



Brown's C of E Primary School, Horbling

Caring. Learning. Enjoying. Achieving within the love of God

At Horbling Brown's, we believe that every child is a reader and actively encourage children to read and enjoy a wide range of texts. We believe that, through twice weekly dedicated class reading sessions and quality first teaching, we can encourage and inspire emergent and developing readers to see the value in texts; whether for pleasure or to garner information.

We aim to build an inclusive reading community which traverses all year groups by encouraging more experienced or enthusiastic readers to lead others by example through reading cafes.

We believe that reading is a key factor in all areas of the curriculum, and as such, follow research to inform teaching techniques.

The school values of 'courage' and 'hope' can be seen as drivers for the curriculum as we encourage children to have the courage to strive for excellence and continued improvement in reading, and to give children hope that learning these skills will open doors to exciting creative worlds and opportunities within and out of school.

The National Curriculum states:

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.

Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.

However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information.

Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.

Links to research

Publication	Selected Recommendations	How are we applying these to our Curriculum?
<p style="text-align: center;">EEF Reading Recommendations</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_-_Poster.pdf</p>	<p>Fluent readers can read quickly, accurately, and with appropriate stress and intonation. Fluent reading supports comprehension because pupils’ cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text</p> <p>Purposeful activities include: • reading books aloud and discussing them; • activities that extend pupils’ expressive and receptive vocabulary; • collaborative learning activities where pupils can share their thought processes; • structured questioning to develop reading comprehension; • teachers modelling inference-making by thinking aloud; and • pupils articulating their ideas verbally before they start writing.</p> <p>Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension, through the use of VIPERS.</p>	<p>Guided Reading sessions every week for 1 hour</p> <p>Phonics lessons incorporating storybooks</p> <p>Use of VIPERS within Guided Reading lessons</p> <p>Novel study in Key Stage 2</p> <p>Reading Café held for each class during lunchtimes</p> <p>Awarding reading certificates every week.</p> <p>Reading volunteers provide further opportunities for pupils to read aloud.</p>

Daisies – Year 1 and 2 Programme of study

Pupils in Year 1 should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases

- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Pupils in Year 2 should be taught to:

- Pupils should be taught to:
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Enjoy			Decode/fluency Development			Reasoning (GDS)	
Define Draw on knowledge of vocabulary to understand texts			Retrieve Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information			Sequence Identify and explain the sequence of events in texts.	
Describe, Explain, Justify, Convince, Prove		Infer Make inferences based on the text		Predict Predict what happen on the basis of what has been read so far			
Discussion	Multiple choice	Ranking/order	Matching/labelling	Find and copy	Short response	Investigate	Open- ended response
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Fiction Year 1 Year 2		Use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically. Understand how story language works and use	Retell stories and rhymes with predictable and repeating patterns. Improvising on patterns orally by substituting words and phrases, extending patterns, inventing patterns and playing with rhyme.	Locate and read significant parts of the text, e.g. picture captions, names of key characters, rhymes and chants, e.g. 'I'm a troll....' "You can't catch me, I'm the Gingerbread man".	Identify and discuss a range of story themes, collect and compare. Recognise ways in which emphasis has been created in a text, e.g., capitalisation, bold print	Describe story settings and incidents and relate them to own experience and that of others. Compare and contrast stories with a variety of settings, e.g. space,	Identify and discuss characters, e.g. appearance, behaviour, qualities; speculate how they might behave. Discuss how characters are described in the text; and compare

	<p>some formal elements when retelling stories e.g. once there was...she lived in a little.... He replied</p> <p>Read stories with predictable and repeated patterns and experiment with similar patterns.</p> <p>Use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they have read.</p>	<p>Retrieve basic information about a character using pictures and simple language.</p> <p>Re-enact stories in a variety of ways e.g. through role play, using puppets or dolls.</p>	<p>Identify and record some key features of story language from a range of stories, and practise reading and using them</p>		<p>imaginary lands, animal homes.</p> <p>Identify descriptive language e.g., adjectives.</p>	<p>characters from different stories.</p> <p>Become aware of characters and dialogue e.g. by role playing parts when reading aloud stories or plays.</p>
<p>Non-fiction Year 1 Year 2</p>	<p>Explore and understand the difference between fiction and non-fiction and distinguishing the features of each.</p> <p>Identify similarities</p>	<p>Make simple notes on a text, e.g. underlining key words or phrases, adding labels and captions to pictures.</p>	<p>Use some simple processes for finding out information.</p> <p>Pose questions for research and read</p>	<p>Understand the purpose of context pages and indexes and to begin to locate information by page numbers and words by initial letter.</p>	<p>Recognise that non-fiction books on similar themes can give different information and present similar information in different ways.</p>	<p>Identify simple questions and use texts to find answers.</p> <p>Understand how to use alphabetically ordered texts to</p>

	<p>and differences between fiction and non-fiction; understand how they are structured.</p> <p>Read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when.</p> <p>Explore and note features of non-fiction books that are structured in different ways.</p> <p>Use dictionaries and glossaries to locate words by using initial letter.</p>	<p>Read and note basic features of simple instructional texts, e.g. recipes.</p> <p>Identify how written instructions are organised, e.g. lists, numbered points, diagrams with arrows, bullet points, keys.</p>	<p>non-fiction texts to find answers.</p> <p>Read a variety of recount texts noting perspective e.g. first person.</p>	<p>Use a contents page and index to navigate a text; scan a text to find specific sections, e.g. key words or phrases sub-headings.</p> <p>Explain how the main features of non-fiction texts are used.</p> <p>Learn about cause and effect non-fiction, the features and the language associated with it.</p>	<p>Understand how to read different non-fiction texts, e.g. know that the reader doesn't need to go from the start to finish but selects according to what is needed.</p> <p>Skim-read title, contents page, illustrations, chapter headings and sub-headings to predict what a book might be about.</p> <p>Discuss merits and limitations of particular instructional texts and compare with others to give an overall evaluation.</p>	<p>retrieve information.</p> <p>Evaluate the usefulness of a text for its purpose.</p> <p>Locate parts of text that give information including labelled diagrams and charts.</p> <p>Know that glossaries give definitions and explanations; discuss what definitions are, explore some simple definitions in dictionaries.</p>
Poetry	<p>Listen to poems being read and talk about likes and dislikes; including ideas or puzzles,</p>	<p>Identify and appreciate rhyme and alliteration in poetry.</p>	<p>Link themes in poetry to their own experiences.</p> <p>Explore acrostic poems noting the</p>	<p>Gather word collections and identify simple repeating patterns, describing the effect.</p>	<p>Collect class and individual favourite poems for class anthologies, participate in reading aloud.</p>	<p>Make simple comments on aspects such as word combinations, sound patterns</p>

	<p>words and patterns.</p> <p>Join in with class rhymes and poems.</p>	<p>Explore shape poems/Calligrams noting how the poem is presented in the shape of the object which it is describing and how the layout may either be with the words inside a shape or around the outline of a shape.</p>	<p>structure and theme.</p>	<p>Perform in unison, following the rhythm of the poem and keeping time.</p>	<p>Explore riddles noting how the poem describes a noun but does not name it; how the last line usually directly addresses the reader and uses a question and the mood of the poem being light-hearted.</p>	<p>(such as rhyme, rhythms, alliterative patterns) and forms of presentation.</p> <p>Recite some poems in an audible voice by heart performing to others, taking account of punctuation.</p>
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Daffodils - Year 3 and 4 Programme of Study

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books English 36 Statutory requirements
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Enjoy		Decode/ Fluency Development				Reasoning (GDS) Describe, Explain, Justify, Convince, Prove	
Define Give/explain the meaning of words in context.	Retrieve Retrieve and record information/identify key detail from fiction and non-fiction	Summarise Summarise main ideas from more than one paragraph.	Infer Make inferences from the text/explain and justify inferences with evidence from the text.	Predict Predict what might happen from detail stated or implied.	Relate Identify/explain how information/narrative content is related and contributes to meaning as a whole.	Explore Identify/explain how meaning is enhanced through choice of words and phrases	Compare Make comparisons within the text.
Discussion	Multiple choice	Ranking/ ordering	Matching/ labelling	Find and copy	Short response	Investigate	Open-ended response

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
VIPERS Vocabulary, Inference, Prediction, Explain and Summarise.					
The Boy in the Tower By Polly Ho-Yen		The boy at the back of the class By Onjali Q.Rauf		Windrush Child By Benjamin Zephaniah	
Develop an active attitude towards reading: seeking answers anticipating events, empathising with characters and	Identify the purpose of dialogue and how it is presented in the story, e.g. through statements, questions, exclamations, how	Retell main points of a story in sequence. Make comparisons with other stories: evaluate and justify preferences.	Refer to significant aspects of the text, e.g. the opening, build-up atmosphere, and how language is used to create these, e.g. use of adjectives for description.	Explore narrative order: identify and map out the main stages of the story: Introductions – build-ups – climaxes or conflicts. – resolutions	Investigate and compare the styles and voices Identify and explain how dialogue used

<p>imagining events that are described. Discuss characters' feelings, behaviour, relationships, referring to the text and making judgements</p> <p>Explore chronology in narrative, by mapping how much time passes in the course of the story, e.g. noticing where there are jumps in time, or where some events are skimmed over quickly, and others told in detail.</p>	<p>paragraphing is used to organise dialogue.</p> <p>Recognise and discuss key themes and conventions</p> <p>Identify the main characteristics of the key characters, drawing on the text to justify views, use the information to predict actions.</p>	<p>Understand how writers create imaginary worlds and note how the writer has evoked it through detail.</p> <p>Compare the structure of the story to other stories, to discover how they differ in pace, build-up, sequence, complication and resolution.</p> <p>Understand how paragraphs or chapters are used to collect, order and build up ideas.</p> <p>Explore different cohesive devices.</p> <p>Identify techniques writers use to create mood and atmosphere.</p>	<p>Understand how the use of expressive and descriptive language can create moods, build tension, describe attitudes or emotions.</p>	<p>Understand how writers use figurative language and expressive language to create images, atmosphere, describing the effect on the reader.</p> <p>Understand the use of figurative language in stories; compare poetic phrasing with narrative/descriptive examples.</p> <p>Understand and explain the difference between what is written and what is implied.</p>	<p>to create characterisation and move the story on.</p> <p>Identify social, moral or cultural issues in stories, e.g. the dilemmas faced by characters or the moral of the story and discuss how the characters deal with them.</p>
Non-fiction					
<p>Locate information, using contents, index, headings, sub-headings, page</p>	<p>To read information passages and identify main points or gist of a text, e.g. by noting or underlining key words</p>	<p>Compare the way information is presented, e.g. by comparing a variety of information texts</p>	<p>Follow a line of enquiry, knowing what information to look for.</p>	<p>Develop library skills to independently research a topic.</p>	<p>Research a topic using online sources, identifying useful content and discuss bias.</p>

<p>numbers, bibliographies. Retrieve and record information from non-fiction, discussing main ideas, taking and organising notes.</p> <p>Read flow charts and cyclical diagrams that explain a process.</p>	<p>or phrases listing the 4 or 5 key words covered.</p> <p>Summarise a paragraphs, generating appropriate sub-headings.</p>	<p>including IT- based sources.</p> <p>Know and use efficient skimming and scanning techniques to purposefully retrieve key information.</p>	<p>Understand how to use contents pages and indexes to locate information.</p> <p>Summarise in one sentence the content of a passage, and the main point it is making.</p> <p>Explain features of different forms of non-chronological reports.</p>	<p>Use scanning to locate information quickly and accurately.</p> <p>Identify different purposes of instructional texts. Discuss merits and limitations of instructional texts and compare with others to give an overall evaluation.</p>	<p>Read a range of persuasive texts. Compare, considering, e.g. – the deliberate use of ambiguity, half-truth, bias; -how opinion can be disguised to seem like fact.</p>
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Sunflowers – Year 5 and 6 Programme of Study

Pupils should be taught to:

- maintain positive attitudes to reading and an understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and
- using notes where necessary
- provide reasoned justifications for their views

Enjoy			Decode/ Fluency Development			Reasoning (GDS) Describe, Explain, Justify, Convince, Prove	
Define Give/explain the meaning of words in context.	Retrieve Retrieve and record information/identify key detail from fiction and non-fiction	Summarise Summarise main ideas from more than one paragraph.	Infer Make inferences from the text/explain and justify inferences with evidence from the text.	Predict Predict what might happen from detail stated or implied.	Relate Identify/explain how information/narrative content is related and contributes to meaning as a whole.	Explore Identify/explain how meaning is enhanced through choice of words and phrases	Compare Make comparisons within the text.
Discussion	Multiple choice	Ranking/ ordering	Matching/ labelling	Find and copy	Short response	Investigate	Open-ended response

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
VIPERS Vocabulary, Inference, Prediction, Explain and Summarise.					

Cogheart By Peter Bunzl		Wonder By R.J Palacio		Letters from the lighthouse By Emma Carroll	
<p>Understand aspects of narrative structure, e.g. how chapters in a book or photographs are linked together</p> <p>-how authors handle time: e.g. flashbacks, stories within stories, dreams</p> <p>-how the passing of time is conveyed to the reader.</p> <p>Identify language the writer has chosen for impact and discuss and evaluate the impact on the reader.</p> <p>Compare and evaluate a novel or play in print and the film/TV version, e.g. treatment of the plot and characters, the differences in the two forms, e.g. in seeing the setting, in losing the narrator.</p>	<p>Identify the key features of different types of literary text, e.g. stock characters, plot structure, and how particular texts conform, develop or undermine the story.</p> <p>Identify and discuss writer technique such as repetition, recap, alliteration, onomatopoeia to create specific effects.</p> <p>Take account of viewpoint in a novel through, e.g;</p> <p>-identifying the narrator;</p> <p>Explaining how this influences the reader's view of events,</p> <p>-explaining how events might look from a different point of view.</p> <p>Evaluate how effectively the writer</p>	<p>Explore and understand the differences between literal and figurative language, e.g. through discussing the effects of imagery.</p> <p>Analyse how individual paragraphs are structured in writing, e.g. sequenced to follow the shifting thoughts of a character, examples listed to justify a point and reiterate to give it force.</p> <p>Be familiar with the work of some established authors, articulate what is special about their work, and explain their preferences in terms of authors, styles and themes.</p> <p>Describe and evaluate the style of an individual writer.</p>	<p>Articulate personal responses to literature, identifying why and how a text affects the reader.</p> <p>Identify writer techniques for creating and impact on the reader.</p> <p>Analyse the success of texts and writers in evoking particular responses in the reader, e.g. where suspense is well-built.</p> <p>Use implied and multi-layered meaning to predict what might happen.</p> <p>Identify and discuss the tone (register) in what is read with reference to the text to justify opinions.</p>	<p>Investigate how characters are presented, referring to the text:</p> <p>-through dialogue, action and description;</p> <p>-how the reader responds to them (as victims, heroes etc)</p> <p>-through examining their relationships with other characters.</p> <p>Justify views about texts, offering coherent evidence to support it.</p> <p>Summarise main ideas, identifying key details and using quotations for illustration.</p> <p>Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader.</p>	<p>Distinguish between the author and the narrator, investigating narrative viewpoint and the treatment of different characters, e.g. minor characters, heroes, villains and perspectives on the action from different characters.</p> <p>Use active reading strategies to summarise, annotate a text, identify key information and note-take.</p>

<p>Evaluate the effectiveness of dialogue and its purpose.</p> <p>Identify techniques and explain how writers create specific atmosphere.</p>	<p>has met the purpose of the writing.</p>				
Non-fiction					
<p>Discuss the purpose of note-taking and how this influence the nature of notes made.</p> <p>Use simple abbreviations in note taking.</p> <p>Identify techniques, sentence structure and language techniques that supports precise and concise presentation of information</p> <p>Review a range of non-fiction text types and characteristics,</p>	<p>Locate information confidently and efficiently through: using contents, indexes, sections, headings; skimming to gain overall sense of text; scanning to locate specific information; close reading to aid understanding, text marking and using IT sources.</p> <p>Secure the skills of skimming, scanning and efficient reading so that research is fast and effective.</p>	<p>Evaluate texts critically by comparing how different sources treat the same information.</p> <p>Read and evaluate letters, e.g. from Newspapers, magazine, intended to: inform, protest, complain, persuade, considering: how they are set out and how language is used, e.g. to gain attention, respect, manipulate.</p> <p>Collect and investigate use of persuasive devices: e.g. words and phrases, e.g. 'surely', 'it wouldn't be very</p>	<p>Comment critically on the language, style, success of examples of non-fiction such as reviews, reports, leaflets.</p> <p>Read and evaluate a range of procedural texts in terms of their: -purposes; Organisation and layout; Clarity and usefulness.</p> <p>Read and understand examples of official language and its characteristic features, e.g. through discussing consumer information, legal documents, layouts, use of footnotes, instructions, parenthesis,</p>	<p>Read, compare and evaluate examples of arguments and discussions, e.g. letters to press, articles, discussion of issues in books, e.g environment, animal welfare.</p> <p>Note how arguments are presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs etc can be used to support arguments.</p> <p>Identify distinctive language, structural and presentational features in non-fiction texts,</p>	<p>Retrieve, record and present information from non-fiction following own-lines of enquiry.</p> <p>Read a range of explanatory texts, investigating and noting features of impersonal style, e.g. complex sentences; use of passive voice; technical vocabulary; hypothetical language; use of words/phrases to make sequential, causal, logical</p>

<p>discussing when a writer might choose to write in a given style and form. Identify intended audiences and purposes for writing and how a writer meets the intentions.</p> <p>Describe layout and presentational devices.</p>	<p>Explore how writers control impersonal writing, particularly the sustained use of present and the passive voice.</p> <p>Note how writers demonstrate an assured and conscious control over levels of formality.</p>	<p>difficult.....', persuasive definitions, e.g. 'no-one but a complete idiot....'</p> <p>Rhetorical questions 'are we expected to....?'</p> <p>pandering, condescension.</p> <p>Recognise how arguments are constructed to be effective through:</p> <ul style="list-style-type: none"> -the expression, sequence and linking of points; -the provision of persuasive examples, illustrations and evidence; -pre-empting or answering potential objections; -appealing to the known views and feelings of the audience 	<p>headings, appendices and asterisks.</p> <p>Identify the features of balanced written arguments which, e.g. - summarise different sides of an argument; -clarify the strengths and weaknesses of different positions; Signal personal opinion clearly.</p>	<p>demonstrating an understanding of how these help the reader draw meaning from the text.</p>	<p>connections, e.g. while, during after.</p> <p>Independently research a topic that interests them, choosing what information they need, how best to record and present the information.</p>
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