Reading

Progression of Skills

The Reginald Mitchell Primary School

Word Reading							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To show awareness of rhyme and alliteration. To recognise rhythm in spoken words. To begin to orally segment and blend using picture clues.	**To use phonic knowledge to decode regular words and read them aloud accurately. (ELG)** To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letters represent some of them. (CVC/CVCC/CCVC) To link sounds to letters, naming and sounding the letters of the alphabet.	**To apply phonic knowledge and skills as the route to decode words** **To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught** **To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes** e.g ow in snow and cow	**To read aloud books that continue to apply phonic knowledge and skills to decode unfamiliar words accurately and automatically without overt sounding out and blending** e.g. at over 90 words per minute. **To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes**	At this stage, teaching comprehension skills should be taking precedence over teaching word reading. Any focus on word reading should support the development of vocabulary.			
To recognise own name.	**To read some common irregular words. (ELG)** (see Reception CEWs)	**To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word** (Y1 list, moving to Y2 when ready)	**To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word** (Y2 list, moving to Y3 when ready)	**To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word** (Y3 list, moving to Y4 when ready)	**To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word** (Y4 list, moving to Y5 when ready)	To read at least half of the Y5/6 words from the statutory spelling list. (Y5 list, moving to Y6 when ready)	To read all of the Y5/6 words from the statutory spelling list (Y6 list and consolidation of Y5)

To recognise familiar words and signs such as advertising logos.	To begin to read words and simple sentences. To use picture clues to help with reading simple texts. To point to the words in a text when reading.	**To read words containing taught GPCs and –s, –es, –ies, –ing, –ed, –er and –est endings** To count the syllables in words **To read words of more than one syllable that contain taught GPCs** **To read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)** To use picture clues to help with reading texts. To break words down into smaller 'chunks' to help with reading.	**To read words containing common suffixes** *e.g. -ness, -ment, -ful, -less, -ly, -ing, -ed, -er, -est, -y,* -le, -tion, el, -al To read words containing the prefix un-. **To accurately read words with 2 or more syllables that contain alternative sounds for graphemes** e.g. shoulder, roundabout, grouping. **To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered** To focus on all the letters in the word. e.g not reading place for palace. To use a range of decoding strategies e.g. chunking, noting similar word patterns etc	**To apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words.** e.g. dis, mis, sub-, super-, pre-, anti-, auto-, sure-, in-, il-, im-, -ation, -ous, -ssion, -sion, re- **(See English appendix 1)** To use the context of sentences to help with reading unfamiliar words.	**To apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words.** e.g. inter-, -ture, -cian, -ir-, -ally, **(See English appendix 1)**	**To apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words.** **(See English appendix 1)** (over-, -ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably, -cious, -tious, -tial, -cial.)	**To apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words.** e.g un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment To use etymology to help the pronunciation of new words.
To know that print carries meaning and, in English, is read from left to right and top to bottom.	**To read and understand simple sentences. (ELG)**	**To read books aloud accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words** **To reread books to build up fluency and confidence in word reading**	**To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation** **To reread these books to build up their fluency and confidence in word reading** To use tone and intonation when reading aloud.	To read aloud fluently and confidently, To read aloud to the punctuation. To read aloud using intonation, tone and volume.	To read books that are appropriate for age and interest level. To use punctuation to determine intonation and expression when reading aloud to a range of audiences.	To maintain fluency and accuracy when reading books which are at an appropriate age and interest. To read and respond to more sophisticated punctuation and maintain fluency and accuracy when reading complex and subordinate clauses.	To maintain fluency and accuracy when reading books which are at an appropriate age and interest. To read and respond to more sophisticated punctuation and maintain fluency and accuracy when reading complex and subordinate clauses.

Comprehension- Positive attitudes and pleasure in reading							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To develop curiosity and enjoyment in books, a motivation to read, vocabulary and understanding		**To develop pleasure in reading, motivation to read, vocabulary and understanding**		**To develop positive attitudes to reading, and an understanding of what they read**		**To maintain positive attitudes to reading and an understanding of what they read**	
To listen to and join in with stories and poems, one-to-one and also in small groups. To listen to stories with increasing attention and recall.	To listen to stories and respond to what they hear with relevant comments, questions or actions. To follow a story without pictures or props	**To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently**	**To listen to, discuss and express 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**	**To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks** at an appropriate level for the year group.	**To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks** at an appropriate level for the year group.	**To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks** at an appropriate level for the year group.	**To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks** at an appropriate level for the year group.
To know that information can be relayed in the form of print.	To know that information can be retrieved from books and computers.	To recognise the difference between fiction and non-fiction. To recall and write about specific information in fiction and non-fiction texts	To be introduced to **non-fiction books that are structured in different ways** **To discuss the sequence of events in books and how items of information are related.** To understand and write about why a writer has written a text, for example, she wants you to know how to make a kite.	**To read books that are structured in different ways and read for a range of purposes** To identify and write about the features of different text types. To evaluate verbally and write about specific texts with reference to text types.	**To read books that are structured in different ways and read for a range of purposes** To identify features of different fiction genres verbally and in written form.	**To read books that are structured in different ways and read for a range of purposes**	**To read books that are structured in different ways and read for a range of purposes**
To show interest in illustrations and print in books and print in the environment.	To enjoy an increasing range of books. **To develop their own narratives and**	**To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their**	**To become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales**	**To increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally**	**To increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally**	**To increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary**	**To increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and**

To look at books independently. To handle books carefully. To hold books the correct way up and turns pages. To use talk in pretending that objects stand for something else in play, e,g, 'This box is my castle.' To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. To begin to be aware of the way stories are structured.	**explanations by connecting ideas or events.** **To represent their own ideas, thoughts and feelings through role play and stories.** To introduce a storyline or narrative into their play. To play cooperatively as part of a group to develop and act out a narrative.	**particular characteristics** To use drama and role play to retell stories and take on the role of a character To retell verbally and in written form. To choose own books/stories to read and say why they have chosen it verbally and in written form	To make choices about which texts to read, based on prior reading experience. To sequence, discuss and write about the main events in stories and recounts	To retell and write about a range of familiar stories.	To read a variety of books for enjoyment.	**heritage, and books from other cultures and traditions** **To recommend books that they have read to their peers, giving reasons for their choices (verbal and written)** To discuss and write about complex narrative plots	**books from other cultures and traditions** **To recommend books that they have read to their peers, giving reasons for their choices (verbal and written)**
To join in with repeated refrains and anticipates key events and phrases in rhymes and stories.	To listen to stories, accurately anticipating key events. **To demonstrate understanding when talking with others about what they have read.**	**To recognise and join in with predictable phrases** To recognise repetition of language in reading To recognise obvious story language, for example, once upon a time, big bad wolf. **To link what they read**	**To recognise simple recurring literary language in stories and poetry** To use own experiences to relate to what they read, both verbally and in written form. To make links between texts, based on prior reading experience. To recognise and write	**To identify themes and conventions in a wide range of books** To start to make and write about simple connections between books by the same author e.g. Dick King Smith often wrote books about animals.	**To identify themes and conventions in a wide range of books** To make connections verbally and in written form between books by the same author, example, Michael Morpurgo often starts his stories in the present but then goes back in time.	**To identify and discuss themes and conventions in and across a wide range of writing** **To make comparisons within and across books**	**To identify and discuss themes and conventions in and across a wide range of writing** **To make comparisons within and across books**

		or hear to their own experiences, with encouragement.	about key themes and ideas within a text. To identify and comment on vocabulary and literary features for example, all fairy tales start with once upon a time.		To recognise the use and effect of patterned language in text both verbally and in written form.		
To enjoy rhyming and rhythmic activities. To use intonation, rhythm and phrasing when talking to make the meaning clear to others	**To express myself effectively, showing awareness of listeners' needs.**	**To learn to appreciate rhymes and poems, and to recite some by heart**	**To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear**	**To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action** **To recognise some different forms of poetry [for example, free verse, narrative poetry]** To read, perform and write about a range of different forms of poems shape, calligarms, narrative	**To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action** **To recognise some different forms of poetry [for example, free verse, narrative poetry]** To perform a range of poems to an auidence,through the use of tone and expression.	**To learn a wider range of poetry by heart** **To prepare 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**	**To learn a wider range of poetry by heart** **To prepare 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**
To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary focused on objects and people that are of particular importance to them. To build up vocabulary that reflects the breadth of their experiences.	To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	**To discuss word meanings, linking new meanings to those already known**	**To discuss and clarify the meanings of words, linking new meanings to known vocabulary** **To discuss favourite words and phrases** To discuss and write about favourite words and phrases.	**To use dictionaries to check the meaning of words that they have read** **To discuss words and phrases that capture the reader's interest and imagination** To discuss , explain and write about the meaning of words that I have read in my book.	**To use dictionaries to check the meaning of words that they have read** **To discuss words and phrases that capture the reader's interest and imagination** To discuss, explain and write about the meaning of key vocabulary within the context of the text	To use a dictionary confidently to explore the meaning of words. To begin to explain the meaning of higher level vocabulary within the context of the text both verbally and in written form.	To explain the meaning of higher level vocabulary within the context of the text both verbally and in written form

Comprehension- Accuracy, Fluency and Understanding							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To understand both the books they listen to		**To understand both the books they can already read accurately and fluently and those they listen to**		**To understand what they read, in books they can read independently**		**To understand what they read**	
To build up vocabulary that reflects the breadth of their experiences.	To extend their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	**To draw on own knowledge or on background information and vocabulary provided by the teacher**	**To draw on own knowledge or on background information and vocabulary provided by the teacher**	**To identify how language, structure, and presentation contribute to meaning** using texts_at an appropriate level for the year group.	**To identify how language, structure, and presentation contribute to meaning** using texts_at an appropriate level for the year group.	**To identify how language, structure and presentation contribute to meaning** using texts_at an appropriate level for the year group.	**To identify how language, structure and presentation contribute to meaning** using texts_at an appropriate level for the year group.
To know that print carries meaning and, in English, is read from left to right and top to bottom.	To understand nonsense in rhymes and stories.	**To check that the text makes sense to them as they read, and correct inaccurate reading**	**To check that the text makes sense to them as they read, and correct inaccurate reading**	**To check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context** To self-correct where a text does not make sense.	**To check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context** To self-correct where a text does not make sense.	**To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context** (through discussion, use of reading journals)	**To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context**
To describe main story settings, events and principal characters	To identify and discuss the main events or key points in stories that are read to me. To identify and discuss the main characters in stories that are read to me.	**To discuss the significance of the title and events** To identify and discuss the main events or key points in stories that are read independently To identify and discuss the main characters in stories that they read themselves. To record what is read to them through representations and in writing.	To verbally summarise the events in a short extract. To write a summary of events from a short extract.	**To identify main ideas drawn from more than 1 paragraph and summarise these**	**To identify main ideas drawn from more than 1 paragraph and summarise these** e.g. the character is evil because ..1/2/3 reasons verbally and in written	**To summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas**	**To summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas**

To begin to understand 'why' and 'how' questions.	To answer 'how' and 'why' questions about their experiences and in response to stories or events	**To make inferences based on what is said and done** To express opinions verbally and in written form about main events and characters in a story **based on what is being said and done.** To recognise verbally and in written form why a character is feeling a certain way **based on what is being said and done.**	**To make and write inferences on the basis of what is said and done.** e.g Hansel was clever when he put stones in his pocket because…	To empathise with a character, **inferring on characters thoughts and feelings justifying with some evidence** both verbally and in written form. **To justify inferences with evidence from the text** verbally and in written form	To empathise with a character**, inferring on characters thoughts, feelings, motives from their actions and justify with** secure **evidence.** (Locate and evidence) verbally and in written form. To pull together clues from action, dialogue and description to infer meaning verbally and in written form.	To understand what they read by **drawing inferences such as inferring characters' feelings, thoughts & motives from my actions, and justifying inferences with evidence** both verbally and in written form.	To understand what they read by ***drawing inferences*** from indirect clues ***such as inferring characters' feelings, thoughts & motives from my actions, and justifying inferences with evidence*** both verbally and in written form.
To use talk to connect ideas, explain what is happening and anticipate what might happen next, To suggests how the story might end.	To make predictions verbally based on what is read to me.	**To make predictions verbally and in written form based on what they have read so far**	**To make and write about predictions based on what has been read so far.** To make verbal and written predictions about familiar and unfamiliar texts.	**To justify predictions with evidence** (details stated and implied) **from the text** both verbally and in written form	**To make predictions with** evidence (**details stated and implied**) **from the text** and with knowledge of wider reading, both verbally and in written form.	**To make predictions based on details stated and implied**, justifying them in detail with evidence from the text. To predict what might happen from details stated and implied both verbally and in written form	To predict what might happen from details stated and implied
To question why things happen and give explanations. Ask e.g. who, what, when, how	To answer 'how' and 'why' questions about their experiences and in response to stories that are read to them.	To answer questions on a text they have read relating to who, what, where, when, why and how	**To answer and ask questions about a story.** To demonstrate and write about their understanding of fiction, poetry and non-fiction texts by asking and answering questions	**To ask** and write **questions to improve own understanding of a text**	**To ask questions to improve their understanding of a text.** To demonstrate active reading strategies e.g. generating questions, finding answers, refining answers, refining thinking, modifying questions, constructing images	**To ask questions to improve their understanding**	**To ask questions to improve their understanding**

Comprehension- Discussion, Retrieval and Analysis							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To listen to others one to one or in small groups, when conversation interests them.	To give attention to what others say and respond appropriately To Listen and respond to ideas expressed by others in conversation or discussion.	**To participate in discussions about what is read to them, taking turns and listening to what others say**	**To participate in discussions 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** To explain own responses to a text.	**To 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** To justify own responses to a text by using evidence. To make, respond and write contributions in a variety of group situations e.g. learning partners, groups, whole class	**To participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say** To provide reasoned justifications for opinions	**To 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** **To provide reasoned justifications for my** opinions and elaborate by referring to the text using point, evidence and explanation both verbally and in written form	**To 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** To explore texts in groups and deepen my comprehension through discussion. **To provide reasoned justifications for own views** in depth
To use talk to connect ideas, explain what is happening	To use talk to organise, sequence and clarify thinking, ideas, feelings and events.	**To explain clearly their understanding of what is read to them**	**To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves**	To explain and discuss their understanding of what they have read, including through discussion and beginning to debate.	To explain and discuss their understanding of what they have read, including through discussion and debates.	**To 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**	**To 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** To use a reading journal to record on-going reflections and responses to personal reading.
To know that information can be relayed in the form of print.	To know that information can be retrieved from books and computers.	To locate information on a simple fact sheet.	To begin to retrieve information from non-fiction texts including	**To retrieve and record information from non-fiction** To prepare for research	**To retrieve and record information from non-fiction**	To discuss and **record** what they have read, including through formal **presentations and**	To explain, discuss and **record** what I have read, including through formal **presentations and debates,** maintaining a

		To begin to retrieve from non-fiction texts including using, contents pages and glossaries.	using, contents pages, glossaries and index.	by identifying what they already know about the subject and writing key questions to structure the task (find answers) To use alphabetically ordered texts to find information. To use a range of organisational features to locate information such as, labels, diagrams and charts To begin to identify and comment verbally and in written form on the different points of view in the text.	To locate information using skimming, scanning and text marking including dates, numbers and names. To navigate texts e.g using contents and index pages, in order to locate and retrieve information in print and on screen.	**debates,** maintaining a focus on the topic and using notes where necessary. **(non-fiction)** To **accurately retrieve information** using contents pages and indexes, summarizing and **recording information** found in **non-fiction texts.** To locate clues to support understanding through close reading of the text and by reading ahead. **To distinguish between statements of fact and opinion**	focus on the topic and using notes where necessary. **(non-fiction)** To accurately retrieve information using contents pages and indexes, summarizing and recording information found in non-fiction texts both verbally and in written form To locate and record clues to support understanding through close reading of the text and by reading ahead. To use a combination of skimming, scanning and close reading across a text to locate specific detail both verbally and in written form I can skim for gist To scan for and record key information e.g. identify words and phrases which tell you why the character is frustrated, or find words/phrases which suggest that a theme park is exciting. **To distinguish between statements of fact and opinion**
To use shared texts to build up vocabulary that reflects the breadth of their experiences.	To use shared texts to extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	To discuss how vocabulary choice affects meaning, for example, crept lets you know that he is trying to be quiet.	To identify and write about how vocabulary choice affects meaning, for example, crept lets you know that he is trying to be quiet.	To understand what the writer might be thinking, for example, 'he thinks they are being mean.' To comment on and write	To understand how the author wants the reader to respond both verbally and in written form.	**To discuss and evaluate how authors use language, including figurative language, considering the impact**	**To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader**

				about on the choice of language to create moods and build tension, for example, crept makes you know he was quiet, but also that he was going slowly because he did not want to be caught. To discuss and write words and phrases that capture the reader's interest and imagination.	To find, comment on and write about examples of how authors express different moods, feelings and attitudes. To make simple comments both verbally and in written form on how the readers or writers context makes a difference to the social, cultural or historical setting/ example- the island sounds really dangerous to us because we have not heard of these creatures. To know how suspense is built up in a story, including the development of the plot both verbally and in written form.	**<u>on the reader</u>** verbally and in written form. To explore, recognise and use the terms metaphor, simile, imagery both verbally and in written form To talk and write about the authors techniques for describing characters, settings & actions	To talk and write about the authors techniques for describing characters, settings & actions To explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques both verbally and in written form

Oracy and Subject Specific Vocabulary							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence stems My favourite… I like…	**Sentence stems** I like… I don't like… One day… Next… In the end… I think…because	**Sentence stems** I like/don't like… because… I think… happened because… I feel that… Next time I … First, next… I agree/disagree because…	**Sentence stems** I think…because… They are similar/different because… I know this because… I found… Next time I could… It was interesting because… I like the part where…. I predict that…	**Sentence stems** An argument for/against is… I understand, however… It appears to be… I enjoyed it because… Maybe next time you could try… My opinion is… Building on… I remember that…	**Sentence stems** An argument for/against is… I understand, however… It appears to be… I understand that depending on… I understand your point of view however… You could improve this work by… It was successful because… Due to the fact that… Most Reasonable people would agree that… Due to… Subsequently…	**Sentence stems** In my opinion… I have two main reasons for… In some ways… Another feature… However they also differ… Perhaps some people would argue… Furthermore they… It is clear that… I deduce that… In conclusion… Perhaps the reason… Therefore, in my opinion…	**Sentence stems** On the one hand… I am convinced that… Given that… Another feature they have in common… The similarities/differences are significant because… Based on… Having considered… This infers… This suggests… Having considered… This is supported by the fact that… Possible improvement may include… Evidently… Owing to… After consideration/reflection… In summary… The consequences of…
Vocabulary Book, story, who, what, where	**Vocabulary** Word, letter, sentence, page, story, tale	**Vocabulary** author. fiction, non-fiction, rhyme, story, character, setting, letter, capital letter, word, singular, plural sentence punctuation, full stop, question mark, exclamation mark,	**Vocabulary** plot, illustrator, alliteration, rhythm, beats, simile, narrator, chapter, pattern noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma, illustrator	**Vocabulary** Myth, legend, fable, script, scene, act, narrative, hook, dialogue, hero, villain, first person Preposition, conjunction word family, prefix clause, subordinate clause direct speech, consonant vowel, vowel inverted commas (or 'speech marks')	**Vocabulary** Metaphor, onomatopoeia, genre, point of view, resolution, novel, haiku, cinquain, kennings determiner pronoun, possessive pronoun adverbial	**Vocabulary** Classic, figurative language, imagery, climax, theme, personification, humorous, free verse, rap, couplets modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	**Vocabulary** Flash back, epilogue, prologue, protagonist, antagonist, convention, twist, mood, style, parody, cliche, biography, autobiography, tragedy, comical subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points