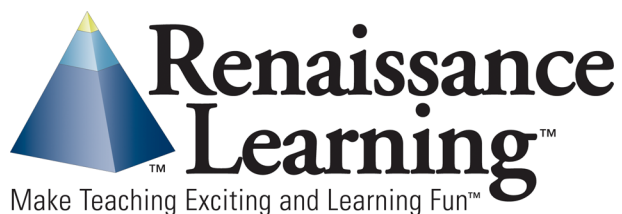




**United Kingdom Standards Alignments**  
Years Zero through Six



Make Teaching Exciting and Learning Fun™

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## United Kingdom Standards Alignments

# Abbreviated Standards List with Aligned Product Skills

The Abbreviated Standards List with Aligned Product Skills Report is a standards-oriented document showing only those standards that align to the product objectives. The subject and year display on the left side of the report with the aligning product objectives on the right side. This alignment report shows the breadth of standards coverage for the purpose and focus of this product.

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Note to educator:

Thank you for your interest in Renaissance Learning™ technology. The attached document contains the alignment between the software and/or instructional materials and the skills described in your National Curriculum or Strategy documentation.

At Renaissance Learning, we recognise the impact that the standards-based reform movement and high-stakes standardized testing has on schools, and we share the concerns of educators and administrators that pupils perform well on high-stakes assessments.

We hope that this report answers your questions regarding the alignment of Renaissance Learning technology and materials to your curriculum. If you have any questions about the attached document, please feel free to call us at 020 7184 4000.

Sincerely,

Renaissance Sales and Funding Staff

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y0, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK YR W6</b> - Pupils should be taught: to read on sight the 45 high frequency words to be taught by the end of YR from Appendix List 1.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
			<b>Skill 9</b> - RPQ09 Recalling word meaning
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 2</b> - VA02 Recalling word meaning
<b>UK YR W7</b> - Pupils should be taught: to read on sight the words from texts of appropriate difficulty.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
			<b>Skill 9</b> - RPQ09 Recalling word meaning
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 2</b> - VA02 Recalling word meaning
<b>UK YR W9</b> - Pupils should be taught: to recognise the critical features of words, e.g. shape, length, and common spelling patterns.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Developing concepts of print (for early readers)
<b>UK YR S1</b> - Pupils should be taught: to expect written text to make sense and to check for sense if it does not.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 13</b> - OP13 Improving critical thinking
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y0, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
<b>UK YR S2</b> - Pupils should be taught: to use awareness of the grammar of a sentence to predict words during shared reading and when re-reading familiar stories.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
<b>UK YR S3</b> - Pupils should be taught: that words are ordered left to right and need to be read that way to make sense.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Developing concepts of print (for early readers)
<b>UK YR T2</b> - Pupils should be taught: to use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 15</b> - OP15 Engaging in literature-based reading
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y0, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
			<b>Skill 10</b> - RPQ10 Identifying setting
			<b>Skill 11</b> - RPQ11 Understanding historical/cultural factors
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 5</b> - LA05 Understanding historical/cultural factors
<b>UK YR T3</b> - Pupils should be taught: to re-read a text to provide context cues to help read unfamiliar words.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
<b>UK YR T6</b> - Pupils should be taught: to re-read frequently a variety of familiar texts, e.g. big books, story books, taped stories with texts, poems, information books, wall stories, captions, own and other children's writing.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 18</b> - OP18 Choosing a variety of reading material
<b>UK YR T8</b> - Pupils should be taught: to 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 ...", speech-bubbles, italicised, enlarged words.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 16</b> - OP16 Acquiring understanding of literary features
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 3</b> - LA03 Understanding literary features
<b>UK YR T9</b> - Pupils should be taught: to be aware of story structures, e.g. actions/reactions, consequences, and the ways that stories are built up and concluded.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 10</b> - RPQ10 Identifying setting

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>		<b>Product Name</b>	
United Kingdom, ELA, 1998, Y0, National Literacy Strategy, produced by Department for Education and Skills		UK Renaissance Place - Accelerated Reader	
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
			<b>Skill 12</b> - RPQ12 Identifying plot
			<b>Skill 13</b> - RPQ13 Recalling events
			<b>Skill 14</b> - RPQ14 Recalling sequence of events
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 1</b> - IU01 Describing events
			<b>Skill 2</b> - IU02 Identifying reasons for events
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 6</b> - IC06 Recognising cause and effect

<b>Abbreviated Standards List with Aligned Product Skills</b>				
<b>Agency Tag Set Name</b>	<b>Product Name</b>			
United Kingdom, ELA, 1998, Y1 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader			
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>	
<b>UK Y1T1 W9</b> - Pupils should be taught: to read on sight approximately 30 high frequency words identified for Y1 and Y2 from Appendix List 1.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words	
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words	
<b>UK Y1T1 S1</b> - Pupils should be taught: to expect written text to make sense and to check for sense if it does not.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension	
			<b>Skill 13</b> - OP13 Improving critical thinking	
			<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material	
<b>UK Y1T1 S2</b> - Pupils should be taught: to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension	
			<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material	
			<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context	
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 8</b> - VA08 Using syntax to identify word meanings	



<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y1 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
<b>UK Y1T1 S7</b> - Pupils should be taught: that a line of writing is not necessarily the same as a sentence.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Developing concepts of print (for early readers)
<b>UK Y1T1 T1</b> - Pupils should be taught: to reinforce and apply their word-level skills through shared and guided reading.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice
			<b>Skill 7</b> - OP07 Improving confidence with reading
			<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
<b>UK Y1T1 T2</b> - Pupils should be taught: to 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 read.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 5</b> - IC05 Making predictions
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 1</b> - CM01 Deriving word or phrase meaning

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y1 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill Area 8 -</b> Vocabulary Practice Quizzes (VPQ)	<b>Skill 1 - VPQ01</b> Acquiring vocabulary by encountering words in context
			<b>Skill 2 - VPQ02</b> Learning new vocabulary in context
		<b>Skill Area 9 -</b> Vocabulary Acquisition (VA)	<b>Skill 8 - VA08</b> Using syntax to identify word meanings
			<b>Skill 9 - VA09</b> Using context clues to infer the meaning of unfamiliar words
<b>UK Y1T1 T5</b> - Pupils should be taught: to describe story settings and incidents and relate them to own experience and that of others.	<b>Product 1 -</b> Accelerated Reader UK	<b>Skill Area 3 - Reading</b> Practice Quizzes (RPQ)	<b>Skill 10 - RPQ10</b> Identifying setting
			<b>Skill 13 - RPQ13</b> Recalling events
			<b>Skill 15 - RPQ15</b> Identifying significant events
		<b>Skill Area 4 - Literacy</b> Skills Quizzes - Initial Understanding (IU)	<b>Skill 1 - IU01</b> Describing events
		<b>Skill Area 5 - Literacy</b> Skills Quizzes - Literary Analysis (LA)	<b>Skill 2 - LA02</b> Identifying setting
<b>UK Y1T1 T13</b> - Pupils should be taught: to read and follow simple instructions, e.g. for classroom routines, lists for groups in workbooks.	<b>Product 1 -</b> Accelerated Reader UK	<b>Skill Area 2 -</b> Technology - software (TS)	<b>Skill 2 - TS02</b> Following instructions within the program

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y1 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y1T2 W4</b> - Pupils should be taught: for guided reading to read on sight high frequency words specific to graded reading books matched to the abilities of reading groups.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
			<b>Skill 8</b> - RPQ08 Identifying and reading words
<b>UK Y1T2 W6</b> - Pupils should be taught: to read on sight approximately 30 more high frequency words from Appendix List 1.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
			<b>Skill 8</b> - RPQ08 Identifying and reading words
<b>UK Y1T2 W7</b> - Pupils should be taught: to recognise the critical features of words, e.g. length, common spelling patterns and words within words.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 4</b> - VA04 Identifying prefixes
			<b>Skill 5</b> - VA05 Identifying suffixes
<b>UK Y1T2 S2</b> - Pupils should be taught: to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read.	<b>Product 1</b> - Accelerated Reader UK		<b>Skill 6</b> - VA06 Identifying compound words
			<b>Skill 7</b> - VA07 Identifying derivatives
		<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y1 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
<b>UK Y1T2 S3</b> - Pupils should be taught: to predict words from preceding words in sentences and investigate the sorts of words that 'fit', suggesting appropriate alternatives, i.e. that make sense.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
<b>UK Y1T2 T1</b> - Pupils should be taught: to reinforce and apply their word-level skills through shared and guided reading.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice
			<b>Skill 7</b> - OP07 Improving confidence with reading
			<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
<b>UK Y1T2 T2</b> - Pupils should be taught: to 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 read.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y1 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
			<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 5</b> - IC05 Making predictions
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 1</b> - CM01 Deriving word or phrase meaning
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
<b>UK Y1T2 T3</b> - Pupils should be taught: to choose and read familiar books with concentration and attention, discuss preferences and give reasons.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice
			<b>Skill 3</b> - OP03 Knowing one's own reading level
			<b>Skill 4</b> - OP04 Matching book level to one's own reading level
			<b>Skill 5</b> - OP05 Self- selecting appropriate books for success

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y1 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
			<b>Skill 13</b> - OP13 Improving critical thinking
			<b>Skill 14</b> - OP14 Nurturing intrinsic love of reading
			<b>Skill 18</b> - OP18 Choosing a variety of reading material
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
<b>UK Y1T2 T7</b> - Pupils should be taught: to discuss reasons for, or causes of, incidents in stories.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 1</b> - IU01 Describing events
			<b>Skill 2</b> - IU02 Identifying reasons for events
<b>UK Y1T2 T9</b> - Pupils should be taught: to become aware of character and dialogue, e.g. by role-playing parts when reading aloud stories or plays with others.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 18</b> - RPQ18 Recalling characters
			<b>Skill 19</b> - RPQ19 Identifying characters
			<b>Skill 20</b> - RPQ20 Identifying characters' feelings
			<b>Skill 22</b> - RPQ22 Recognising dialogue
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 4</b> - LA04 Describing characters

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y1 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y1T3 W2</b> - Pupils should be taught: to read on sight high frequency words specific to graded books matched to the abilities of reading groups.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
			<b>Skill 8</b> - RPQ08 Identifying and reading words
<b>UK Y1T3 W3</b> - Pupils should be taught: to read on sight other familiar words.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
		<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
<b>UK Y1T3 W4</b> - Pupils should be taught: to read on sight approximately 30 more high frequency words from Appendix List 1.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
			<b>Skill 8</b> - RPQ08 Identifying and reading words
<b>UK Y1T3 W6</b> - Pupils should be taught: to investigate and learn spellings of verbs with 'ed' (past tense), 'ing' (present tense) endings.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 7</b> - VA07 Identifying derivatives
		<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
<b>UK Y1T3 S1</b> - Pupils should be taught: to expect reading to make sense and check if it does not.	<b>Product 1</b> - Accelerated Reader UK		<b>Skill 13</b> - OP13 Improving critical thinking

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y1 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
<b>UK Y1T3 S2</b> - Pupils should be taught: to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
<b>UK Y1T3 S4</b> - Pupils should be taught: about word order, e.g. by re- ordering sentences, predicting words from previous text, grouping a range of words that might 'fit', and discussing the reasons why.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
<b>UK Y1T3 T1</b> - Pupils should be taught: to reinforce and apply their word-level skills through shared and guided reading.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice



<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y1 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
			<b>Skill 7</b> - OP07 Improving confidence with reading
			<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
<b>UK Y1T3 T2</b> - Pupils should be taught: to 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 read.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 5</b> - IC05 Making predictions
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 1</b> - CM01 Deriving word or phrase meaning
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 8</b> - VA08 Using syntax to identify word meanings

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y1 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
<b>UK Y1T3 T4</b> - Pupils should be taught: to read with sufficient concentration to complete a text, and to identify preferences and give reasons.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice
			<b>Skill 3</b> - OP03 Knowing one's own reading level
			<b>Skill 4</b> - OP04 Matching book level to one's own reading level
			<b>Skill 5</b> - OP05 Self-selecting appropriate books for success
			<b>Skill 13</b> - OP13 Improving critical thinking
			<b>Skill 14</b> - OP14 Nurturing intrinsic love of reading
			<b>Skill 18</b> - OP18 Choosing a variety of reading material
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
<b>UK Y1T3 T7</b> - Pupils should be taught: to use titles, cover pages, pictures and 'blurbs' to predict the content of unfamiliar stories.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 2</b> - RPQ02 Identifying book title and author
<b>UK Y1T3 T18</b> - Pupils should be taught: to read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 6</b> - IU06 Identifying sequence

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y2 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y2T1 W5</b> - Pupils should be taught: to read on sight and spell approximately 30 more words from Appendix List 1.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
<b>UK Y2T1 W6</b> - Pupils should be taught: to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
			<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
<b>UK Y2T1 W7</b> - Pupils should be taught: to use word endings, e.g. 's' (plural), 'ed' (past tense), 'ing' (present tense) to support their reading and spelling.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 7</b> - VA07 Identifying derivatives
<b>UK Y2T1 S1</b> - Pupils should be taught: to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text; to read on, leave a gap and re-read.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y2 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
			<b>Skill 3</b> - VPQ03 Identifying correct definitions for vocabulary words from books read
			<b>Skill 4</b> - VPQ04 Revising missed words for mastery
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
<b>UK Y2T1 T1</b> - Pupils should be taught: to reinforce and apply their word-level skills through shared and guided reading.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice
			<b>Skill 7</b> - OP07 Improving confidence with reading
			<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
<b>UK Y2T1 T2</b> - Pupils should be taught: to 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 read.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 8</b> - RPQ08 Identifying and reading words

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y2 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 5</b> - IC05 Making predictions
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 1</b> - CM01 Deriving word or phrase meaning
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
			<b>Skill 3</b> - VPQ03 Identifying correct definitions for vocabulary words from books read
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
<b>UK Y2T1 T4</b> - Pupils should be taught: to understand time and sequential relationships in stories, i.e. what happened when.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 14</b> - RPQ14 Recalling sequence of events
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 6</b> - IU06 Identifying sequence
<b>UK Y2T1 T5</b> - Pupils should be taught: to identify and discuss reasons for events in stories, linked to plot.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 12</b> - RPQ12 Identifying plot
			<b>Skill 13</b> - RPQ13 Recalling events
			<b>Skill 15</b> - RPQ15 Identifying significant events
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 2</b> - IU02 Identifying reasons for events
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 1</b> - LA01 Identifying and analysing plot

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y2 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y2T1 T13</b> - Pupils should be taught: to read simple written instructions in the classroom, simple recipes, plans, instructions for constructing something.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 2</b> - Technology - software (TS)	<b>Skill 2</b> - TS02 Following instructions within the program

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y2 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y2T2 W6</b> - Pupils should be taught: to read on sight and spell all the words from Appendix List 1.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
<b>UK Y2T2 W7</b> - Pupils should be taught: for guided reading, to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
			<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
<b>UK Y2T2 W8</b> - Pupils should be taught: to spell words with common prefixes, e.g. 'un', 'dis', to indicate the negative.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 4</b> - VA04 Identifying prefixes
<b>UK Y2T2 S1</b> - Pupils should be taught: to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y2 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
			<b>Skill 3 - VPQ03</b> Identifying correct definitions for vocabulary words from books read
			<b>Skill 4 - VPQ04</b> Revising missed words for mastery
		<b>Skill Area 9 -</b> Vocabulary Acquisition (VA)	<b>Skill 8 - VA08</b> Using syntax to identify word meanings
			<b>Skill 9 - VA09</b> Using context clues to infer the meaning of unfamiliar words
<b>UK Y2T2 S4</b> - Pupils should be taught: to be aware of the need for grammatical agreement in speech and writing, matching verbs to nouns/pronouns correctly, e.g. I am; the children are.	<b>Product 1 -</b> Accelerated Reader UK	<b>Skill Area 3 - Reading</b> Practice Quizzes (RPQ)	<b>Skill 1 - RPQ01</b> Reading and understanding English vocabulary and sentence structure
<b>UK Y2T2 T1</b> - Pupils should be taught: to reinforce and apply their word-level skills through shared and guided reading.	<b>Product 1 -</b> Accelerated Reader UK	<b>Skill Area 1 - Overall</b> Product (OP)	<b>Skill 1 - OP01</b> Engaging in guided independent reading practice
			<b>Skill 7 - OP07</b> Improving confidence with reading
			<b>Skill 8 - OP08</b> Building comprehension
			<b>Skill 9 - OP09</b> Building vocabulary knowledge
		<b>Skill Area 3 - Reading</b> Practice Quizzes (RPQ)	<b>Skill 3 - RPQ03</b> Practising reading with guidance and accountability
<b>UK Y2T2 T2</b> - Pupils should be taught: to 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 read.	<b>Product 1 -</b> Accelerated Reader UK	<b>Skill Area 1 - Overall</b> Product (OP)	<b>Skill 8 - OP08</b> Building comprehension
			<b>Skill 9 - OP09</b> Building vocabulary knowledge
		<b>Skill Area 3 - Reading</b> Practice Quizzes (RPQ)	<b>Skill 1 - RPQ01</b> Reading and understanding English vocabulary and sentence structure



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United Kingdom, ELA, 1998, Y2 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
			<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 5</b> - IC05 Making predictions
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 1</b> - CM01 Deriving word or phrase meaning
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
			<b>Skill 3</b> - VPQ03 Identifying correct definitions for vocabulary words from books read
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 2</b> - VA02 Recalling word meaning
			<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
<b>UK Y2T2 T5</b> - Pupils should be taught: to discuss story settings: to compare differences; to locate key words and phrases in text; to consider how different settings influence events and behaviour.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 10</b> - RPQ10 Identifying setting
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 1</b> - IU01 Describing events
			<b>Skill 2</b> - IU02 Identifying reasons for events
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 2</b> - LA02 Identifying setting

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y2 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 1</b> - IC01 Comparing and Contrasting
			<b>Skill 2</b> - IC02 Drawing conclusions
			<b>Skill 6</b> - IC06 Recognising cause and effect
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 10</b> - VA10 Supporting interpretations with examples drawn from text
			<b>Skill 14</b> - VA14 Comprehending key words in text
<b>UK Y2T2 T6</b> - Pupils should be taught: to identify and describe characters, expressing own views and using words and phrases from texts.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 18</b> - RPQ18 Recalling characters
			<b>Skill 19</b> - RPQ19 Identifying characters
			<b>Skill 20</b> - RPQ20 Identifying characters' feelings
			<b>Skill 21</b> - RPQ21 Describing characters
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 4</b> - LA04 Describing characters

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y2 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y2T3 W4</b> - Pupils should be taught: to secure reading and spelling of all the high frequency words in Appendix List 1.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
<b>UK Y2T3 W5</b> - Pupils should be taught: for guided reading, to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
			<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
		<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice
<b>UK Y2T3 T1</b> - Pupils should be taught: to reinforce and apply their word-level skills through shared and guided reading.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
			<b>Skill 8</b> - RPQ08 Identifying and reading words
			<b>Skill 9</b> - RPQ09 Recalling word meaning
		<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
<b>UK Y2T3 T2</b> - Pupils should be taught: to 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 read.	<b>Product 1</b> - Accelerated Reader UK		<b>Skill 9</b> - OP09 Building vocabulary knowledge

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y2 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 5</b> - IC05 Making predictions
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 1</b> - CM01 Deriving word or phrase meaning
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
			<b>Skill 3</b> - VPQ03 Identifying correct definitions for vocabulary words from books read
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
<b>UK Y2T3 T5</b> - Pupils should be taught: to read about authors from information on book covers, e.g. other books written, whether author is alive or dead, publisher; to become aware of authorship and publication.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 2</b> - RPQ02 Identifying book title and author
<b>UK Y2T3 T6</b> - Pupils should be taught: to read, respond imaginatively, recommend and collect examples of humorous stories, extracts, poems.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 5</b> - CM05 Responding to literature

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y3 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y3T1 W8</b> - Pupils should be taught: how the spellings of verbs alter when -ing is added.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 7</b> - VA07 Identifying derivatives
<b>UK Y3T1 W10</b> - Pupils should be taught: to recognise and spell common prefixes and how these influence word meanings, e.g. un-, de-, dis-, re-, pre-.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 4</b> - VA04 Identifying prefixes
<b>UK Y3T1 W12</b> - Pupils should be taught: to use the term 'prefix'.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 4</b> - VA04 Identifying prefixes
<b>UK Y3T1 W14</b> - Pupils should be taught: to infer the meaning of unknown words from context.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 3</b> - IC03 Making inferences
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
			<b>Skill 10</b> - VA10 Supporting interpretations with examples drawn from text
<b>UK Y3T1 S1</b> - Pupils should be taught: to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and return; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y3 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
			<b>Skill 3</b> - VPQ03 Identifying correct definitions for vocabulary words from books read
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 2</b> - VA02 Recalling word meaning
			<b>Skill 3</b> - VA03 Identifying words
			<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
			<b>Skill 10</b> - VA10 Supporting interpretations with examples drawn from text
<b>UK Y3T1 S3.a</b> - Pupils should be taught: the function of verbs in sentences through: noticing that sentences cannot make sense without them.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
<b>UK Y3T1 S10</b> - Pupils should be taught: to identify the boundaries between separate sentences in reading and in their own writing.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Developing concepts of print (for early readers)

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y3 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
<b>UK Y3T1 T2</b> - Pupils should be taught: how dialogue is presented in stories, e.g. through statements, questions, exclamations; how paragraphing is used to organise dialogue.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 5</b> - IU05 Identifying the function of dialogue

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y3 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y3T2 W3</b> - Pupils should be taught: to read and spell correctly the high frequency words from KS1 (Appendix List 1).	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
<b>UK Y3T2 W8</b> - Pupils should be taught: how words change when er, est and y are added.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 7</b> - VA07 Identifying derivatives
<b>UK Y3T2 W9</b> - Pupils should be taught: to investigate and identify basic rules for changing the spelling of nouns when s is added.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 7</b> - VA07 Identifying derivatives
<b>UK Y3T2 W12</b> - Pupils should be taught: to recognise and generate compound words, e.g. playground, airport, shoelace, underneath; and to use this knowledge to support their spelling.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 6</b> - VA06 Identifying compound words
<b>UK Y3T2 W13</b> - Pupils should be taught: to recognise and spell common suffixes and how these influence word meanings, e.g. -ly, -ful, -less.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 5</b> - VA05 Identifying suffixes
<b>UK Y3T2 W18</b> - Pupils should be taught: to infer the meaning of unknown words from context and generate a range of possible meanings, e.g. for the word 'ochre' in a particular sentence, discuss which is the most likely meaning and why.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 3</b> - IC03 Making inferences
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words



<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y3 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
			<b>Skill 10</b> - VA10 Supporting interpretations with examples drawn from text
<b>UK Y3T2 S1</b> - Pupils should be taught: to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
			<b>Skill 8</b> - RPQ08 Identifying and reading words
			<b>Skill 9</b> - RPQ09 Recalling word meaning
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
			<b>Skill 3</b> - VPQ03 Identifying correct definitions for vocabulary words from books read
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 2</b> - VA02 Recalling word meaning
			<b>Skill 3</b> - VA03 Identifying words

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y3 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
			<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
			<b>Skill 10</b> - VA10 Supporting interpretations with examples drawn from text
<b>UK Y3T2 T2</b> - Pupils should be taught: to identify typical story themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 16</b> - RPQ16 Identifying the overall message
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 6</b> - CM06 Identifying the overall message
<b>UK Y3T2 T3</b> - Pupils should be taught: to identify and discuss main and recurring characters, evaluate their behaviour and justify views.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 18</b> - RPQ18 Recalling characters
			<b>Skill 19</b> - RPQ19 Identifying characters
			<b>Skill 20</b> - RPQ20 Identifying characters' feelings
			<b>Skill 21</b> - RPQ21 Describing characters
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 4</b> - IU04 Identifying feelings
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 4</b> - LA04 Describing characters
<b>UK Y3T2 T15</b> - Pupils should be taught: to read and follow simple instructions.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 2</b> - Technology - software (TS)	<b>Skill 2</b> - TS02 Following instructions within the program

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y3 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y3T3 W3</b> - Pupils should be taught: to read and spell correctly the high frequency words from KS1 (Appendix List 1).	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
<b>UK Y3T3 W9</b> - Pupils should be taught: to recognise and spell the prefixes mis-, non-, ex-, co-, anti-.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 4</b> - VA04 Identifying prefixes
<b>UK Y3T3 S1</b> - Pupils should be taught: to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
			<b>Skill 8</b> - RPQ08 Identifying and reading words
			<b>Skill 9</b> - RPQ09 Recalling word meaning
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
			<b>Skill 3</b> - VPQ03 Identifying correct definitions for vocabulary words from books read

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y3 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill Area 9 -</b> Vocabulary Acquisition (VA)	<b>Skill 2 -</b> VA02 Recalling word meaning
			<b>Skill 3 -</b> VA03 Identifying words
			<b>Skill 8 -</b> VA08 Using syntax to identify word meanings
			<b>Skill 9 -</b> VA09 Using context clues to infer the meaning of unfamiliar words
			<b>Skill 10 -</b> VA10 Supporting interpretations with examples drawn from text
<b>UK Y3T3 T2</b> - Pupils should be taught: to refer to significant aspects of the text, e.g. opening, build-up, atmosphere, and to know language is used to create these, e.g. use of adjectives for description.	<b>Product 1 -</b> Accelerated Reader UK	<b>Skill Area 5 -</b> Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 6 -</b> LA06 Understanding the author's craft
<b>UK Y3T3 T3</b> - Pupils should be taught: to distinguish between 1st and 3rd person accounts.	<b>Product 1 -</b> Accelerated Reader UK	<b>Skill Area 5 -</b> Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 6 -</b> LA06 Understanding the author's craft

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y4 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y4T1 W1.d</b> - Pupils should be taught: to read and spell words through: correct reading and spelling of high frequency words from KS1 and Y3.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
<b>UK Y4T1 W1.f</b> - Pupils should be taught: to read and spell words through: using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
<b>UK Y4T1 W1.g</b> - Pupils should be taught: to read and spell words through: recalling the high frequency words learnt in KS1 and Y3.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
			<b>Skill 9</b> - RPQ09 Recalling word meaning
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 2</b> - VA02 Recalling word meaning
			<b>Skill 3</b> - VA03 Identifying words
<b>UK Y4T1 W7</b> - Pupils should be taught: to spell regular verb endings s, ed, ing (link to grammar work on tenses).	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 7</b> - VA07 Identifying derivatives
<b>UK Y4T1 W8</b> - Pupils should be taught: to spell irregular tense changes, e.g. go/went, can/could.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 7</b> - VA07 Identifying derivatives
<b>UK Y4T1 W9</b> - Pupils should be taught: to recognise and spell the suffixes: -al, -ary, -ic, -ship, -hood, -ness, -ment.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 5</b> - VA05 Identifying suffixes

<b>Abbreviated Standards List with Aligned Product Skills</b>					
<b>Agency Tag Set Name</b>	<b>Product Name</b>				
United Kingdom, ELA, 1998, Y4 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader				
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>		
<b>UK Y4T1 T1</b> - Pupils should be taught: to investigate how settings and characters are built up from small details, and how the reader responds to them.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 7</b> - RPQ07 Recalling details		
			<b>Skill 10</b> - RPQ10 Identifying setting		
			<b>Skill 19</b> - RPQ19 Identifying characters		
			<b>Skill 20</b> - RPQ20 Identifying characters' feelings		
					<b>Skill 21</b> - RPQ21 Describing characters
				<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 3</b> - IU03 Identifying details
				<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 2</b> - LA02 Identifying setting
					<b>Skill 3</b> - LA03 Understanding literary features
					<b>Skill 4</b> - LA04 Describing characters
					<b>Skill 6</b> - LA06 Understanding the author's craft
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 5</b> - CM05 Responding to literature		
<b>UK Y4T1 T2</b> - Pupils should be taught: to identify the main characteristics of the key characters, drawing on the text to justify views, and using the information to predict actions.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 18</b> - RPQ18 Recalling characters		
			<b>Skill 19</b> - RPQ19 Identifying characters		
			<b>Skill 20</b> - RPQ20 Identifying characters' feelings		
			<b>Skill 21</b> - RPQ21 Describing characters		
			<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 5</b> - IU05 Identifying the function of dialogue	

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y4 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 4</b> - LA04 Describing characters
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 5</b> - IC05 Making predictions
<b>UK Y4T1 T3</b> - Pupils should be taught: to explore chronology in narrative using written or other media texts, 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.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 14</b> - RPQ14 Recalling sequence of events
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 6</b> - IU06 Identifying sequence
<b>UK Y4T1 T4</b> - Pupils should be taught: to explore narrative order: identify and map out the main stages of the story: introductions - build-ups - climaxes or conflicts - resolutions.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 12</b> - RPQ12 Identifying plot
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 1</b> - LA01 Identifying and analysing plot
<b>UK Y4T1 T19</b> - Pupils should be taught: to understand and use the terms fact and opinion; and to begin to distinguish the two in reading and other media.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 2</b> - CM02 Differentiating fact and opinion

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y4 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y4T2 W1.d</b> - Pupils should be taught: to read and spell words through: correct reading and spelling of high frequency words from KS1 and Y3.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
<b>UK Y4T2 W1.f</b> - Pupils should be taught: to read and spell words through: using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
<b>UK Y4T2 W1.g</b> - Pupils should be taught: to read and spell words through: recalling the high frequency words learnt in KS1 and Y3.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
			<b>Skill 9</b> - RPQ09 Recalling word meaning
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 2</b> - VA02 Recalling word meaning
			<b>Skill 3</b> - VA03 Identifying words
<b>UK Y4T2 W7</b> - Pupils should be taught: to recognise and spell the prefixes: al-, etc.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 4</b> - VA04 Identifying prefixes
<b>UK Y4T2 W9</b> - Pupils should be taught: to use alternative words and expressions which are more accurate or interesting than the common choices, e.g. got, nice, good, then.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 13</b> - VA13 Demonstrating a command of language including precision in word choice



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<b>UK Y4T2 W13</b> - Pupils should be taught: a range of suffixes that can be added to nouns and verbs to make adjectives, e.g. wash..able, hope..ful, shock..ing, child..like, hero..ic, road..worthy.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 5</b> - VA05 Identifying suffixes
<b>UK Y4T2 S3</b> - Pupils should be taught: to understand the significance of word order, e.g.: some re-orderings destroy meaning; some make sense but change meaning; sentences can be re-ordered to retain meaning (sometimes adding words); subsequent words are governed by preceding ones.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
<b>UK Y4T2 T1</b> - Pupils should be taught: to understand how writers create imaginary worlds, particularly where this is original or unfamiliar, such as a science fiction setting and to show how the writer has evoked it through detail.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 6</b> - LA06 Understanding the author's craft
<b>UK Y4T2 T2</b> - Pupils should be taught: to understand how settings influence events and incidents in stories and how they affect characters' behaviour.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 10</b> - RPQ10 Identifying setting
			<b>Skill 20</b> - RPQ20 Identifying characters' feelings
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 2</b> - IU02 Identifying reasons for events
			<b>Skill 4</b> - IU04 Identifying feelings
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 2</b> - LA02 Identifying setting
			<b>Skill 4</b> - LA04 Describing characters
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 6</b> - IC06 Recognising cause and effect

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<b>UK Y4T2 T4</b> - Pupils should be taught: to understand how the use of expressive and descriptive language can, e.g. create moods, arouse expectations, build tension, describe attitudes or emotions.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 6</b> - LA06 Understanding the author's craft
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 5</b> - CM05 Responding to literature

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y4T3 W1.d</b> - Pupils should be taught: to read and spell words through: correct reading and spelling of high frequency words from KS1 and Y3.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
<b>UK Y4T3 W1.f</b> - Pupils should be taught: to read and spell words through: using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
<b>UK Y4T3 W1.g</b> - Pupils should be taught: to read and spell words through: recalling the high frequency words learnt in KS1 and Y3.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
			<b>Skill 9</b> - RPQ09 Recalling word meaning
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 2</b> - VA02 Recalling word meaning
			<b>Skill 3</b> - VA03 Identifying words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 6</b> - VA06 Identifying compound words
<b>UK Y4T3 W11</b> - Pupils should be taught: to investigate compound words and recognise that they can aid spelling even where pronunciation obscures it, e.g. handbag, cupboard.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y4T3 W12</b> - Pupils should be taught: to understand how diminutives are formed, e.g. suffixes: ette; prefixes: mini; adjectives, e.g. little; nouns, e.g. sapling; and nicknames, e.g. Jonesy.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 4</b> - VA04 Identifying prefixes
			<b>Skill 5</b> - VA05 Identifying suffixes
<b>UK Y4T3 S1</b> - Pupils should be taught: to understand that some words can be changed in particular ways and others cannot, e.g. changing verb endings, adding comparative endings, pluralisation and that these are important clues for identifying word classes.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 7</b> - VA07 Identifying derivatives
<b>UK Y4T3 S3.a</b> - Pupils should be taught: to understand how the grammar of a sentence alters when the sentence type is altered, when, e.g. a statement is made into a question, a question becomes an order, a positive statement is made negative, noting, e.g.: the order of words.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
<b>UK Y4T3 S3.b</b> - Pupils should be taught: to understand how the grammar of a sentence alters when the sentence type is altered, when, e.g. a statement is made into a question, a question becomes an order, a positive statement is made negative, noting, e.g.: verb tenses.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 2</b> - RPQ02 Identifying book title and author
<b>UK Y4T3 S3.c</b> - Pupils should be taught: to understand how the grammar of a sentence alters when the sentence type is altered, when, e.g. a statement is made into a question, a question becomes an order, a positive statement is made negative, noting, e.g.: additions and/or deletions of words.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y4T3 T1</b> - Pupils should be taught: to identify social, moral or cultural issues in stories, e.g. the dilemmas faced by characters or the moral of the story, and to discuss how the characters deal with them; to locate evidence in text.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 11</b> - RPQ11 Understanding historical/cultural factors
			<b>Skill 16</b> - RPQ16 Identifying the overall message
			<b>Skill 17</b> - RPQ17 Identifying concepts and ideas
			<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA) <b>Skill 5</b> - LA05 Understanding historical/cultural factors
			<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM) <b>Skill 6</b> - CM06 Identifying the overall message
<b>UK Y4T3 T2</b> - Pupils should be taught: to read stories from other cultures, by focusing on, e.g. differences in place, time, customs, relationships; to identify and discuss recurring themes where appropriate.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 11</b> - RPQ11 Understanding historical/cultural factors
			<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA) <b>Skill 5</b> - LA05 Understanding historical/cultural factors
<b>UK Y4T3 T10</b> - Pupils should be taught: to describe and review own reading habits and to widen reading experience.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice
			<b>Skill 3</b> - OP03 Knowing one's own reading level
			<b>Skill 4</b> - OP04 Matching book level to one's own reading level
			<b>Skill 5</b> - OP05 Self- selecting appropriate books for success
			<b>Skill 6</b> - OP06 Recognising effect of reading practice on reading level

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
			<b>Skill 7</b> - OP07 Improving confidence with reading
			<b>Skill 12</b> - OP12 Accelerating reading growth
			<b>Skill 14</b> - OP14 Nurturing intrinsic love of reading
			<b>Skill 18</b> - OP18 Choosing a variety of reading material
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 1</b> - VA01 Reading from a variety of genres
<b>UK Y4T3 T18</b> - Pupils should be taught: from examples of persuasive writing, to investigate how style and vocabulary are used to convince the intended reader.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 6</b> - LA06 Understanding the author's craft
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 4</b> - CM04 Recognising persuasive language
<b>UK Y4T3 T19</b> - Pupils should be taught: to evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices, e.g. puns, jingles, alliteration, invented words.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 2</b> - CM02 Differentiating fact and opinion
			<b>Skill 4</b> - CM04 Recognising persuasive language

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United Kingdom, ELA, 1998, Y5 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y5T1 W5</b> - Pupils should be taught: to investigate, collect and classify spelling patterns in pluralisation, construct rules for regular spellings, e.g. add -s to most words; add -es to most words ending in -s, -sh, -ch; change -f to -ves; when -y is preceded by a consonant, change to -ies; when -y is preceded by a vowel, add -s.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 7</b> - VA07 Identifying derivatives
<b>UK Y5T1 W6</b> - Pupils should be taught: to collect, and investigate the meanings and spellings of words using the following prefixes: auto, bi, trans, tele, circum.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 4</b> - VA04 Identifying prefixes
<b>UK Y5T1 W8</b> - Pupils should be taught: to identify word roots, derivations and spelling patterns, e.g. sign, signature, signal; bomb, bombastic, bombard; remit, permit, permission, in order to extend vocabulary and provide support for spelling.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 7</b> - VA07 Identifying derivatives
			<b>Skill 12</b> - VA12 Applying knowledge of synonyms to determine meaning
<b>UK Y5T1 S5.a</b> - Pupils should be taught: to understand the difference between direct and reported speech (e.g. 'she said, "I am going"', 'she said she was going'), e.g. through: finding and comparing examples from reading.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 22</b> - RPQ22 Recognising dialogue
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 5</b> - IU05 Identifying the function of dialogue
<b>UK Y5T1 S7</b> - Pupils should be taught: from reading, to understand how dialogue is set out, e.g. on separate lines for alternate speakers in narrative, and the positioning of commas before speech marks.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 22</b> - RPQ22 Recognising dialogue
<b>UK Y5T1 T3.a</b> - Pupils should be taught: to investigate how characters are presented, referring to the text: through dialogue, action and description.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 18</b> - RPQ18 Recalling characters

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
			<b>Skill 19</b> - RPQ19 Identifying characters
			<b>Skill 20</b> - RPQ20 Identifying characters' feelings
			<b>Skill 21</b> - RPQ21 Describing characters
			<b>Skill 22</b> - RPQ22 Recognising dialogue
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 4</b> - IU04 Identifying feelings
			<b>Skill 5</b> - IU05 Identifying the function of dialogue
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 4</b> - LA04 Describing characters
<b>UK Y5T1 T3.b</b> - Pupils should be taught: to investigate how characters are presented, referring to the text: how the reader responds to them (as victims, heroes, etc.).	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 19</b> - RPQ19 Identifying characters
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 4</b> - IU04 Identifying feelings
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 4</b> - LA04 Describing characters
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 5</b> - CM05 Responding to literature
<b>UK Y5T1 T3.c</b> - Pupils should be taught: to investigate how characters are presented, referring to the text: through examining their relationships with other characters.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 19</b> - RPQ19 Identifying characters
			<b>Skill 21</b> - RPQ21 Describing characters
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 4</b> - LA04 Describing characters
<b>UK Y5T1 T4</b> - Pupils should be taught: to consider how texts can be rooted in the writer's experience, e.g. historical events and places, experience of wartime, friendship, holidays.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 11</b> - RPQ11 Understanding historical/cultural factors



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		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 5</b> - LA05 Understanding historical/cultural factors
			<b>Skill 6</b> - LA06 Understanding the author's craft
<b>UK Y5T1 T6</b> - Pupils should be taught: to read a number of poems by significant poets and identify what is distinctive about the style or content of their poems.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 15</b> - OP15 Engaging in literature- based reading
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 6</b> - LA06 Understanding the author's craft
<b>UK Y5T1 T9</b> - Pupils should be taught: to develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 7</b> - OP07 Improving confidence with reading
			<b>Skill 12</b> - OP12 Accelerating reading growth
			<b>Skill 13</b> - OP13 Improving critical thinking
			<b>Skill 14</b> - OP14 Nurturing intrinsic love of reading
			<b>Skill 15</b> - OP15 Engaging in literature- based reading
			<b>Skill 18</b> - OP18 Choosing a variety of reading material
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 2</b> - IC02 Drawing conclusions
			<b>Skill 4</b> - IC04 Extending meaning
			<b>Skill 5</b> - IC05 Making predictions
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 3</b> - CM03 Identifying reading strategies

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			<b>Skill 5</b> - CM05 Responding to literature
<b>UK Y5T1 T10</b> - Pupils should be taught: to evaluate a book by referring to details and examples in the text.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 7</b> - RPQ07 Recalling details
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 3</b> - IU03 Identifying details
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 2</b> - IC02 Drawing conclusions

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y5T2 W8</b> - Pupils should be taught: to recognise and spell the suffix: -cian, etc.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 5</b> - VA05 Identifying suffixes
<b>UK Y5T2 T1</b> - Pupils should be taught: to identify and classify the features of myths, legends and fables, e.g. the moral in a fable, fantastical beasts in legends.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 15</b> - OP15 Engaging in literature- based reading
			<b>Skill 16</b> - OP16 Acquiring understanding of literary features
			<b>Skill 17</b> - OP17 Acquiring understanding of literary types
<b>UK Y5T2 T4</b> - Pupils should be taught: to read a range of narrative poems.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 15</b> - OP15 Engaging in literature- based reading
<b>UK Y5T2 T9</b> - Pupils should be taught: to investigate the features of different fiction genres, e.g. science fiction, adventure, discussing the appeal of popular fiction.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 18</b> - OP18 Choosing a variety of reading material
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 1</b> - VA01 Reading from a variety of genres
<b>UK Y5T2 T10</b> - Pupils should be taught: to understand the differences between literal and figurative language, e.g. through discussing the effects of imagery in poetry and prose.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 1</b> - CM01 Deriving word or phrase meaning

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y5 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y5T2 T15</b> - Pupils should be taught: to 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 (if ... then, might when the ...); use of words/phrases to make sequential, causal, logical connections, e.g. while, during, after, because, due to, only when, so.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 13</b> - OP13 Improving critical thinking
			<b>Skill 18</b> - OP18 Choosing a variety of reading material
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 6</b> - IU06 Identifying sequence
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 6</b> - LA06 Understanding the author's craft
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 2</b> - IC02 Drawing conclusions
			<b>Skill 6</b> - IC06 Recognising cause and effect

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y5 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y5T3 W7</b> - Pupils should be taught: to recognise the spelling and meaning of the prefixes: in-, im-, ir-, il-, pro-, sus-.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 4</b> - VA04 Identifying prefixes
<b>UK Y5T3 T1.a</b> - Pupils should be taught: to investigate a range of texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs: identify these features by reference to the text.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 18</b> - OP18 Choosing a variety of reading material
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 11</b> - RPQ11 Understanding historical/cultural factors
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 5</b> - LA05 Understanding historical/cultural factors
<b>UK Y5T3 T1.b</b> - Pupils should be taught: to investigate a range of texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs: consider and evaluate these features in relation to their own experience.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 18</b> - OP18 Choosing a variety of reading material
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 11</b> - RPQ11 Understanding historical/cultural factors
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 5</b> - LA05 Understanding historical/cultural factors
<b>UK Y5T3 T14</b> - Pupils should be taught: to select and evaluate a range of texts, in print or other media, for persuasiveness, clarity, quality of information.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 13</b> - OP13 Improving critical thinking
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 16</b> - RPQ16 Identifying the overall message
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 2</b> - CM02 Differentiating fact and opinion
			<b>Skill 4</b> - CM04 Recognising persuasive language

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<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y5 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
			<b>Skill 6 - CM06</b> Identifying the overall message

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y6 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y6T1 T11.b</b> - Pupils should be taught: to distinguish between biography and autobiography: distinguishing between fact, opinion and fiction.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 2</b> - CM02 Differentiating fact and opinion

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<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y6 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y6T2 W5</b> - Pupils should be taught: to extend work on word origins and derivations from previous term. Use personal reading, a range of dictionaries and previous knowledge to investigate words with common prefixes, suffixes, word roots.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 4</b> - VA04 Identifying prefixes
			<b>Skill 5</b> - VA05 Identifying suffixes
			<b>Skill 7</b> - VA07 Identifying derivatives
<b>UK Y6T2 T1.a</b> - Pupils should be taught: to understand aspects of narrative structure, e.g.: how chapters in a book (or paragraphs in a short story or chapter) are linked together.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 16</b> - OP16 Acquiring understanding of literary features
<b>UK Y6T2 T1.b</b> - Pupils should be taught: to understand aspects of narrative structure, e.g.: how authors handle time, e.g. flashbacks, stories within stories, dreams.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 14</b> - RPQ14 Recalling sequence of events
			<b>Skill 6</b> - IU06 Identifying sequence
			<b>Skill 14</b> - RPQ14 Recalling sequence of events
<b>UK Y6T2 T1.c</b> - Pupils should be taught: to understand aspects of narrative structure, e.g.: how the passing of time is conveyed to the reader.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 6</b> - IU06 Identifying sequence
			<b>Skill 14</b> - RPQ14 Recalling sequence of events
			<b>Skill 6</b> - IU06 Identifying sequence
<b>UK Y6T2 T5</b> - Pupils should be taught: to analyse how messages, moods, feelings and attitudes are conveyed in poetry.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 4</b> - IU04 Identifying feelings
			<b>Skill 16</b> - OP16 Acquiring understanding of literary features
<b>UK Y6T2 T7</b> - Pupils should be taught: to 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 type, e.g. through parody.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 12</b> - RPQ12 Identifying plot
			<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)



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United Kingdom, ELA, 1998, Y6 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
			<b>Skill 19</b> - RPQ19 Identifying characters
			<b>Skill 20</b> - RPQ20 Identifying characters' feelings
			<b>Skill 21</b> - RPQ21 Describing characters
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 1</b> - LA01 Identifying and analysing plot
			<b>Skill 3</b> - LA03 Understanding literary features
			<b>Skill 4</b> - LA04 Describing characters
<b>UK Y6T2 T9</b> - Pupils should be taught: to increase familiarity with significant poets and writers of the past.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 15</b> - OP15 Engaging in literature- based reading
			<b>Skill 18</b> - OP18 Choosing a variety of reading material
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 1</b> - VA01 Reading from a variety of genres
<b>UK Y6T2 T15.a</b> - Pupils should be taught: to recognise how arguments are constructed to be effective, through, e.g.: the expression, sequence and linking of points.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 13</b> - OP13 Improving critical thinking
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 6</b> - IU06 Identifying sequence
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 6</b> - LA06 Understanding the author's craft
<b>UK Y6T2 T15.b</b> - Pupils should be taught: to recognise how arguments are constructed to be effective, through, e.g.: the provision of persuasive examples, illustrations and evidence.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 4</b> - CM04 Recognising persuasive language
<b>UK Y6T2 T15.c</b> - Pupils should be taught: to recognise how arguments are constructed to be effective, through, e.g.: pre-empting or answering potential objections.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 13</b> - OP13 Improving critical thinking

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y6T2 T15.d</b> - Pupils should be taught: to recognise how arguments are constructed to be effective, through, e.g.: appealing to the known views and feelings of the audience.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 4</b> - CM04 Recognising persuasive language
<b>UK Y6T2 T16.a</b> - Pupils should be taught: to identify the features of balanced written arguments which, e.g.: summarise different sides of an argument.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 13</b> - OP13 Improving critical thinking
<b>UK Y6T2 T16.c</b> - Pupils should be taught: to identify the features of balanced written arguments which, e.g.: signal personal opinion clearly.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 13</b> - OP13 Improving critical thinking
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 2</b> - CM02 Differentiating fact and opinion