



Mission Statement - Growing and learning in Christ through faith, family and friendship

Reading Progression Whole School

By the end of term children should meet the following expectations.

EYFS	Autumn	Spring	Summer
Word reading	<ul style="list-style-type: none"> ➤ Recognise the grapheme/phoneme correspondence for the phonemes taught. ➤ Begin to blend and segment to form simple CVC words. ➤ 	<ul style="list-style-type: none"> ➤ Identify the GPC including some digraphs. ➤ Read some taught Red words. ➤ Read simple CVC words 	<ul style="list-style-type: none"> ➤ Read sentences made up of words with taught sounds. ➤ Blend sounds to read CVC, CVCC and some CCVC words with support where needed.
Developing pleasure in reading	<ul style="list-style-type: none"> ➤ Listen to a range of stories, rhymes and songs, read by an adult 	<ul style="list-style-type: none"> ➤ To begin to anticipate key events and begin to join in with repeating patterns. 	<ul style="list-style-type: none"> ➤ Choose from a range of texts and express preferences for reading.
Comprehension	<ul style="list-style-type: none"> ➤ Recall some key events from stories, poems and songs. ➤ Answer some simple recall questions with support. 	<ul style="list-style-type: none"> ➤ Begin to interpret stories, rhymes and poetry, making suggestions for actions and events. 	<ul style="list-style-type: none"> ➤ Respond to stories, rhymes and songs with actions, relevant comments, questions, recalling key events. ➤ Talk about some newly introduced vocabulary.
Discussion	<ul style="list-style-type: none"> ➤ Begin to repeat back familiar phrases in simple stories. ➤ Orally discuss preferences for story types and characters. ➤ Sing nursery rhymes and songs with support. 	<ul style="list-style-type: none"> ➤ Talk about elements of a topic using newly introduced vocabulary and extending sentences. ➤ Sing nursery rhymes and songs performing in groups. 	<ul style="list-style-type: none"> ➤ Talk about and respond to stories, rhymes and poetry, recalling, sequencing and anticipating key events. Some as exact repetition and some in their own words. ➤ Sing nursery rhymes and songs independently and in small groups.

Year 1	Autumn	Spring	Summer
Word Reading	<ul style="list-style-type: none"> ➤ Read aloud accurately books that are consistent with their developing phonic knowledge. ➤ Apply phonic knowledge and skills as the route to decode words. ➤ Respond speedily with the correct sound to the grapheme for the phonics taught. ➤ Recognise and use the different ways of pronouncing the same grapheme. ➤ Read accurately by blending sounds in unfamiliar words. ➤ Read some red words, noting the tricky parts. ➤ Read words containing <i>s/es</i> endings. ➤ Split two syllable words into separate syllables to support blending for reading. ➤ Read the contraction I'm. ➤ Develop fluency, accuracy and confidence by re-reading books. 	<ul style="list-style-type: none"> ➤ Read aloud accurately books that are consistent with their developing phonic knowledge. ➤ Apply phonic knowledge and skills as the route to decode words. ➤ Respond speedily with the correct sound to the grapheme for the phonics taught. ➤ Recognise and use the different ways of pronouncing the same grapheme. ➤ Read accurately by blending sounds in unfamiliar words. ➤ Read some red words, noting the tricky parts. ➤ Read words containing <i>-ing ed</i> endings. ➤ Split two syllable words, including compound words, into the separate syllables to support blending for reading. ➤ Read words with contractions I'm, I'll we'll ➤ Develop fluency, accuracy and confidence by re-reading books. ➤ Read more challenging texts using phonics and red word recognition. 	<ul style="list-style-type: none"> ➤ Read aloud accurately books that are consistent with their developing phonic knowledge. ➤ Apply phonic knowledge and skills as the route to decode words. ➤ Respond speedily with the correct sound to the grapheme for the phonics taught. ➤ Recognise and use the different ways of pronouncing the same grapheme. ➤ Read accurately by blending sounds in unfamiliar words. ➤ Read some red words, noting the tricky parts. ➤ Read words containing <i>s/es, ing, ed, er, est</i> endings. ➤ Split two and three syllable words into the separate syllables to support blending for reading. ➤ Read words with contractions and understand that the apostrophe represents the omitted letter. ➤ Develop fluency, accuracy and confidence by re-reading books. ➤ Read more challenging texts using phonics and red word recognition.
Developing Pleasure in Reading	<ul style="list-style-type: none"> ➤ When prompted through questioning relates texts to own experiences. 	<ul style="list-style-type: none"> ➤ Relate texts to own experiences. ➤ Recognise and join in with language patterns and repetition in stories. 	<ul style="list-style-type: none"> ➤ Relate texts to own experiences and describe with some detail. ➤ Use patterns and repetition to orally retell familiar stories in arrange of contexts.

	<ul style="list-style-type: none"> ➤ Recognise and join in with language patterns and repetition during class story time. ➤ Orally retell stories using props and pictures. ➤ Enjoy and recite simple rhymes, songs and poems. ➤ Make personal reading choices, e.g. from class/ school library. 	<ul style="list-style-type: none"> ➤ Orally retell familiar stories in a range of contexts. ➤ Enjoy and recite rhymes and poems including traditional verse. ➤ Make personal reading choices and give simple reasons for their selection. 	<ul style="list-style-type: none"> ➤ Enjoy and recite rhymes and poems and express preferences. ➤ Make personal reading choices and give more detailed reasons for their selection.
Comprehension	<ul style="list-style-type: none"> ➤ Discuss vocabulary, linking meanings of new words to those already known. ➤ Activate prior knowledge. ➤ Recognise when a text does not make sense when reading. ➤ Develop and demonstrate their understanding of characters through role play. ➤ Give opinions of books, stories and poems. ➤ Demonstrate understanding of texts by answering questions related to who, what, where, when. ➤ Discuss the main events in stories. ➤ Make predictions based on what has been read so far. ➤ Identify the main characters in stories. ➤ Recall information from non-fiction texts. 	<ul style="list-style-type: none"> ➤ Discuss vocabulary, linking meanings of new words to those already known. ➤ Activate prior knowledge. ➤ Recognise when a text does not make sense when reading and with support can correct. ➤ Develop and demonstrate their understanding of characters and events through role play and drama. ➤ Give opinions and, when prompted, support with reasons. ➤ Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. ➤ Identify and discuss the main events in stories using words like <i>first, next, after that, later on, at the end.</i> ➤ Make predictions based on what has been read so far and give simple reasons. 	<ul style="list-style-type: none"> ➤ Discuss key vocabulary, linking meanings of new words to those already known. ➤ Activate prior knowledge of the subject. ➤ Check that texts make sense while reading and self-correct. ➤ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. ➤ Give opinions and support with reasons. ➤ Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. ➤ Identify, discuss and sequence the main events in a story. Record simply. ➤ Make predictions based on what has been read so far and give reasons.

	<ul style="list-style-type: none"> ➤ Locate parts of text by naming or labelling. 	<ul style="list-style-type: none"> ➤ Identify and describe the main characters in stories. Capture simple in writing. ➤ Discuss the title and predict what the story might be about. ➤ Answer basic why questions requiring inference. E.g. Why do you think he did that? ➤ Recall specific information from non-fiction texts by answering simple oral questions. ➤ Locate parts of text that give particular information. 	<ul style="list-style-type: none"> ➤ Identify, describe and discuss the main characters in stories. Capture simply in writing. ➤ Discuss the title of books they read themselves and those which are read to them. Suggest how titles relate to the events in the whole story. ➤ Answer why questions requiring basic inference. ➤ Recall specific information from non-fiction texts. ➤ Use parts of a text to find information.
Discussion	<ul style="list-style-type: none"> ➤ In discussions about books, listen to what others say, responding by nodding or maintaining eye contact. 	<ul style="list-style-type: none"> ➤ In discussions about books, listen to what others have to say and take turns to speak as directed by an adult. 	<ul style="list-style-type: none"> ➤ In discussions about books, listen to what others have to say and take turns to speak.

Year 2	Autumn	Spring	Summer
Word reading	<ul style="list-style-type: none"> ➤ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately. ➤ Re-read books to build up fluency and confidence in word reading. ➤ Read frequently encountered words, including red words linked to phonics phase, quickly and accurately without overt sounding and blending. ➤ Read accurately by blending sounds in words, especially recognising alternative sounds for graphemes. ➤ Read words containing common suffixes <i>ing, ed, est, er, y</i>. ➤ Read more red words, noting tricky parts. 	<ul style="list-style-type: none"> ➤ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically. ➤ Re-read books to build up fluency and confidence in word reading. ➤ Read frequently encountered words, including red words linked to phonics phase, quickly and accurately without overt sounding and blending. ➤ Read accurately by blending sounds in words, especially recognising alternative sounds for graphemes. ➤ Read accurately words of two or more syllables that contain alternative sounds for graphemes. ➤ Read words containing common suffixes <i>-ness, -ment, -ful, -ly</i> ➤ Read further red words, noting tricky parts. 	<ul style="list-style-type: none"> ➤ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ➤ Re-read books to build up fluency and confidence in word reading. ➤ Read frequently encountered words, including red words linked to phonics phase, quickly and accurately without overt sounding and blending. ➤ Read accurately by blending sounds in words, especially recognising alternative sounds for graphemes. ➤ Read accurately and automatically, words of two or more syllables that contain alternative sounds for a grapheme. ➤ Read words containing common suffixes. ➤ Read further red words, noting tricky parts.
Developing pleasure in reading	<ul style="list-style-type: none"> ➤ Sequence the main events in stories using prompts and discuss in a small group. ➤ Orally retell simple stories, fairy tales as part of a group. 	<ul style="list-style-type: none"> ➤ Discuss and sequence the main events in stories. ➤ Using their own story map, orally retell stories, fairy tales and traditional tales. 	<ul style="list-style-type: none"> ➤ Discuss the main events in stories and sequence using language of order. ➤ Use their own story maps to orally retell a wider range of stories to different audiences.

	<ul style="list-style-type: none"> ➤ Recognise the use of repetitive language within a simple story. ➤ Learn and recite a poem. ➤ Make personal reading choices and provide recommendations to others. 	<ul style="list-style-type: none"> ➤ Recognise the use of repetitive language within a poem. ➤ Learn and recite a range of poems. ➤ Begin to develop and talk about personal reading preferences for particular authors or types of books. 	<ul style="list-style-type: none"> ➤ Recognise the use of repetitive language within a text or poem and across texts. ➤ Learn and recite a range of poems using appropriate intonation. ➤ Demonstrate enthusiasm for particular authors and types of books, choosing to read these for pleasure.
Comprehension	<ul style="list-style-type: none"> ➤ Choose favourite words and phrases from a text. ➤ Identify unfamiliar words within the context of a text and discuss meanings as a group. ➤ Take note of punctuation when reading. ➤ Pose and orally rehearse questions prior to reading non-fiction texts. ➤ Recognise when a text does not make sense when reading. ➤ Demonstrate understanding of fiction and non-fiction texts by orally asking and answering who, what, where, when, why and how questions. ➤ Discuss their understanding of a text and give opinions. ➤ Develop and demonstrate their understanding of characters through role play and drama. E.g. hot seating, magic mirror ➤ Draw inferences about the character from the text. 	<ul style="list-style-type: none"> ➤ Identify and discuss favourite words and phrases from a text. ➤ Identify and discuss words within the context of a text, linking new meanings to known vocabulary. ➤ Take note of punctuation when reading aloud including pausing at commas. ➤ Pose, orally rehearse and write questions prior to reading non-fiction. ➤ Recognise when a text does not make sense when reading and, with prompting, can correct. ➤ Demonstrate understanding of fiction and non-fiction texts by asking and answering orally and in writing, who, what, where, when, why, and how questions. ➤ Explain and discuss their understanding of characters and events through role play and drama. E.g. freeze frame, improvisation. 	<ul style="list-style-type: none"> ➤ Identify, discuss and collect favourite words and phrases. ➤ Identify and discuss words within the context of a text, using morphology to work out the meaning of unfamiliar words. E.g. terror, terrorised. ➤ Take note of punctuation by using tone and intonation when reading aloud. Changing voice in response to exclamation and question marks. ➤ Activate prior knowledge, raise questions, and find and note answers. ➤ Check that texts make sense while reading and self-correct. ➤ Demonstrate understanding of fiction and non-fiction texts by asking and answering orally and in writing a range of retrieval questions.

	<ul style="list-style-type: none"> ➤ Make predictions based on what has been read so far giving reasons. ➤ Identify how specific information is organised within a non-fiction text. 	<ul style="list-style-type: none"> ➤ Draw inferences about characters and events from the text. ➤ Make predictions based on what has been read so far and give reasons. ➤ Locate information from a non-fiction text using the contents page, index, labelled diagrams and charts. 	<ul style="list-style-type: none"> ➤ Explain and discuss their understanding, giving opinions and supporting with reasons. ➤ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. ➤ Draw inferences about characters and events referring to specific evidence from the text. ➤ Make predictions based on what has been read so far and give reasons. ➤ Locate specific information in order to answer questions from a selection of non-fiction texts. Find information using the contents page, index, labelled diagrams and charts.
Discussion	<ul style="list-style-type: none"> ➤ Make contributions to discussions about texts in different group situations. ➤ In discussions about books, listen to contributions from others and give simple responses. 	<ul style="list-style-type: none"> ➤ Make thoughtful contributions to discussions about texts in different group situations. ➤ In discussing books, consider other points of view put forward by the teacher and/ or peers. 	<ul style="list-style-type: none"> ➤ Make extended contributions to discussions about a range of text types. ➤ Join in with group discussions linked to reading, considering and responding to others.

Year 3	Autumn	Spring	Summer
Word Reading	<ul style="list-style-type: none"> ➤ Use knowledge of root words to understand meanings of words. ➤ Use prefixes to understand meanings. E.g. un-, dis-, mis-meaning not. ➤ Use suffixes to understand meanings, e.g. -ly meaning in this way. ➤ Read and understand selected words from the statutory Year 3/ 4 list. 	<ul style="list-style-type: none"> ➤ Use knowledge of root words to understand meanings of words. ➤ Use prefixes to understand meanings. Re again, pre before. ➤ Use suffixes to understand meanings. ➤ Read and understand some words in the Year 3/ 4 list. 	<ul style="list-style-type: none"> ➤ Use knowledge of root words to understand meanings of words. ➤ Use prefixes to understand meanings. In- im- meaning not. ➤ Use suffixes to understand meanings. -ous meaning full of ➤ Read and understand some words in the Year 3/ 4 list.
Reading for Pleasure	<ul style="list-style-type: none"> ➤ Identify the main events from a story in sequence by saying what happened at each stage. E.g. first of all, later on etc. ➤ Orally retell stories including all main events in sequence. ➤ Discuss morals in stories. ➤ Identify and discuss the conventions of different text types. ➤ Prepare poems to read aloud by text marking, colour coding and annotating to support rehearsal and performance. 	<ul style="list-style-type: none"> ➤ Identify and record the main events of a story in sequence and use to retell. ➤ Orally retell stories including detail and vocabulary from the text to engage the listener. ➤ Discuss themes in fairy tales or folk tales. ➤ Discuss conventions of fairy tales or folk tales introduced by the teacher. ➤ Prepare poems or play scripts to read aloud by text marking, colour coding and annotating to support rehearsal and performance. 	<ul style="list-style-type: none"> ➤ Sequence the main events in stories, orally and in note/picture form. Discuss each main event sharing opinions. ➤ Orally retell stories, engaging the listener through eye contact, expression and gesture. ➤ Identify and discuss themes in different texts. ➤ Identify and discuss the conventions of a range of text types. ➤ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone volume and action.
Comprehension	<ul style="list-style-type: none"> ➤ Choose favourite words and phrases from a range of texts. ➤ Identify unfamiliar words and discuss possible meanings. 	<ul style="list-style-type: none"> ➤ Identify and discuss favourite words and phrases which capture the reader's interest and imagination. 	<ul style="list-style-type: none"> ➤ Identify, discuss and independently collect favourite words and phrases which capture the reader's interest and imagination.

	<ul style="list-style-type: none"> ➤ Using the first two letters to locate words in a dictionary. ➤ Use expression when reading aloud. ➤ Take note on punctuation by using tone and intonation when reading aloud. ➤ Discuss their understanding of the text using tentative language. E.g. perhaps ➤ Raise own questions during the reading process to deepen understanding, ➤ Draw inferences around characters actions. ➤ Make predictions based on details stated. ➤ Respond to a statement using true or false, giving simple reasons., drawing on the text. ➤ Discuss the purpose of paragraphs in non-fiction texts. ➤ Analyse texts looking at structure and presentation. 	<ul style="list-style-type: none"> ➤ Work out the meaning of unfamiliar words using the context. ➤ Use dictionaries/ internet to check the meanings of words they have read and identify the appropriate definition in relation to the context of the text. ➤ Use appropriate intonation and expression when reading aloud. ➤ Discuss their understanding of the text using tentative language. ➤ Raise own questions during the reading process to deepen understanding. ➤ Draw inferences around a character's thoughts, feelings and actions. ➤ Make plausible predictions based on the details stated. ➤ Provide evidence to support a statement provided by the teacher. ➤ Discuss the purpose of paragraphs in non-fiction texts and identify the key idea of each paragraph. ➤ Analyse texts looking at language, structure and presentation. 	<ul style="list-style-type: none"> ➤ Explain the meaning of unfamiliar words by using the context. ➤ Use dictionaries/ internet to check the meanings of words they have read and identify the appropriate definition and explaining its use in relation to the context of the text. ➤ Use appropriate intonation, tone and volume when reading aloud. ➤ Take note of punctuation when reading aloud, changing voice in response to inverted commas, pausing at commas. ➤ Discuss their understanding of the text using tentative language. ➤ Raise own questions during the reading process to deepen understanding. ➤ Draw inferences around characters' thought, feelings and actions and justify with evidence from the text. ➤ Make predictions based on details stated, giving reasons. ➤ Justify responses from the text giving point and evidence. ➤ Discuss the purpose of paragraphs and identify the key idea of each paragraph by labelling. ➤ Analyse and evaluate texts looking at language, structure and presentation.
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<p>Non-Fiction information retrieval</p>	<ul style="list-style-type: none"> ➤ Activate prior knowledge and prepare for research by creating a mind map, or concept map, of what is already known about a subject. ➤ Identify how specific information is organised within a non-fiction text. ➤ Use a title, cover and blurb to determine whether a book will provide relevant information for research. ➤ Locate features of information texts in print and on screen. ➤ Record information from non-fiction texts. Complete charts using key words, phrases or sentences. 	<ul style="list-style-type: none"> ➤ Prepare for research by identifying what is already known and generate possible questions about the subject. ➤ Describe how specific information is organised within a non-fiction text. E.g. text boxes, contents, bullet points, glossaries, diagrams. ➤ Use the title and contents pages to appraise whether a book will provide relevant information for research. ➤ Locate features of information texts in print and on screen. ➤ Record information from non-fiction texts by making simple notes. 	<ul style="list-style-type: none"> ➤ Prepare for research by identifying what is already known about the subject, generate key questions to structure the task. ➤ Evaluate how specific information is organised within a non-fiction text. ➤ Quickly appraise a text to evaluate usefulness. ➤ Navigate texts in print and on-screen using contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop-down menus. ➤ Record information from a range of non-fiction texts. Make clear notes by identifying key words, phrases or sentences in reading and making use of simple formats to capture key points.
<p>Discussion</p>	<ul style="list-style-type: none"> ➤ Participate in discussion about what is read to them and books they have read independently. ➤ Develop and agree on rules for effective discussion, taking turns and listening to what others say. ➤ Discuss and follow simple rules for discussion. ➤ Make contributions in group situations. 	<ul style="list-style-type: none"> ➤ Participate in discussion about what is read to them and books they have read independently. ➤ Consider and choose from a selection of rules for effective discussion provided by the teacher. ➤ Make and respond to contributions in group situations. 	<ul style="list-style-type: none"> ➤ Participate in discussion about what is read to them and what they have read independently, expressing preferences, providing opinions, asking and answering questions and making relevant comments. ➤ Develop and agree on rules for effective discussion, and listening to what others say. ➤ Make and respond to contributions in a variety of situations. ➤

Year 4	Autumn	Spring	Summer
Word Reading	<ul style="list-style-type: none"> ➤ Use knowledge of root words to understand the meaning of words. ➤ Use prefixes to understand meanings e.g. ir- not, il- not ➤ Use suffixes to understand meanings of nouns e.g. -tion act of -ssion act of/ state of ➤ Read and understand some words from the Y3/4 statutory list. 	<ul style="list-style-type: none"> ➤ Use knowledge of root words to understand the meaning of words. ➤ Use prefixes to understand meanings e.g. sub- under, inter- between ➤ Use suffixes to understand meanings of nouns e.g. -cian having a skill or art, -sion act of ➤ Read and understand most words from the Y3/4 statutory list. 	<ul style="list-style-type: none"> ➤ Use knowledge of root words to understand the meanings of words. ➤ Use prefixes to understand meanings e.g. super- above/ beyond, anti- against ➤ Use suffixes to understand meanings of nouns e.g. -ation action, ➤ Read and understand all words in the Y3/4 statutory list.
Reading for Pleasure	<ul style="list-style-type: none"> ➤ Speak confidently about texts using prompts such as: <i>I really liked the part when...</i> ➤ Prepare a poem and /or playscript to perform to the class. Use text marking, colour coding and annotation to support planning and rehearsal. ➤ Orally retell different text types engaging the listener through eye contact, expression and gesture. ➤ Choose texts to read independently around topics of interest. 	<ul style="list-style-type: none"> ➤ Orally respond to texts, enthusiastically sharing their opinions. Capture response in writing. E.g. book review. ➤ Prepare a poem or playscript to perform to another class or assembly, showing understanding through intonation, tone, volume and action. ➤ Orally retell a range of texts, engaging the listener through eye contact, expression, gesture and props. 	<ul style="list-style-type: none"> ➤ Demonstrate enthusiasm for wider reading, confidently sharing opinions about books. Capture responses in a variety of ways. ➤ Prepare a poem to perform and learn by heart. Perform the poem to an audience, showing understanding through use of tone, intonation, volume and action. ➤ Orally retell a range of texts, engaging the listener through dramatic use of voice and actions.
Comprehension	<ul style="list-style-type: none"> ➤ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. 	<ul style="list-style-type: none"> ➤ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination in poetry and narrative texts. 	<ul style="list-style-type: none"> ➤ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination in poetry and narrative texts.

	<ul style="list-style-type: none"> ➤ Identify key vocabulary and discuss possible meanings. ➤ Use the first three letters to locate words in a dictionary. ➤ Use the internet to find meanings of words selecting the appropriate definition with support. ➤ Demonstrate active reading strategies and capture in reading journals, generating questions, finding answers etc. ➤ Make predictions from different parts of the text, based on the information stated. ➤ Identify and discuss themes in the texts. ➤ Draw inferences around a character's actions and justify with evidence from the text. ➤ Justify responses to the text using point and evidence where the point is provided by the adult and the children find the evidence. ➤ Identify and summarise orally the main idea of a paragraph. ➤ Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. ➤ Recognise different forms of poetry. 	<ul style="list-style-type: none"> ➤ Work out the meaning of unfamiliar vocabulary using the context. ➤ Independently identify the appropriate definition of an unfamiliar word from the dictionary or internet. ➤ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. ➤ Distinguish between information which is stated and that which is implied. ➤ Demonstrate active reading strategies and capture in reading journals e.g. relationship grids. ➤ Draw inferences around characters' thoughts and feelings and justify with evidence from the text. ➤ Justify responses to the text using PE prompt where teacher provides a piece of evidence from the text for exploration and asks what point is made. ➤ Identify main ideas drawn from more than one paragraph and summarise orally. ➤ Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. 	<ul style="list-style-type: none"> ➤ Explain the meaning of key vocabulary within the context of the text. ➤ Independently identify the appropriate definition of an unfamiliar word from the dictionary or internet, explaining its use in relation to the context of the text. ➤ Use punctuation and the meaning of key words to determine intonation and expression when reading aloud to a range of audiences. ➤ Make predictions based on the information stated and that which is implied. ➤ Demonstrate active reading strategies and capture in reading journals. E.g. modifying questions, feelings graph, character rankings. ➤ Identify, discuss and compare themes across more than one text. ➤ Draw inferences around characters' motives and justify with evidence from the text. ➤ Justify responses to the text using PE prompts where the teacher has provided a range of evidence statements. ➤ Identify main ideas drawn for more than one paragraph and
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		<ul style="list-style-type: none"> ➤ Recognise and analyse different forms of poetry. 	<p>summarise these orally and in writing.</p> <ul style="list-style-type: none"> ➤ Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. ➤ Recognise and analyse a wider range of poetry.
Non-fiction information retrieval	<ul style="list-style-type: none"> ➤ Prepare for research by identifying what is already known about a topic. Generate key questions to structure the task. ➤ Evaluate how specific information is organised within the text. ➤ Quickly appraise a text to evaluate usefulness. ➤ Scan texts in print or on screen to locate dates, numbers and names. ➤ Use graphic organisers as a tool to support collection and organisation of information. ➤ Identify how paragraphs are used to organise and sequence information. 	<ul style="list-style-type: none"> ➤ Before researching, orally recall existing knowledge on the subject, and reduce the options for enquiry by posing focussed questions. ➤ Scan texts in print or on screen to locate dates, numbers, names, headings, lists, bullet points and captions. ➤ Make a simple record of information from texts read, drawing together information from more than one source. ➤ Locate features of information texts in print and on screen. ➤ Evaluate how specific information is organised within a non-fiction text in print and on screen. ➤ Explain how paragraphs are used to order or build up ideas. 	<ul style="list-style-type: none"> ➤ Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. ➤ Scan texts in print and on screen to locate dates, numbers, names, key words or phrases, headings, lists, bullet points, captions and key sentences. ➤ Make short notes, e.g. lists, abbreviating ideas. ➤ Analyse and evaluate how specific information is organised within a non-fiction text. ➤ Explain how paragraphs are used to order or build up ideas, and how they are linked.
Discussion	<ul style="list-style-type: none"> ➤ Participate in discussion about what is read to them and books they have read independently. 	<ul style="list-style-type: none"> ➤ Participate in discussion about what is read to them and books they have read independently, 	<ul style="list-style-type: none"> ➤ Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what

	<ul style="list-style-type: none">➤ Agree on a set of effective rules for discussion.➤ Make and respond to contributions in a variety of group situations.	<p>taking turns and listening to what others say.</p> <ul style="list-style-type: none">➤ Develop and agree on effective rules for discussion, taking turns and listening to what others say.➤ Make extended contributions by making a point and elaborating using evidence from the text.	<p>others say, expressing preferences and giving reasons.</p> <ul style="list-style-type: none">➤ Develop, agree on, use and reflect upon rules for effective discussion.➤ Make appropriately extended contributions and respond to others in a variety of group situations.

Year 5	Autumn	Spring	Summer
Word Reading	<ul style="list-style-type: none"> ➤ Use knowledge of root words and suffixes to understand meanings. -ible, -able, -ibly, -ably capable of ➤ Read and understand selected words from the Y5/6 statutory list. 	<ul style="list-style-type: none"> ➤ Use knowledge of root words and suffixes to understand meanings. E.g. -ant a person who, -ance action, -ancy state ➤ Read and understand more selected words from the Y5/6 statutory list. 	<ul style="list-style-type: none"> ➤ Use knowledge of root words and suffixes to understand meanings. E.g. -ent, -ence, -ency quality, action, state or process. ➤ Read and understand more selected word from the Y5/6 statutory list.
Maintaining positive attitudes to reading	<ul style="list-style-type: none"> ➤ Recommend books and poems to their peers with reasons for choices. ➤ Prepare a playscript to read aloud and perform, showing understanding thorough performance techniques. 	<ul style="list-style-type: none"> ➤ Recommend fiction books or authors to their peers with detailed reasons for opinions. ➤ Prepare a poem to perform and learn by heart, show understanding through action so the meaning is clear to the audience. 	<ul style="list-style-type: none"> ➤ Recommend non-fiction books or texts to their peers with reasons for choices. ➤ Prepare poems to learn by heart including those written by themselves. Perform so the meaning is clear to the audience.
Comprehension	<ul style="list-style-type: none"> ➤ Identify unfamiliar vocabulary and discuss possible meanings. ➤ Use punctuation to determine intonation and expression when reading aloud, taking note of how commas are used to avoid ambiguity. ➤ Demonstrate understanding by using a range of active reading strategies, e.g. generating questions to refine thinking. ➤ Using a piece of evidence identified by the teacher, draw inferences around a character's thoughts and feelings. 	<ul style="list-style-type: none"> ➤ Work out the meaning of unfamiliar vocabulary using the context. ➤ Use commas to determine intonation and expression when reading aloud. ➤ Demonstrate understanding by using a range of active reading strategies, including drama, and capture thoughts in writing. ➤ Draw inferences around a characters' thought and feelings from their actions and justify with evidence. 	<ul style="list-style-type: none"> ➤ Explain the meaning of new vocabulary within the context of the text. ➤ Use devices to indicate parenthesis to determine intonation and expression when reading aloud. ➤ Demonstrate understanding by using a range of active reading strategies through book talk, stating and justifying opinions. ➤ Draw inferences about characters' motives and justify with references to characters' thoughts and feelings.

	<ul style="list-style-type: none"> ➤ Use clues from characters' actions and speech to make plausible predictions. ➤ Use close- reading, re-reading and reading ahead to locate evidence to support a statement provided by the teacher. Discuss and capture in writing. ➤ Discuss a theme within a text, identified by the teacher. Explore how the theme acts as a one-word summary of the story, identifying evidence to support this. ➤ Compare characters within a text and record in writing. ➤ Distinguish between statements of fact or opinion within a text. ➤ Scan texts to locate dates, numbers and names, key words, phrases, headings, lists, bullet points, captions and key sentences. ➤ Identify the main ideas of a paragraph in fiction and non-fiction and write a statement or heading to summarise. ➤ Answer questions and justify responses to the text using PE prompt. ➤ Analyse the conventions of different types of writing. 	<ul style="list-style-type: none"> ➤ Use clues from the author's descriptions of settings and characters to predict outcomes. ➤ Formulate a simple hypothesis related to non-fiction and, through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture through text marking and annotation. ➤ Discuss a theme, identified by the teacher, within a poem. Explore how the theme acts as a one-word summary of the poem, identifying evidence to support this. ➤ Compare settings within and across texts. ➤ Distinguish between statements of fact and opinion within a text. ➤ Scan for key information in non-fiction texts and text mark. ➤ Orally summarise the main ideas drawn from more than one paragraph in a fiction text and key details which support this by text marking and annotation. ➤ Create responses to the text using the PEE prompt. Children are given the point and evidence, and they provide the explanation. ➤ Identify how language, structure and presentation contribute to meaning in poetry. 	<ul style="list-style-type: none"> ➤ Predict consequences using a combination of information, including that which is stated and that which is implied. ➤ Formulate hypotheses and, through close reading, re-reading and reading ahead, locate clues to support understanding. ➤ Explore and discuss themes within and across texts. ➤ Compare viewpoints of different characters. ➤ Distinguish between statements of fact and opinion across texts. ➤ Scan for key information and text mark in fiction and non-fiction. ➤ Summarise, orally and in writing, main ideas drawn from more than one paragraph and identify key details which support this. ➤ Justify opinions and elaborate by referring to the text using the PEE prompt. ➤ Identify how language, structure and presentation contribute to meaning in fiction and non-fiction texts.
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<p>Evaluating the impact of the author's use of language</p>	<ul style="list-style-type: none"> ➤ Explore, recognise and use the term simile. ➤ Explain the effect on the reader of the authors' use of similes in fiction and poetry. 	<ul style="list-style-type: none"> ➤ Explore, recognise and use the terms metaphor and simile. ➤ Explain the effect on the reader of the author's choice of language. 	<ul style="list-style-type: none"> ➤ Explore imagery in fiction and poetry, recognising and explaining the effect of noun phrases, metaphors and similes.
<p>Discussion and Debate</p>	<ul style="list-style-type: none"> ➤ Make active contributions to discussions about poetry and fiction expressing opinions and preferences and giving reasons. ➤ Prepare and deliver a short oral presentation linked to fiction, explaining their understanding of what they have read. ➤ Following a presentation linked to reading, ask and answer relevant questions to deepen understanding and generate further discussion. 	<ul style="list-style-type: none"> ➤ Make active contributions to discussions about non-fiction, expressing opinions and preferences, giving reasons. ➤ Prepare and deliver a short oral presentation linked to non-fiction. Include a specific focus on the use of Standard English ➤ Following a presentation linked to reading prepare questions using Standard English and then submit these to the speaker for response. 	<ul style="list-style-type: none"> ➤ Make active contributions to discussions about fiction, non-fiction and poetry expressing opinions and preferences giving reasons. ➤ Prepare and deliver a short oral presentation linked to fiction and non-fiction, explaining their understanding of what they have read. Speak audibly and fluently with an increasing command of Standard English. ➤ Using Standard English, respond to a question from an audience or group member following a presentation linked to reading.

Year 6	Autumn	Spring	Summer
Word Reading	<ul style="list-style-type: none"> ➤ Work out unfamiliar words by focussing on all letters in the word. ➤ Use Suffixes to understand meanings. E.g. -cious, -tious full of ➤ Read and understand some words from the Y5/6 statutory list. 	<ul style="list-style-type: none"> ➤ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change. ➤ Use suffixes to understand meaning. E.g. -cial, -tial relating to. ➤ Read and understand most words on the Y5/6 statutory spelling list. 	<ul style="list-style-type: none"> ➤ Use etymology to help the pronunciation of new words. ➤ Read and understand all words from the Y5/6 statutory list.
Maintaining Positive Attitudes to Reading	<ul style="list-style-type: none"> ➤ Recommend books to their peers with detailed reasons for their opinions. ➤ Prepare a poem to perform and learn by heart including those written by themselves. 	<ul style="list-style-type: none"> ➤ Recommend books to their peers with detailed reasons for their opinions. ➤ Prepare a poem to perform and learn by heart including those written by themselves. 	<ul style="list-style-type: none"> ➤ Recommend books to their peers orally and in writing with detailed reasons for their opinions. ➤ Prepare poems and plays to perform with dramatic effects.
Comprehension	<ul style="list-style-type: none"> ➤ Identify unfamiliar vocabulary and discuss possible meanings. ➤ Demonstrate active reading strategies though book talk, consider the views of others and asking questions. Record in reading journals. ➤ Justify responses to text using the PEE prompt, explaining in their own words. ➤ Using evidence selected by the teacher infer characters' thoughts and feelings. ➤ Use clues from the characters' actions and speech to make plausible predictions. 	<ul style="list-style-type: none"> ➤ Work out the meaning of unfamiliar vocabulary using the context. ➤ Demonstrate active reading strategies through book talk, responding to different viewpoints within a group. ➤ Justify responses to the text using PEE prompt, identifying and summarising a plausible point and provide further explanation using their own words. ➤ Draw inferences around a characters' thoughts and feelings. 	<ul style="list-style-type: none"> ➤ Explain the meaning of new vocabulary within the context of the text. ➤ Demonstrate active reading strategies through book talk, challenging peers with questions. ➤ Justify opinions and elaborate by referring to the text, using PEE ➤ Infer characters' motives from their actions. ➤ Predict consequences using a combination of information, including that which is implied. ➤ Formulate hypotheses and locate clues to support understanding.

	<ul style="list-style-type: none"> ➤ Formulate a simple hypothesis related to fiction and locate clues to support this. Record in writing. ➤ Compare characters within and across texts. ➤ Discuss a theme within a text. Explore how the theme acts as a summary of the story, identifying evidence to support this. ➤ Distinguish between fact and opinion in a text. ➤ Scan for key information. ➤ Retrieve, record, make notes and present information from non-fiction, including cross-curricular texts. Use simple abbreviations when note taking. ➤ Identify how language, structure and presentation contribute to meaning. 	<ul style="list-style-type: none"> ➤ Use clues from the author's descriptions of settings and characters to predict outcomes. ➤ Formulate a simple hypothesis related to non-fiction and locate clues to support this. ➤ Make comparisons within and across texts with similar events in different books. ➤ Using a selection of themes identify the most suitable to act as a summary of the text. Justify using evidence from the text. ➤ Distinguish between fact and opinion in a text. ➤ Skim to gain an overall sense of the text. ➤ Retrieve, record and make notes for different purposes. ➤ Understand what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt. ➤ Identify how language, structure and presentation contribute to meaning in poetry. 	<ul style="list-style-type: none"> ➤ Compare texts written in different periods. ➤ Recognise and discuss themes within and across a range of texts. ➤ Distinguish between fact and opinion across a range of texts. ➤ Use a combination of skimming, scanning and close reading across a text to locate specific detail. ➤ Use a range of non-fiction texts and sift through passages for information and record ideas in note form that are grouped and linked. ➤ Analyse the conventions of different types of writing.
Evaluating the impact of the author's use of language	<ul style="list-style-type: none"> ➤ Explore, recognise and use the term personification. Describe its effect within a text. ➤ Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words and phrases. 	<ul style="list-style-type: none"> ➤ Explore, recognise and use the term analogy. ➤ Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques. 	<ul style="list-style-type: none"> ➤ Explore, recognise and use the terms style and effect. ➤ Explain the effect on the reader of the author's choice of language and reasons why the author may have chosen to break conventions.

<p>Discussion and debate</p>	<ul style="list-style-type: none"> ➤ Make active contributions to discussions about what is read to them and books they have read independently, taking turns and listening to what others say. ➤ Prepare and deliver simple presentations, explaining and discussing their understanding of what they have read. ➤ Prepare and deliver a short oral presentation linked to reading. ➤ Respond to a question submitted by an audience member following a presentation. Spend time structuring a response to the question before presenting it orally using Standard English. 	<ul style="list-style-type: none"> ➤ Build on the views of others courteously. ➤ Prepare and deliver a short formal presentation, explaining and discussing their understanding of what they have read. ➤ Prepare and use visual aids to support an oral presentation linked to reading. ➤ Use Standard English to respond to questions generated by a presentation, re-stating the original view and supporting with further information and ideas. 	<ul style="list-style-type: none"> ➤ Challenge the views of others courteously. ➤ Prepare and deliver formal presentations, including for debates, explaining and discussing their understanding of what they have read. ➤ Prepare and use notes to support oral presentations. ➤ Use formal language to respond to questions generated by a presentation or research.
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