</p> <p>-I can identify and explain some simple</p>                               | <p>-I am able to explain and discuss the main purpose of a non-fiction text.</p> <p>-I am able to talk about themes in a wide range of writing and can recognise thematic links with other texts.</p> <p>-I can discuss features in non-fiction texts relating</p>  | <p>- I am able to explain and discuss the main purpose of a non-fiction text.</p> <p>-I can identify and discuss themes across longer texts/novels/poems.</p> <p>-I can discuss and evaluate a range of features in non-fiction</p>   |



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|  | <p>-With prompting, I can discuss my favourite words and phrases and give reasons for my opinions.</p> <p>-With prompting, I can explain what I like about a text and why.</p> | <p>text, e.g. 'She wants you to know how to make a kite.'</p> <p>-I can discuss my favourite words and phrases and give reasons for my opinions.</p> <p>-I can explain what I like about a text and why.</p> <p>-I can talk about cause and effect in fiction and non-fiction. For example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually.</p> | <p>themes within fiction texts.</p> <p>E.g. bullying</p> <p>-I can identify some basic features of organisation at sentence and text level. For example, imperatives used in instructions and can use these to help me navigate through a text.</p> <p>-I can begin to use familiar non-fiction features independently to navigate through a text. For example, sub-headings to help locate information.</p> <p>-I can discuss words and phrases from a text and explain how they capture the reader's interest and imagination.</p> <p>-With support, I can justify my views about what I have read.</p> | <p>themes within fiction texts.</p> <p>E.g. bullying</p> <p>-I can identify a range of different types of non-fiction writing by recognising features such as greetings in letters and the use of first person in diaries and begin to comment on why the author might have chosen these features.</p> <p>-I can identify some features of organisation at sentence and text level. For example, cliff hangers, bold lettering.</p> <p>-I can discuss words and phrases from a text and explain how they capture the reader's interest and imagination.</p> <p>- I can independently justify my views about what I have read.</p> | <p>to organisation, at sentence and text level, giving some explanation as to why the author might have chosen this structure and its impact on the reader. For example bullet points, layout.</p> <p>-I can discuss features in fiction texts, relating to organisation at sentence and text level, giving some explanation as to why the author might have chosen them. For example, short paragraphs, speech to move the action on.</p> <p>- I can comment on and explain how writers use language, including figurative language, and consider the effect this has on the reader. For example, similes, short sentences, technical language in non-fiction.</p> <p>-I can recognise ways in which writers present points of view in a text, and explain the effect of this, e.g. 'He has only mentioned the bad points about air travel to make you not want to do it.'</p> <p>-I can make some simple connections between texts.</p> <p>E.g. similarities in plot, topic, or books by same</p> | <p>texts relating to organisation at sentence and text level and explain how these contribute to the effects achieved. For example, first person in autobiographies.</p> <p>-I can discuss and evaluate features in fiction texts, relating to organisation at sentence and text level and explain how these contribute to the effects achieved. For example, paragraphs, speech to move the action on.</p> <p>-I can comment on and explain the writer's use of language, including figurative language, considering the impact on the reader. For example, 'The repetition, rhythm and rhyme pattern together make it seem like the rhythm of the train, which the writer is talking about. It makes the reader feel panicky.</p> <p>-I can clearly identify a writer's viewpoint and my explanation of it is developed through close reference to the text.</p> <p>E.g. I think that the author is against corporal punishment because they make you feel sorry for the Avox in The Hunger Games.</p> |
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|           |   |  |  |  | <p>author, about same characters.</p> <ul style="list-style-type: none"> <li>-I can distinguish between statements of fact and opinion within a text.</li> <li>-I can provide reasoned justifications for my views.</li> </ul>   | <ul style="list-style-type: none"> <li>-I can identify and comment on explicit and implicit points of view.</li> <li>-I can make comparisons within and across texts I have read and have had read to me.</li> <li>-I can distinguish between statements of fact and opinion within a text.</li> <li>-I can provide reasoned justifications for my views.</li> </ul>  |
| Retrieval | <ul style="list-style-type: none"> <li>-I can use picture cues to tell a story.</li> <li>-I can find key words/sounds within a text I am reading.</li> <li>-I can answer some simple questions about a text that I have read.</li> <li>-I can identify the key organisational features of a fiction book. E.g. Title, front cover, blurb, illustrations, author and illustrator.</li> <li>-I can identify the key organisational features of a non-fiction book. E.g. title, sub-title, contents, glossary, index, page numbers, diagrams, captions.</li> <li>-I understand the difference between</li> </ul> | <ul style="list-style-type: none"> <li>- I can find and copy words from a text I have read.</li> <li>-I can find the answer to a simple comprehension question in the text. E.g. <i>who, what, where, when</i></li> <li>-I understand and can talk about the features of page layout in different types of non-fiction texts. E.g. instructions, reports</li> <li>-I know the difference between contents and index pages and how they can be used.</li> <li>-I can compare and talk about the features of fiction and non-fiction books.</li> </ul> | <ul style="list-style-type: none"> <li>-I can scan fiction and non-fiction texts for important words and phrases.</li> <li>-I can skim read a page/short chapter of text to retrieve the main information.</li> <li>-I can answer questions about a text by locating the information needed.</li> <li>-I can use the features of non-fiction texts (diagrams, photos, captions, labels and charts etc) to find information quickly and effectively.</li> </ul> | <ul style="list-style-type: none"> <li>-I can use scanning to find specific words/phrases and numerical information.</li> <li>-I can skim read a page/short chapter of text to retrieve the main information.</li> <li>-I can use text marking to identify key information in a text.</li> <li>-I can answer questions about a text by locating the information needed.</li> <li>-I understand how to use all aspects of a text to answer questions e.g. labels, captions diagrams.</li> </ul> | <ul style="list-style-type: none"> <li>- I can use scanning to find specific information e.g. dates, numbers, names etc.</li> <li>-I can use skimming to establish the main idea and <b>summarise the information</b> from the text, identifying key details.</li> <li>-I can independently use a full range of reading skills and my knowledge of texts to read a question, find the information and record my answer.</li> <li>-I can find information by using my knowledge of text layout and structure to answer questions.</li> <li>-I can find evidence within a text to support</li> </ul> | <ul style="list-style-type: none"> <li>-I can decide when to use skimming or scanning to retrieve different types of information from a text. E.g. scanning for a date, name, number or skimming to summarise</li> <li>-I can skim read a chapter/several paragraphs to identify key details and summarise what it is about.</li> <li>-I can independently use a full range of reading skills and my knowledge of texts to read a question, find the information and record my answer.</li> <li>- I can find information by using my knowledge of text layout and structure to answer questions.</li> </ul> |

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|                         | <p>fiction and non-fiction books.</p> <ul style="list-style-type: none"> <li>-I can use a contents page to find information.</li> <li>-I can explain how a contents page, glossary and index are ordered.</li> </ul>   |   |  |  | <p>my answer, using quotes where appropriate.</p>   | <ul style="list-style-type: none"> <li>- I can find evidence within a text to support my answer, using quotes where appropriate.</li> </ul>  |
| Sequencing/ summarising | <ul style="list-style-type: none"> <li>-I can retell a familiar story, in the correct order.</li> <li>-I can identify the beginning, middle and end of a story.</li> </ul>   | <ul style="list-style-type: none"> <li>-I can re-tell a story, referring to most of the key events and characters.</li> <li>- I can discuss the sequence of events in texts and how they relate to each other.</li> </ul>   | <ul style="list-style-type: none"> <li>- I can order and sequence key events across a range of fiction and non-fiction texts.</li> <li>-I can identify main ideas drawn from more than one paragraph.</li> <li>-I can summarise the main ideas drawn from more than one paragraph.</li> </ul>  | <ul style="list-style-type: none"> <li>-I can order and sequence key events across a range of fiction and non-fiction texts.</li> <li>-I can identify main ideas drawn from more than one paragraph.</li> <li>-I can summarise the main ideas drawn from more than one paragraph.</li> </ul>   | <ul style="list-style-type: none"> <li>-I can summarise the main ideas drawn from more than one paragraph,</li> <li>- I can identify at least one key detail which supports my thoughts.</li> </ul>   | <ul style="list-style-type: none"> <li>-I can clearly summarise the main ideas drawn from more than one paragraph.</li> <li>-I can identify key details and use quotations to support my thoughts.</li> </ul>  |
| Range of Reading        | <ul style="list-style-type: none"> <li>-I listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which I can read independently.</li> <li>-I am becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>- I can recognise and join in with predictable phrases.</li> <li>-I am learning to appreciate rhymes and poems and can recite some by heart.</li> </ul> | <ul style="list-style-type: none"> <li>-I listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond which I can read independently.</li> <li>- I am becoming increasingly familiar with and can retell a wider range of stories, fairy stories and traditional tales.</li> <li>- I can recognise simple recurring literary language in stories and poetry.</li> <li>- I am continuing to build up a repertoire of poems learnt by heart,</li> </ul> | <ul style="list-style-type: none"> <li>-I listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</li> <li>- I am increasing my familiarity with a wide range of books, including fairy stories and myths and legends and can retell some of these orally.</li> <li>-I am preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.</li> <li>-I recognise some different forms of</li> </ul> | <ul style="list-style-type: none"> <li>-I listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</li> <li>- I am increasing my familiarity with a wide range of books, including fairy stories and myths and legends and can retell some of these orally.</li> <li>-I am preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.</li> <li>-I recognise some different forms of</li> </ul> | <ul style="list-style-type: none"> <li>-I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>- I am increasing my familiarity with a wide range of books, including myths. Legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> <li>- I am learning a wider range of poetry by heart.</li> <li>- I am preparing a wider range of poems and plays to read aloud and</li> </ul> | <ul style="list-style-type: none"> <li>I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>- I am increasing my familiarity with a wide range of books, including myths. Legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> <li>- I am learning a wider range of poetry by heart.</li> <li>- I am preparing a wider range of poems and plays to read aloud and</li> </ul> |



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|  |  | appreciating these and reciting some, with appropriate intonation to make the meaning clear. | poetry. For example, free verse, narrative poetry. | poetry. For example, free verse, narrative poetry. | perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience. | perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience. |
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