

Hawkhurst CEP School

English

Reading Skills and Knowledge Progression

2022



Compassion

Hope

Community

End Points which show Progression of knowledge, understanding and skills in Reading Year Group R

	T1	T2	T3	T4	T5	T6
<p><b>Key TEXTS:</b></p> <p>Stories Poetry and rhyme Information Other texts</p>	<p><b>Traditional Tales:</b> Goldilocks &amp; 3 Bears The 3 Little Pigs The 3 Billy Goats Gruff</p> <p><b>Other Text:</b> Books with “PSHE – All about me” theme</p> <p><b>Rhymes and poems daily</b></p>	<p><b>Text:</b> Stanley’s Stick by Neil Layton</p> <p><b>Other Text:</b> Books with “child chosen” theme</p> <p><b>Rhymes and poems daily</b></p>	<p><b>Text:</b> The Blue Penguin by Petr Horacek</p> <p><b>Other Text:</b> Books with “child chosen” theme</p> <p><b>Rhymes and poems daily</b></p>	<p><b>Text:</b> Ruby’s Worries by Tom Percival</p> <p><b>Other Text:</b> Books with “child chosen” theme</p> <p><b>Rhymes and poems daily</b></p>	<p><b>Text:</b> The Great Big Cuddle by Michael Rosen</p> <p><b>Other Text:</b> Books with “People that help us” theme</p> <p><b>Rhymes and poems daily</b></p>	<p><b>Text:</b> The Naughty Bus by Jan and Jerry Oke</p> <p><b>Other Text:</b> Books with “Minibeast” theme</p> <p><b>Rhymes and poems daily</b></p>
<p><b>Decode / word-reading:</b> 80-120 words</p>	<p><b>Consolidate from Pre-school and Practise</b> Play listening skills games, computer sound games and listen to the environment around us to develop listening skills</p> <p><b>Introduce</b> Hear and say the initial sound in words e.g. initial sound of their name, initial letter of words in the environment such as T for Tesco.</p> <p><b>Introduce and Practise</b> Look at picture books and introduce the language of stories.</p> <p><b>Introduce and assess</b> Begin the RWI phonics scheme working through set 1 sounds in sequence. Revise, if necessary, the following day. Assessments every 6 weeks.</p>	<p><b>Develop and Embed</b> Play listening skills games, computer sound games and listen to the environment around us to develop listening skills</p> <p><b>Practise and Develop</b> Hear and say the initial sound in words e.g. initial sound of their name, initial letter of words in the environment such as T for Tesco.</p> <p><b>Develop and Embed</b> Look at picture books and with support begin to use the language of stories.</p> <p><b>Practise and assess</b> Continue the RWI phonics scheme working through set 1 sounds in sequence. Revise, if necessary, the following day. Assessments every 6 weeks and class</p>	<p><b>Practise and assess</b> Continue the RWI phonics scheme working through set 1 and some children beginning set 2 sounds in sequence. Revise, if necessary, the following day. Assessments every 6 weeks and class grouped according to attainment.</p> <p><b>Practise</b> As RWI phonics books are introduced read words and simple sentences including from word wallets for parents to support at home.</p> <p><b>Develop and Embed</b> Look at picture books and independently begin to use the language of stories.</p> <p><b>Practise</b> Children on track read weekly outside the phonics lesson using</p>	<p><b>Practise and assess</b> Continue the RWI phonics scheme working through set 1 sounds and some children continuing with set 2 in sequence. Revise, if necessary, the following day. Assessments every 6 weeks and class grouped according to attainment.</p> <p><b>Practise</b> As RWI phonics books are introduced read words and simple sentences including from word wallets for parents to support at home.</p> <p><b>Practise</b> Children on track read weekly outside the phonics lesson using their phonics knowledge so far. Children not on track will become daily readers.</p>	<p><b>Develop and assess</b> Continue the RWI phonics scheme working through set 1 sounds, some children starting set 2 and some children continuing with set 2 in sequence. Revise, if necessary, the following day. Assessments every 6 weeks and class grouped according to attainment.</p> <p><b>Develop</b> As RWI phonics books are introduced read words and simple sentences including from word wallets for parents to support at home.</p> <p><b>Practise</b> Children on track read weekly outside the phonics lesson using their phonics knowledge so far. Children not on track will become daily readers.</p>	<p><b>Develop and assess</b> Continue the RWI phonics scheme working through set 1 sounds and some children continuing with set 2 and possibly some children starting set 3 in sequence. Revise, if necessary, the following day. Assessments every 6 weeks and class grouped according to attainment.</p> <p><b>Develop</b> As RWI phonics books are introduced read words and simple sentences including from word wallets for parents to support at home.</p> <p><b>Practise</b> Children on track read weekly outside the phonics lesson using their phonics knowledge so far. Children not on track will become daily</p>

	<p><b>Assess</b> Use RWI interventions as needed i.e. 1-1 tutoring and daily reading.</p> <p><b>Introduce</b> Orally segment sounds in simple words and blend them together using the sounds taught so far – using green word cards.</p> <p><b>Introduce</b> Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.</p>	<p>grouped according to attainment.</p> <p><b>Introduce</b> As RWI phonics books are introduced read words and simple sentences.</p> <p><b>Introduce</b> Children on track read weekly outside the phonics lesson using their phonics knowledge so far. Children not on track will become daily readers.</p> <p><b>Assess</b> Use RWI interventions as needed i.e. 1-1 tutoring and daily reading.</p> <p><b>Practise</b> Segment sounds in simple words and blend them together using the sounds taught so far – using green word cards.</p> <p><b>Introduce</b> Read some common exception words as they appear in the reading scheme - using red words.</p> <p><b>Introduce</b> Begin to use skills to blend nonsense words together to show extend of their blending skills.</p> <p><b>Practise</b> Link sounds to letters, naming and sounding the letters of the</p>	<p>their phonics knowledge so far. Children not on track will become daily readers.</p> <p><b>Assess</b> Use RWI interventions as needed i.e. 1-1 tutoring and daily reading.</p> <p><b>Practise</b> Segment sounds in simple words and blend them together using the sounds taught so far – using green word cards.</p> <p><b>Practise</b> Read some common exception words as they appear in the reading scheme - using red words.</p> <p><b>Practise</b> Begin to use skills to blend nonsense words together to show extend of their blending skills.</p> <p><b>Develop</b> Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.</p> <p><b>Continue and Assess</b> With confidence keep up with peers with phonics interventions as necessary i.e. 1-1 tutoring and daily reading</p>	<p><b>Assess</b> Use RWI interventions as needed i.e. 1-1 tutoring and daily reading.</p> <p><b>Develop</b> Segment sounds in simple words and blend them together using the sounds taught so far – using green word cards.</p> <p><b>Practise</b> Read some common exception words as they appear in the reading scheme - using red words.</p> <p><b>Practise</b> Continue to use skills to blend nonsense words together to show extend of their blending skills.</p> <p><b>Develop</b> Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.</p> <p><b>Continue and Assess</b> With confidence keep up with peers with phonics interventions as necessary i.e. 1-1 tutoring and daily reading</p>	<p><b>Assess</b> Use RWI interventions as needed i.e. 1-1 tutoring and daily reading.</p> <p><b>Develop</b> Segment sounds in simple words and blend them together using the sounds taught so far – using green word cards.</p> <p><b>Develop</b> Read more common exception words as they appear in the reading scheme - using red words.</p> <p><b>Develop</b> Independently use skills to blend nonsense words together to show extend of their blending skills.</p> <p><b>Embed</b> Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.</p> <p><b>Continue and Assess</b> With confidence keep up with peers with phonics interventions as necessary i.e. 1-1 tutoring and daily reading</p>	<p>readers.</p> <p><b>Assess</b> Use RWI interventions as needed i.e. 1-1 tutoring and daily reading.</p> <p><b>Embed</b> Segment sounds in simple words and blend them together using the sounds taught so far – using green word cards.</p> <p><b>Develop</b> Read more common exception words as they appear in the reading scheme - using red words.</p> <p><b>Develop</b> Independently use skills to blend nonsense words together to show extend of their blending skills.</p> <p><b>Embed</b> Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.</p> <p><b>Continue and Assess</b> Confidently keep up with peers with phonics interventions as necessary i.e. 1-1 tutoring and daily reading</p>
--	--	--	--	--	--	--

		<p>alphabet taught so far during the day not just in the phonics session.</p> <p><b>Introduce and Assess</b> With some confidence keep up with peers with phonics interventions as necessary i.e. 1-1 tutoring and daily reading</p>				
<b>Comprehend, locate and retrieve:</b>	<p><b>Introduce</b> Ensure that children can recall key facts from a story which has been read to them.</p> <p><b>Introduce</b> With support, ensure children can find information from a picture.</p> <p><b>Introduce</b> Locate information which can be found easily in the text e.g. What did the 3 bears eat? Who broke the chair? Show me how you know.</p> <p><b>Introduce</b> Recognise and read their name on their name card and the register.</p>	<p><b>Practise</b> Ensure that children can recall key facts from a story which has been read to them.</p> <p><b>Practise</b> With support, ensure children can find information from a picture.</p> <p><b>Practise</b> Locate information which can be found easily in the text e.g. Where is Stanley going? Show me how you know.</p> <p><b>Practise and Develop</b> Recognise and read their name on their name card and the register.</p> <p><b>Introduce</b> With support, ensure the children to recognise and read aloud words and phrases they have learned.</p>	<p><b>Practise</b> Ensure that children can recall key facts from a story which has been read to them.</p> <p><b>Practise</b> With some support, ensure children can find information from a picture.</p> <p><b>Practise</b> Locate information which can be found easily in the text e.g. Why did he have no friends? Show me how you know.</p> <p><b>Embed</b> Recognise and read their name on their name card and the register.</p> <p><b>Practise</b> With support, ensure the children to recognise and read aloud words and phrases they have learned.</p>	<p><b>Develop</b> Ensure that children can recall key facts from a story which has been read to them.</p> <p><b>Develop</b> With some support, ensure children can find information from a picture.</p> <p><b>Develop</b> Locate information which can be found easily in the text e.g. Why is Ruby worried? Show me how you know.</p> <p><b>Develop</b> With some support, ensure the children to recognise and read aloud words and phrases they have learned.</p>	<p><b>Develop</b> Ensure that children can recall key facts from a story which has been read to them.</p> <p><b>Develop</b> Ensure children can find information from a picture independently.</p> <p><b>Develop</b> Locate information which can be found easily in the text e.g. Can you find some rhyming words? Show me how you know.</p> <p><b>Develop</b> Ensure the children to recognise and read aloud words and phrases they have learned independently.</p>	<p><b>Embed</b> Ensure that children can recall key facts from a story which has been read to them.</p> <p><b>Embed</b> Ensure children can find information from a picture independently.</p> <p><b>Embed</b> Locate information which can be found easily in the text e.g. What colour was the bus? Where was he going? Show me how you know.</p> <p><b>Embed</b> Ensure the children to recognise read aloud words and phrases they have learned independently.</p>
<b>Inferential understanding:</b>	<p><b>Introduce</b> Understand the feelings of characters in texts they listen to e.g. How did Goldilocks feel when she</p>	<p><b>Practise</b> Understand the feelings of characters in texts they listen to e.g. How does Stanley feel</p>	<p><b>Practise</b> Understand the feelings of characters in texts they listen to e.g. How does The Blue</p>	<p><b>Develop</b> Understand the feelings of characters in texts they listen to e.g. How do you think Ruby will</p>	<p><b>Develop</b> Understand the feelings of characters in texts they listen to e.g. How does the poem make</p>	<p><b>Embed</b> Understand the feelings of characters in texts they listen to e.g. Why is the naughty bus sad?</p>

	<p>saw the broken chair – when the text does not explicitly say so.</p> <p><b>Introduce</b> With support, use the pictures in texts as clues to what is happening in the story.</p> <p><b>Introduce</b> Begin to be able to recognise the feelings in the mood of a setting, such as a scary forest or a funny event e.g. The 3 Billy Goats Gruff.</p> <p><b>Introduce</b> Predict what could happen next in the text.</p>	<p>looking out to sea? – when the text does not explicitly say so.</p> <p><b>Practise</b> With support, use the pictures in texts as clues to what is happening in the story.</p> <p><b>Practise</b> Begin to be able to recognise the feelings in the mood of a setting, such as a scary forest or a funny event e.g. Stanley finding a new stick</p> <p><b>Practise</b> Predict what could happen next in the text</p>	<p>Penguin's friend feel? – when the text does not explicitly say so.</p> <p><b>Practise</b> With some support, use the pictures in texts as clues to what is happening in the story.</p> <p><b>Practise</b> Begin to be able to recognise the feelings in the mood of a setting, such as a scary forest or a funny event e.g. The penguin being left by the other penguins.</p> <p><b>Practise</b> Predict what could happen next in the text.</p>	<p>feel today? – when the text does not explicitly say so.</p> <p><b>Develop</b> With some support, use the pictures in texts as clues to what is happening in the story.</p> <p><b>Develop</b> Begin to be able to recognise the feelings in the mood of a setting, such as a scary forest or a funny event e.g. Ruby worrying about different things</p> <p><b>Develop</b> Predict what could happen next in the text.</p>	<p>you feel? – when the text does not explicitly say so.</p> <p><b>Develop</b> Independently, use the pictures in texts as clues to what is happening in the story.</p> <p><b>Develop</b> Begin to be able to recognise the feelings in the mood of a setting, such as a scary forest or a funny event e.g. How do the poems make you feel?</p> <p><b>Develop</b> Predict what could happen next in the text.</p>	<p>– when the text does not explicitly say so.</p> <p><b>Embed</b> Independently, use the pictures in texts as clues to what is happening in the story.</p> <p><b>Embed</b> Begin to be able to recognise the feelings in the mood of a setting, such as a scary forest or a funny event e.g. how does he feel e=when he rides his bus?</p> <p><b>Embed</b> Predict what could happen next in the text.</p>
<p><b>Respond to text:</b> evaluation response to author authorial effect and intent effect of vocabulary</p>	<p><b>Consolidate from Pre-school</b> Show pleasure in stories being read to them.</p> <p><b>Introduce</b> Discuss the features of a book including the title, author, illustrator, blurb.</p> <p><b>Introduce</b> Understand where they can access books in the school and in the community e.g. discuss what a library is and where our local one is.</p> <p><b>Consolidate from Pre-school</b> Enjoy sharing poems and rhymes together.</p>	<p><b>Continue</b> Show pleasure in stories being read to them.</p> <p><b>Continue</b> Discuss the features of a book including the title, author, illustrator, blurb.</p> <p><b>Continue</b> Enjoy sharing poems and rhymes together.</p> <p><b>Continue</b> Sometimes look at a book out of choice in the Reading Nook or KS1 library rather than something else.</p> <p><b>Practise</b> Begin to have favourite texts which they ask for repeatedly.</p>	<p><b>Continue</b> Show pleasure in stories being read to them.</p> <p><b>Continue</b> Discuss the features of a book including the title, author, illustrator, blurb.</p> <p><b>Continue</b> Enjoy sharing poems and rhymes together.</p> <p><b>Continue</b> Often look at a book out of choice in the Reading Nook or KS1 library rather than something else.</p> <p><b>Practise</b> Sometimes find favourite texts which they ask for repeatedly.</p>	<p><b>Continue</b> Show pleasure in stories being read to them.</p> <p><b>Continue</b> Discuss the features of a book including the title, author, illustrator, blurb.</p> <p><b>Continue</b> Enjoy sharing poems and rhymes together.</p> <p><b>Continue</b> Often look at a book out of choice in the Reading Nook or KS1 library rather than something else.</p> <p><b>Develop</b> Sometimes find favourite texts which they ask for repeatedly.</p>	<p><b>Continue</b> Show pleasure in stories being read to them.</p> <p><b>Continue</b> Discuss the features of a book including the title, author, illustrator, blurb.</p> <p><b>Continue</b> Enjoy sharing poems and rhymes together.</p> <p><b>Continue</b> Independently look at a book out of choice in the Reading Nook or KS1 library rather than something else.</p> <p><b>Develop</b> Independently find favourite texts which they ask for repeatedly.</p>	<p><b>Continue</b> Show pleasure in stories being read to them</p> <p><b>Embed</b> Discuss the features of a book including the title, author, illustrator, blurb.</p> <p><b>Continue</b> Enjoy sharing poems and rhymes together.</p> <p><b>Continue</b> Independently look at a book out of choice in the Reading Nook or KS1 library rather than something else.</p> <p><b>Embed</b> Independently find favourite texts which they ask for repeatedly.</p>

	<p><b>Introduce</b> Sometimes look at a book out of choice in the Reading Nook or KS1 library rather than something else.</p> <p><b>Introduce</b> Begin to have favourite texts which they ask for repeatedly.</p> <p><b>Introduce</b> Begin to discuss a favourite character or a favourite story.</p> <p><b>Introduce</b> With adult modelling, may be able to say why things happened in the text.</p> <p><b>Introduce</b> Remember the words they have heard e.g. repeating refrains and rhyming words.</p> <p><b>Introduce</b> Begin, with support, to be able explain how the pictures relate to the story.</p> <p><b>Introduce</b> Begin, with adult modelling, point to parts of the text in answer to questions.</p>	<p><b>Practise</b> Begin to discuss a favourite character or a favourite story.</p> <p><b>Practise</b> With adult modelling, may be able to say why things happened in the text.</p> <p><b>Practise</b> Remember the words they have heard e.g. repeating refrains and rhyming words.</p> <p><b>Practise</b> Begin, with some support, to be able explain how the pictures relate to the story.</p> <p><b>Practise</b> Begin, with adult modelling, point to parts of the text in answer to questions.</p>	<p><b>Practise</b> With some support, discuss a favourite character or a favourite story.</p> <p><b>Practise</b> With support, may be able to say why things happened in the text.</p> <p><b>Practise</b> Remember the words they have heard e.g. repeating refrains and rhyming words.</p> <p><b>Practise</b> Begin, with some support, to be able explain how the pictures relate to the story.</p> <p><b>Practise</b> With some support, point to parts of the text in answer to questions.</p>	<p><b>Develop</b> With some support, discuss a favourite character or a favourite story.</p> <p><b>Develop</b> With some support, may be able to say why things happened in the text.</p> <p><b>Develop</b> Remember the words they have heard e.g. repeating refrains and rhyming words.</p> <p><b>Develop</b> Begin, with some support, to be able explain how the pictures relate to the story.</p> <p><b>Develop</b> With adult support, point to parts of the text in answer to questions.</p>	<p><b>Develop</b> Independently, discuss a favourite character or a favourite story.</p> <p><b>Develop</b> Independently, may be able to say why things happened in the text.</p> <p><b>Introduce</b> Sometimes read a familiar text aloud to themselves.</p> <p><b>Develop</b> Remember the words they have heard e.g. repeating refrains and rhyming words.</p> <p><b>Develop</b> Independently, be able explain how the pictures relate to the story.</p> <p><b>Develop</b> With some support, point to parts of the text in answer to questions.</p>	<p><b>Embed</b> Independently, discuss a favourite character or a favourite story.</p> <p><b>Embed</b> Independently, may be able to say why things happened in the text.</p> <p><b>Practise</b> Sometimes read a familiar text aloud to themselves.</p> <p><b>Embed</b> Remember the words they have heard e.g. repeating refrains and rhyming words.</p> <p><b>Embed</b> Independently, be able explain how the pictures relate to the story.</p> <p><b>Embed</b> Independently, point to parts of the text in answer to questions.</p>
<p><b>Fluency and phrasing:</b> reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning</p>	<p><b>Introduce</b> Join in with a refrain during group recitation.</p> <p><b>Consolidate from Pre-school</b> Recite some familiar rhymes and songs by heart.</p>	<p><b>Introduce and Practise</b> Begin to recognise, with support, and read their name.</p> <p><b>Practise</b> Join in with a refrain during group recitation.</p> <p><b>Introduce</b> Recite rhymes to a given</p>	<p><b>Develop and Embed</b> Recognise and read their name automatically.</p> <p><b>Practise</b> Join in with a refrain during group recitation.</p> <p><b>Practise</b> Recite rhymes to a given</p>	<p><b>Develop</b> Join in with a refrain during group recitation.</p> <p><b>Develop</b> Recite rhymes to a given rhythm, perhaps marching or clapping to the beat.</p>	<p><b>Develop</b> Join in with a refrain during group recitation.</p> <p><b>Develop</b> Recite rhymes to a given rhythm, perhaps marching or clapping to the beat.</p>	<p><b>Embed</b> Join in with a refrain during group recitation.</p> <p><b>Embed</b> Recite rhymes to a given rhythm, perhaps marching or clapping to the beat.</p>

		<p>rhythm, perhaps marching or clapping to the beat.</p> <p><b>Introduce</b> With support, begin to read words and simple sentences, showing understanding by the way they say it.</p> <p><b>Introduce</b> Begin to learn red word (CEW) in the order as introduced by the RWI scheme</p>	<p>rhythm, perhaps marching or clapping to the beat.</p> <p><b>Practise</b> With support, read words and simple sentences, showing understanding by the way they say it.</p> <p><b>Introduce, Practise and Embed</b> Sing the alphabet song.</p> <p><b>Introduce</b> With support, sight-read familiar labels and words in the environment e.g. snack, milk.</p> <p><b>Introduce</b> With support, recognise and read some common exception words.</p> <p><b>Practise and Assess</b> Continue to learn red word (CEW) in the order as introduced by the RWI scheme</p>	<p><b>Develop</b> With some support, read words and simple sentences, showing understanding by the way they say it.</p> <p><b>Practise</b> With support, sight-read familiar labels and words in the environment e.g. snack, milk.</p> <p><b>Practise</b> With support, recognise and read some more common exception words.</p> <p><b>Practise and Assess</b> Continue to learn red word (CEW) in the order as introduced by the RWI scheme</p>	<p><b>Develop</b> With some support, read words and simple sentences, showing understanding by the way they say it.</p> <p><b>Develop</b> With some support, sight-read familiar labels and words in the environment e.g. snack, look what I did today.</p> <p><b>Develop</b> With increasing confidence, recognise and begin to read independently many common exception words with some automaticity.</p> <p><b>Practise and Assess</b> Continue to learn red word (CEW) in the order as introduced by the RWI scheme</p>	<p><b>Develop</b> With minimal support, read words and simple sentences, showing understanding by the way they say it.</p> <p><b>Develop</b> With some support, sight-read familiar labels and words in the environment e.g. snack, look what I did today.</p> <p><b>Develop</b> With increasing confidence, recognise and independently read many common exception words with automaticity.</p> <p><b>Practise and Assess</b> Continue to learn red word (CEW) in the order as introduced by the RWI scheme</p>
--	--	---	--	--	---	--

End Points which show Progression of knowledge, understanding and skills in Reading							Year Group 1
	T1	T2	T3	T4	T5	T6	
<p><b>Key TEXTS:</b></p> <p>Stories Poetry and rhyme Information Other texts</p>	<p><b>English Text:</b> Rapunzel by Beth Woolvin</p> <p><b>Whole Class reading Text (2-week units):</b> Jack and the Beanstalk</p>	<p><b>English Text:</b> Out and About by Shirley Hughes</p> <p><b>Whole Class reading Text (2-week units):</b></p>	<p><b>English Text:</b> How to Find Gold by Viviane Schwarz</p> <p><b>Whole Class reading Text (2-week units):</b> Funny bones</p>	<p><b>English Text:</b> Beegu by Alexis Deacon + Information books and websites about space. Fact file about space.</p> <p><b>Whole Class reading Text (2-week units):</b> Super Daisy</p>	<p><b>English Text:</b> The Robot and the Bluebird by David Lucas. + Information books and websites about birds. Fact file about birds</p> <p><b>Whole Class reading Text (2-week units):</b> Bog Baby</p>	<p><b>English Text:</b> 10 Things I can do to help my world by Melanie Walsh One Night, Far from Here by Julia Wauters</p> <p><b>Whole Class reading Text (2-week units):</b> Farmer Duck</p>	

	<p>Little Red Riding Hood</p> <p>Three Little Pigs Owl Babies</p> <p><b>End of the Day Text:</b> Traditional tale Themed books Beth Woolvin books</p>	<p>Bonfire Night Poetry Shopping List Poetry Here we are The Lonely Xmas Tree</p> <p><b>End of the Day Text:</b> Seasonal themed books (fiction/Non-fiction) Poetry books Shirley Hughes books</p>	<p>Alan's big, scary teeth</p> <p>Tom and the Island of Dinosaurs</p> <p><b>End of the Day Text:</b> Quest themed books Pirate themed books Precious material books (non-fiction)</p>	<p>The Bumblebear Stuck</p> <p><b>End of the Day Text:</b> Space themed books (fiction/non-fiction)</p>	<p>Dinosaurs in my school Dogger Giganotosaurus</p> <p><b>End of the Day Text:</b> Robot themed books (fiction/non-fiction) Bird/ Animal themed books (fiction/non-fiction) David Lucas books</p>	<p>Tom and the Island of Dinosaurs Supertato The Lion Inside</p> <p><b>End of the Day Text:</b> Recycling/ Earth themed books Animal themed books (Fiction/Non-fiction).</p>
<b>Decode / word-reading:</b>	<p><b>Consolidate from Year R and Continue</b> Continue to apply phonic knowledge and skills as the route to decode words.</p> <p><b>Introduce</b> Apply phonic knowledge and skills for all 40+ phonemes;</p> <p><b>Introduce</b> Read accurately by blending sounds in unfamiliar words using the GPCs they know.</p> <p><b>Consolidate from Year R and Continue</b> Continue to read common exception words from Year R, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p><b>Introduce</b> Read some of the common exception words for Y1</p> <p><b>Consolidate from Year R, Continue and Assess</b></p>	<p><b>Assess</b> Apply phonic knowledge and skills as the route to decode words.</p> <p><b>Practise</b> Apply phonic knowledge and skills for all 40+ phonemes;</p> <p><b>Practise</b> Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p><b>Practise</b> Read common exception words for Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p><b>Practise and Assess</b> Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p>	<p><b>Practise</b> Apply phonic knowledge and skills as the route to decode words.</p> <p><b>Introduce and Practise</b> Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p><b>Practise</b> Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p><b>Practise</b> Read common exception words for Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p><b>Practise and Assess</b> Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use</p>	<p><b>Assess</b> Apply phonic knowledge and skills as the route to decode words.</p> <p><b>Develop</b> Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p><b>Develop</b> Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p><b>Develop</b> Read common exception words for Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p><b>Develop and Assess</b> Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use</p>	<p><b>Develop</b> Apply phonic knowledge and skills as the route to decode words.</p> <p><b>Embed</b> Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p><b>Embed</b> Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p><b>Develop</b> Read common exception words for Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p><b>Embed and Assess</b> Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use</p>	<p><b>Assess</b> Apply phonic knowledge and skills as the route to decode words.</p> <p><b>Assess</b> Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p><b>Assess</b> Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p><b>Assess</b> Read common exception words for Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p><b>Assess</b> Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use</p>



	<p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p><b>Consolidate from Year R, Continue and Assess</b> Continue the RWI phonics scheme working through set 1 sounds and some children continuing with set 2 and possibly some children starting set 3 in sequence. Revise, if necessary, the following day. Assessments every 6 weeks and class grouped according to attainment.</p> <p><b>Introduce</b> Read words of more than one syllable that contain the taught GPCs;</p> <p><b>Consolidate from Year R, Continue and Assess</b> Develop confidence and keep up with peers with phonics interventions as necessary i.e. 1-1 tutoring and daily reading</p>	<p><b>Continue and Assess</b> Continue the RWI phonics scheme working through set 1 sounds and some children continuing with set 2 and possibly some children starting set 3 in sequence. Revise, if necessary, the following day. Assessments every 6 weeks and class grouped according to attainment.</p> <p><b>Practise</b> Read other words of more than one syllable that contain taught GPCs.</p> <p><b>Introduce</b> GPCs and words containing a range of endings e.g. -es, -er, -ing, ed.</p> <p><b>Continue and Assess</b> Develop confidence and keep up with peers with phonics interventions as necessary i.e. 1-1 tutoring and daily reading</p>	<p>other strategies to work out words.</p> <p><b>Revise and Practise</b> Read words containing taught GPCs and -ing, -ed.</p> <p><b>Continue and assess</b> Continue the RWI phonics scheme working through set 1 sounds and some children continuing with set 2 and possibly some children starting set 3 in sequence. Revise, if necessary, the following day. Assessments every 6 weeks and class grouped according to attainment.</p> <p><b>Practise</b> Read other words of more than one syllable that contain taught GPCs.</p> <p><b>Introduce</b> Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.</p> <p><b>Practise</b> GPCs and words containing a range of endings e.g. -es, -er, -ing, ed.</p> <p><b>Continue and Assess</b> Develop confidence and keep up with peers with phonics interventions as necessary i.e. 1-1 tutoring and daily</p>	<p>other strategies to work out words.</p> <p><b>Revise and Practise</b> Read words containing taught GPCs and -s, -es.</p> <p><b>Develop</b> Read words containing taught GPC's and -ing, -ed.</p> <p><b>Continue and assess</b> Continue the RWI phonics scheme working through set 1 sounds and some children continuing with set 2 and possibly some children starting set 3 in sequence. Revise, if necessary, the following day. Assessments every 6 weeks and class grouped according to attainment.</p> <p><b>Revise</b> Read other words of more than one syllable that contain taught GPCs.</p> <p><b>Practise</b> Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.</p> <p><b>Practise</b> GPCs and words containing a range of endings e.g. -es, -er, -ing, ed.</p> <p><b>Continue and Assess</b> Develop confidence and keep up with peers with</p>	<p>other strategies to work out words.</p> <p><b>Revise and Practise</b> Read words containing taught GPCs and -er, -est.</p> <p><b>Develop</b> Read words containing taught GPC's and -ing, -ed, -s, -es.</p> <p><b>Continue and assess</b> Continue the RWI phonics scheme working through set 1 sounds and some children continuing with set 2 and possibly some children starting set 3 in sequence. Revise, if necessary, the following day. Assessments every 6 weeks and class grouped according to attainment.</p> <p><b>Embed</b> Read other words of more than one syllable that contain taught GPCs.</p> <p><b>Practise</b> Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.</p> <p><b>Introduce</b> To be able to read words with contractions e.g. I'm, can't, we'll.</p> <p><b>Introduce</b> To understand that an</p>	<p>other strategies to work out words.</p> <p><b>Embed</b> Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p><b>Assess</b> Continue the RWI phonics scheme working through set 1 sounds and some children continuing with set 2 and possibly some children starting set 3 in sequence. Revise, if necessary, the following day. Assessments every 6 weeks and class grouped according to attainment.</p> <p><b>Assess</b> Read other words of more than one syllable that contain taught GPCs.</p> <p><b>Revise</b> Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.</p> <p><b>Practise</b> To be able to read words with contractions e.g. I'm, can't, we'll.</p> <p><b>Practise</b> To understand that an apostrophe in a contraction represents omitted letters</p>
--	--	---	---	---	--	---

			reading	phonics interventions as necessary i.e. 1-1 tutoring and daily reading	apostrophe in a contraction represents omitted letters.  <b>Revise</b> GPCs and words containing a range of endings e.g. -es, -er, -ing, ed, est.  <b>Continue and assess</b> Develop confidence and keep up with peers with phonics interventions as necessary i.e. 1-1 tutoring and daily reading	<b>Embed</b> GPCs and words containing a range of endings e.g. -es, -er, -ing, ed, est.  <b>Continue and assess</b> Develop confidence and keep up with peers with phonics interventions as necessary i.e. 1-1 tutoring and daily reading
<b>Comprehend, locate and retrieve:</b>	<p><b>Consolidate from Year R and continue</b> Continue to develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p><b>Consolidate from Year R and continue</b> Listen to and discussing a wide range of stories at a level beyond that at which they can read independently.</p> <p><b>Introduce</b> Begin to become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p><b>Introduce</b> Recognise and join in with predictable phrases.</p> <p><b>Introduce</b> Learn to appreciate rhymes and poems, and</p>	<p><b>Practise</b> Develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p><b>Introduce</b> Listen to and discussing a wide range of poems at a level beyond that at which they can read independently.</p> <p><b>Introduce and Practise</b> Link what they read or hear read to their own experiences.</p> <p><b>Practise</b> Recognise and join in with predictable phrases.</p> <p><b>Practise</b> Learn to appreciate rhymes and poems, and to recite some by heart.</p> <p><b>Introduce</b> Drawing on what they already know or on background information</p>	<p><b>Develop</b> Develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p><b>Develop</b> Listen to and discussing a wide range of stories at a level beyond that at which they can read independently.</p> <p><b>Practise</b> Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p><b>Practise</b> Recognise and join in with predictable phrases.</p> <p><b>Practise</b> Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p><b>Develop</b> Develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p><b>Develop</b> Listen to and discussing a wide range of stories at a level beyond that at which they can read independently.</p> <p><b>Develop</b> Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p><b>Develop</b> Recognise and join in with predictable phrases.</p> <p><b>Develop</b> Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p><b>Develop</b> Develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p><b>Practise</b> Reading, listening to and discussing a wide range of stories at a level beyond that at which they can read independently.</p> <p><b>Develop</b> Become confident with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p><b>Develop</b> Recognise and join in with predictable phrases.</p> <p><b>Develop</b> Draw on what they already know or on background information and vocabulary provided</p>	<p><b>Develop</b> Develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p><b>Develop</b> Reading, listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently.</p> <p><b>Develop</b> Link what they read or hear read to their own experiences.</p> <p><b>Embed</b> Recognise and join in with predictable phrases.</p> <p><b>Develop</b> Learn to appreciate rhymes and poems, and to recite some by heart.</p> <p><b>Embed</b> Draw on what they already know or on</p>

	<p>to recite some by heart.</p> <p><b>Introduce</b> Discuss word meanings, linking new meanings to those already known.</p> <p><b>Consolidate from Year R and Continue</b> Talk about the title and how it relates to the events in the text.</p> <p><b>Introduce</b> With adult modelling, understand and explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events.</p> <p><b>Introduce</b> Retrieve answers to simple literal who, what, when, and how questions.</p>	<p>and vocabulary provided by the teacher.</p> <p><b>Practise</b> talk about the title and how it relates to the events in the text;</p> <p><b>Practise and Assess</b> With adult modelling, understand explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events.</p> <p><b>Practise</b> Retrieve answers to simple literal who, what, where, when and how questions.</p>	<p><b>Introduce</b> With adult support, use growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text.</p> <p><b>Practise</b> Talk about the title and how it relates to the events in the text.</p> <p><b>Practise</b> With some support, explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events.</p> <p><b>Practise</b> Retrieve answers to simple literal who, what, where, when, which and how questions.</p>	<p><b>Introduce</b> Explain clearly their understanding of what is read to them.</p> <p><b>Practise</b> With adult support, use growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text.</p> <p><b>Develop</b> Talk about the title and how it relates to the events in the text;</p> <p><b>Develop and Assess</b> Independently, explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events.</p> <p><b>Develop</b> Retrieve answers to simple literal who, what, where, when, which and how questions.</p>	<p>by the teacher.</p> <p><b>Practise</b> Explain clearly their understanding of what is read to them.</p> <p><b>Develop</b> With some independence, use growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text.</p> <p><b>Develop</b> Talk about the title and how it relates to the events in the text;</p> <p><b>Develop</b> Independently, explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events.</p> <p><b>Develop</b> Retrieve answers to simple literal who, what, where, when, which and how questions.</p>	<p>background information and vocabulary provided by the teacher.</p> <p><b>Develop</b> Explain clearly their understanding of what is read to them.</p> <p><b>Embed and Assess</b> With increasing independence, use growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text;</p> <p><b>Embed</b> Talk about the title and how it relates to the events in the text;</p> <p><b>Develop and Assess</b> Independently and with confidence, explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events.</p> <p><b>Embed</b> Retrieve answers to simple literal who, what, where, when, which and how questions.</p>
<b>Inferential understanding:</b>	<p><b>Introduce</b> Discuss word meanings, linking new meanings to those already known.</p> <p><b>Continue</b> Discuss the significance of the title and events.</p>	<p><b>Introduce</b> Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p><b>Practise</b> Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p><b>Develop</b> Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p><b>Develop</b> Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p><b>Embed</b> Draw on what they already know or on background information and vocabulary provided by the teacher.</p>

	<p>What does who is Rapunzel? Does the title give us information about the text?</p> <p><b>Introduce</b> Make inferences on the basis of what is being said and done in their own reading.</p> <p><b>Introduce</b> Make simple inferences when a book is read to them e.g. how does Rapunzel feel being locked in the tower, or why the witch called 'evil';</p> <p><b>Introduce</b> With adult modelling, predict what might happen next in a sequenced story, based on what has been read so far.</p> <p><b>Introduce</b> Begin to explain their understanding of what is read to them, beyond that which is explicitly stated. E.g. Why is the tower where it is?</p>	<p><b>Practise</b> Discuss the significance of the title and events. What does out and about mean? Does the title give us information about the text?</p> <p><b>Practise and Assess</b> Make inferences on the basis of what is being said and done in their own reading.</p> <p><b>Practise</b> Make simple inferences when a book is read to them e.g. which season do you think will come next, or why do you think they would be using the words 'cold or icy';</p> <p><b>Practise</b> With some support, predict what might happen next in a sequenced story, based on what has been read so far.</p> <p><b>Practise and Assess</b> With support, explain their understanding of what is read to them, beyond that which is explicitly stated. E.g. how does the poetry make you feel? Why?</p>	<p><b>Practise</b> Discuss the significance of the title and events. How do you find gold? Does the title give us information about the text?</p> <p><b>Develop</b> Make inferences on the basis of what is being said and done in their own reading.</p> <p><b>Practise</b> Make simple inferences when a book is read to them e.g. what might their plan be to find treasure based on an illustration.</p> <p><b>Practise</b> With some support, predict what might happen next in a sequenced story, based on what has been read so far.</p> <p><b>Practise</b> With some support, explain their understanding of what is read to them, beyond that which is explicitly stated. E.g. What would you do with the gold?</p>	<p><b>Develop</b> Discuss the significance of the title and events. What does Beegu mean? Does the title give us information about the text?</p> <p><b>Develop and Assess</b> Make inferences on the basis of what is being said and done in their own reading.</p> <p><b>Develop</b> Make simple inferences when a book is read to them e.g. how each of the children feel when they discover Beegu.</p> <p><b>Develop</b> Confidently, predict what might happen next in a sequenced story, based on what has been read so far.</p> <p><b>Develop and Assess</b> With some independence, explain their understanding of what is read to them, beyond that which is explicitly stated. E.g. How does Beegu feel about being here?</p>	<p><b>Develop</b> Discuss the significance of the title and events. Why is a robot with a bluebird? Does it give us information about the text?</p> <p><b>Develop</b> Make inferences on the basis of what is being said and done in their own reading.</p> <p><b>Develop</b> Make simple inferences when a book is read to them e.g. why is the Robot choosing to continue with the dangerous journey.</p> <p><b>Embed</b> Confidently, predict what might happen next in a sequenced story, based on what has been read so far.</p> <p><b>Develop</b> Independently, explain their understanding of what is read to them, beyond that which is explicitly stated. E.g. Why is the bird interested in the robot?</p>	<p><b>Embed</b> Discuss the significance of the title and events. Why is there a lightbulb in the title? Does it give us information about the text?</p> <p><b>Develop and Assess</b> Make inferences on the basis of what is being said and done in their own reading.</p> <p><b>Develop</b> Make simple inferences when a book is read to them e.g. what animals would you find here based on an illustration of a place in the world;</p> <p><b>Develop and Assess</b> Independently and confidently, explain their understanding of what is read to them, beyond that which is explicitly stated. E.g. Would I put the things in the same order?</p>
<b>Respond to text:</b>	<p><b>Consolidate from Year R and Continue</b> With support, participate in discussion about what is read to them, taking turns and listening to what others say.</p>	<p><b>Practise</b> With support, participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p><b>Practise and Develop</b> Discuss word meanings,</p>	<p><b>Practise</b> With some support, participate in discussion about what is read to them, taking turns and listening to what others say.</p>	<p><b>Develop</b> With decreasing support, participate in discussion about what is read to them, taking turns and listening to what others say.</p>	<p><b>Develop</b> Independently, participate in discussion about what is read to them, taking turns and listening to what others say.</p>	<p><b>Embed</b> Independently and confidently, participate in discussion about what is read to them, taking turns and listening to what others say.</p>

	<p><b>Introduce</b> Discuss word meanings, linking new meanings to those already known.</p> <p><b>Introduce</b> Listen to, share and discuss a wide range of high-quality story book which are beyond those they can read by themselves.</p> <p><b>Introduce</b> Talk about words they know or like.</p> <p><b>Introduce</b> With adult support, learn to appreciate poems and rhymes, beginning to express reasons for preferences.</p> <p><b>Introduce</b> With adult modelling, listen to new words in texts read aloud to them, which broaden their vocabulary</p>	<p>linking new meanings to those already known including Seasons, Spring, Summer, Autumn and Winter.</p> <p><b>Practise</b> Listen to, share and discuss a wide range of high-quality poetry books which are beyond those they can read by themselves.</p> <p><b>Introduce</b> With adult modelling, develop a love of reading</p> <p><b>Practise</b> With support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p><b>Practise</b> Talk about words they know or like.</p> <p><b>Introduce</b> Draw links between the text and some of their own experiences.</p> <p><b>Practise</b> With adult support, learn to appreciate poems and rhymes, beginning to express reasons for preferences.</p>	<p><b>Practise and Develop</b> Discuss word meanings, linking new meanings to those already known including treasure, map, direction, reptiles.</p> <p><b>Introduce</b> With support, explain clearly their understanding of what is read to them.</p> <p><b>Practise</b> Listen to, share and discuss a wide range of high-quality rhyming books which are beyond those they can read by themselves</p> <p><b>Practise</b> With some support, develop a love of reading;</p> <p><b>Practise</b> With some support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p><b>Develop</b> Talk about words they know or like.</p> <p><b>Introduce and Practise</b> With support, learn some ways to find information in non-fiction texts.</p> <p><b>Develop</b> With support, learn to appreciate poems and rhymes, beginning to</p>	<p><b>Practise and Develop</b> Discuss word meanings, linking new meanings to those already known including loneliness, abandoned, friendship.</p> <p><b>Practise</b> With some support, explain clearly their understanding of what is read to them.</p> <p><b>Develop</b> Listen to, share and discuss a wide range of high-quality information texts books which are beyond those they can read by themselves</p> <p><b>Develop</b> With increasing confidence, develop a love of reading;</p> <p><b>Develop</b> With some support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p><b>Embed</b> Talk about words they know or like.</p> <p><b>Practise</b> Draw links between the text and some of their own experiences.</p> <p><b>Develop</b> With support, learn to appreciate poems and rhymes, beginning to express reasons for</p>	<p><b>Practise and Develop</b> Discuss word meanings, linking new meanings to those already known including journey, scrap heap, factory, malfunction.</p> <p><b>Develop</b> Independently, explain clearly their understanding of what is read to them.</p> <p><b>Develop</b> Listen to, share and discuss a wide range of high-quality non-fiction books which are beyond those they can read by themselves.</p> <p><b>Develop</b> Confidently, develop a love of reading;</p> <p><b>Develop</b> With some confidence, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p><b>Develop</b> Draw links between the text and some of their own experiences.</p> <p><b>Develop</b> With some support learn some ways to find information in non-fiction texts.</p>	<p><b>Practise and Develop</b> Discuss word meanings, linking new meanings to those already known including recycle, world, planet, Earth, location.</p> <p><b>Embed</b> Independently and confidently, explain clearly their understanding of what is read to them.</p> <p><b>Develop</b> Listen to, share and discuss a wide range of high-quality story books which are beyond those they can read by themselves,</p> <p><b>Develop</b> Continue to develop a love of reading;</p> <p><b>Develop</b> With increasing confidence, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p><b>Embed</b> Draw links between the text and some of their own experiences.</p> <p><b>Develop</b> With some independence, find information in non-fiction texts.</p> <p><b>Embed</b> Independently, learn to appreciate poems and</p>
--	--	---	--	--	--	---

			express reasons for preferences.	preferences.		rhymes, beginning to express reasons for preferences.
<b>Fluency and phrasing:</b>	<p><b>Consolidate from Year R and continue</b> Apply phonic knowledge and skills as the route to decode words.</p> <p><b>Introduce</b> Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p><b>Consolidate from Year R and continue</b> Continue to read common exception words from Year R, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p><b>Introduce</b> Read the common exception words for Year 1</p> <p><b>Consolidate from Year R, continue and Assess</b> Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p><b>Introduce</b> Recite some familiar complete rhymes and songs by heart.</p>	<p><b>Assess</b> Apply phonic knowledge and skills as the route to decode words.</p> <p><b>Practise</b> Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p><b>Practise</b> Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p><b>Practise and Assess</b> Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p><b>Practise</b> Recite some familiar complete rhymes and songs by heart.</p> <p><b>Practise</b> Use body percussion or instruments to hold the beat.</p> <p><b>Practise</b> Recognise and join in with predictable phrases.</p>	<p><b>Introduce</b> Check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p><b>Practise</b> Apply phonic knowledge and skills as the route to decode words.</p> <p><b>Introduce and Practise</b> Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p><b>Practise</b> Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p><b>Practise</b> Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p><b>Practise and Assess</b> Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p>	<p><b>Practise</b> Check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p><b>Assess</b> Apply phonic knowledge and skills as the route to decode words.</p> <p><b>Develop and Assess</b> Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p><b>Develop</b> Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p><b>Develop</b> Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p><b>Develop and Assess</b> Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p>	<p><b>Develop</b> Check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p><b>Develop</b> Apply phonic knowledge and skills as the route to decode words.</p> <p><b>Embed</b> Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p><b>Embed</b> Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p><b>Embed</b> Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p><b>Embed and Assess</b> Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p>	<p><b>Develop</b> Check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p><b>Assess</b> Apply phonic knowledge and skills as the route to decode words.</p> <p><b>Assess</b> Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p><b>Assess</b> Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p><b>Assess</b> Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p><b>Assess</b> Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p>



	<p><b>Introduce</b> Use body percussion or instruments to hold the beat.</p> <p><b>Introduce</b> Recognise and join in with predictable phrases.</p> <p><b>Introduce</b> Say or sing the alphabet in sequence.</p>	<p><b>Practise</b> Say or sing the alphabet in sequence.</p> <p><b>Introduce</b> Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p><b>Introduce</b> Re-read favourite books to themselves, to gain confidence with word reading and fluency.</p>	<p><b>Practise</b> Recite some familiar complete rhymes and songs by heart.</p> <p><b>Practise</b> Recognise and join in with predictable phrases.</p> <p><b>Develop</b> Say or sing the alphabet in sequence.</p> <p><b>Introduce</b> Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.</p> <p><b>Practise</b> Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p><b>Practise</b> Re-read favourite books to themselves, to gain confidence with word reading and fluency.</p>	<p><b>Develop</b> Recite some familiar complete rhymes and songs by heart.</p> <p><b>Develop</b> Recognise and join in with predictable phrases.</p> <p><b>Embed</b> Say or sing the alphabet in sequence.</p> <p><b>Practise</b> Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.</p> <p><b>Practise</b> Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p><b>Practise</b> Re-read favourite books to themselves, to gain confidence with word reading and fluency.</p>	<p><b>Develop</b> Recite some familiar complete rhymes and songs by heart.</p> <p><b>Develop</b> Recognise and join in with predictable phrases.</p> <p><b>Develop</b> Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.</p> <p><b>Develop</b> Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p><b>Develop</b> Re-read favourite books to themselves, to gain confidence with word reading and fluency.</p>	<p><b>Embed</b> Recite some familiar complete rhymes and songs by heart.</p> <p><b>Develop</b> Use body percussion or instruments to hold the beat.</p> <p><b>Embed</b> Recognise and join in with predictable phrases.</p> <p><b>Embed and Assess</b> Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.</p> <p><b>Embed</b> Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p><b>Embed</b> Re-read favourite books to themselves, to gain confidence with word reading and fluency.</p>
<b>Cross Curricular</b>	Science	Science Forest School History Art	Geography History Science	DT Computing PSHE	DT Science	PSHE Science Geography

	T1	T2	T3	T4	T5	T6
Key TEXTS:	<p><b>English Text:</b> <b>The Last Wolf by Mini Grey</b> (Progression- EYFS learning of traditional tales and year 1 where they learn one traditional tale in full-Rapunzel)</p> <p><b>Whole Class reading Text:</b> <b>Prince Cinders</b> (Subverted tale) <b>The Jolly Postman</b> (Poetry) <b>There is no big bad wolf in this story</b> (Subverted tale) <b>Little Red Riding Hood– Revolting Rhymes</b> (Poetry) <b>The good little wolf</b> (Subverted tale) <b>Help and Hedgehog and protect a polar bear</b> (Non-fiction) <b>Endangered</b> (Non-fiction)</p> <p><b>End of the Day Text:</b> End of the day text is a sharing text brought in by children at home to encourage a love for reading. These books are subverted fairy tales or traditional tales.</p>	<p><b>English Text:</b> <b>Rabbit and Bear - Julian Gough and Jim Field</b> (Progression from EYFS Goldilocks and the Three Bears)</p> <p><b>Whole Class Reading</b> <b>We're going on a Bear Hunt</b> (Fiction) <b>Usborne Beginners: Bears</b> (Non-fiction) <b>10 Reasons to Love a Bear</b> (Non-fiction) <b>I Want My Hat Back,</b> (Fiction) <b>Leaf</b> (Flying Eye) (Fiction) <b>Classic poetry</b> <b>Christmas</b> <b>T'was the Night before Christmas</b> <b>Bonfire Night</b></p> <p><b>End of the Day Text:</b> <b>Winnie the Pooh AA Milne</b></p>	<p><b>English Text:</b> <b>One day on our blue planet – In the Savannah by Ella Bailey</b> (Progression from EYFS- map making- pirates and journeys Year 1: How to find Gold making up their own adventure story)</p> <p><b>Whole Class Reading:</b> <b>One day on our blue planet: Antarctica</b> <b>Our journey so far</b> (Non-Fiction) <b>One day on our blue planet ocean</b> (Non-Fiction) <b>Grace and Family</b> (Fiction African family) <b>WWF Facts about African Lions</b> (Non-Fiction) <b>Where zebra goes</b> (African poetry) <b>Tinga Tinga Tale</b> (Fiction) <b>The Magic Bojabi Tree</b> (Fiction)</p> <p><b>End of the Day Text:</b> <b>The BFG</b> <b>Ogres don't dance</b></p>	<p><b>English Text:</b> <b>Anna Hibiscus by Atinuke</b> (Progression from EYFS Handa's Surprise)</p> <p><b>Whole Class Reading:</b> <b>Books set in Africa</b> <b>A is For Africa</b> (Non-Fiction) <b>The Magic Bojabi Tree</b> (traditional African tale) <b>Grace and Family African Tales</b></p> <p>Ask other schools from Canada to send a postcard from either place.</p> <p><b>End of the Day Text:</b> <b>The Baboons who went this way and that.</b> Sharing books from home about their culture.</p>	<p><b>English Text:</b> <b>Look Up by Nathan Bryon</b> (Progression from EYFS Space and Year 1-significant individual local study-Thomas Dunk, explorers, Neil Armstrong)</p> <p><b>Whole Class Reading</b> <b>Great women who changed history</b> (Non-fiction) <b>Great Women who changed the world</b> (Non-fiction) <b>Little People Big Dreams- Florence Nightingale</b> (Non-fiction) <b>There's no place like space</b> (Poetry) <b>Toys in space</b> (Fiction) <b>A cat's guide to the night sky</b> (Non-fiction)</p> <p><b>End of the Day Text:</b> Books about factual people who inspire them or do a job they want to do when they are older</p>	<p><b>English Text:</b> <b>Moth by Isabel Thomas</b> (Progression from EYFS minibeast and life cycles and Year 1 doing seasons)</p> <p><b>English Text:</b> <b>The puffin book of Of fantastic First poems</b> (Progression from EYFS- rhyming Stories And Year 1 Out and about Shirley Hughes) <b>Poetry</b> <b>The Sound Collector</b> <b>The Treasures Down behind</b> <b>The Dustbin</b></p> <p><b>Whole Class Reading</b> <b>Influenced by Moth</b> <b>When I grow up</b> (Fiction) <b>David Attenborough</b> (Biography) <b>The world came to my house for dinner</b> (Fiction) <b>Oi get off my train</b> (Fiction) <b>A butterfly is patient</b> (Non-fiction)</p> <p><b>Whole Class Reading</b> <b>influenced by Puffin Book</b> <b>Jelly boots, Smelly boots</b> Michael Rosen <b>Chocolate Cake</b> Michael Rosen <b>Hippopotamus Dancing</b></p>



						<b>End of Day Text:</b> Any poetry from home
<b>Decode / word-reading:</b>	<p><b>Consolidate from Year 1 and Assess</b> Apply phonic knowledge and skills as the route to decode words.</p> <p><b>Consolidate from Year 1</b> Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p><b>Consolidate from Year 1</b> Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p><b>Consolidate from Year 1</b> Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p><b>Consolidate from Year 1 and continue</b> Read other words of more than one syllable that contain taught GPCs.</p> <p><b>Consolidate from Year 1</b> Read words with contractions e.g. I'm,</p>	<p><b>Introduce</b> With adult support, begin to read accurately words of two or more syllables that contain the same graphemes.</p> <p><b>Practise</b> Read words containing common suffixes, with some support</p> <p><b>Introduce, Practise and Assess</b> Begin to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognizing alternative sounds for graphemes.</p> <p><b>Practise</b> Re-read familiar books to build up their fluency and confidence in word reading.</p> <p><b>Assess</b> Use reading skills to answer question about a text.</p> <p><b>Develop</b> Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p>	<p><b>Practise</b> With some support, read most words quickly and accurately, without overt sounding and blending, when these have been frequently encountered.</p> <p><b>Practise</b> With some support, read accurately words of two or more syllables that contain the same graphemes.</p> <p><b>Practise</b> Read words containing common suffixes, with minimal support.</p> <p><b>Introduce and Assess</b> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p><b>Practise</b> Re-read familiar books to build up their fluency and confidence in word reading.</p>	<p><b>Practise</b> With some independence, read accurately words of two or more syllables that contain the same graphemes.</p> <p><b>Develop</b> Read words containing common suffixes, with increasing independence.</p> <p><b>Introduce</b> Read most words quickly and accurately, without overt sounding and blending, when these have been frequently encountered.</p> <p><b>Practise and Assess</b> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p><b>Develop</b> Re-read familiar books to build up their fluency and confidence in word reading.</p> <p><b>Assess</b> Use reading skills to answer question about a text</p>	<p><b>Develop</b> Accurately read words of two or more syllables that contain the same graphemes.</p> <p><b>Develop</b> To read words containing common suffixes independently.</p> <p><b>Introduce</b> Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p><b>Practise and Assess</b> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p><b>Develop</b> Re-read familiar books to build up their fluency and confidence in word reading.</p> <p><b>Practise and Develop</b> Read most words quickly and accurately, without overt sounding and blending, when these have been frequently encountered.</p>	<p><b>Develop</b> Accurately read words of two or more syllables that contain the same graphemes.</p> <p><b>Embed</b> To read words containing common suffixes independently.</p> <p><b>Embed</b> Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p><b>Embed</b> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p><b>Embed</b> Re-read familiar books to build up their fluency and confidence in word reading.</p> <p><b>Embed</b> Read most words quickly and accurately, without overt sounding and blending, when these have been frequently encountered.</p>

	<p>can't, we'll.</p> <p><b>Introduce, Practise and assess</b> Understand that an apostrophe in contractions represents omitted letters.</p> <p><b>Introduce and Practise</b> Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p><b>Introduce</b> Re-read familiar books to build up their fluency and confidence in word reading.</p> <p><b>Introduce</b> Begin to read some words containing common suffixes.</p>					<p><b>Assess</b> Use reading skills to answer question about a text</p>
<b>Comprehend, locate and retrieve:</b>	<p><b>Introduce</b> With adult modelling, begin to scan for key words in the text order to locate answers</p> <p><b>Introduce</b> With adult support, begin to recognise simple recurring literary language.</p> <p><b>Introduce</b> Begin to locate and discuss favourite words and phrases in The Last Wolf.</p>	<p><b>Practise</b> With adult support, scan for key words in the text order to locate answers</p> <p><b>Practise</b> With some support, recognise simple recurring literary language.</p> <p><b>Practise</b> With some support, locate and discuss favourite words and phrases in Rabbit and Bear.</p>	<p><b>Practise</b> With some support, scan for key words in the text order to locate answers</p> <p><b>Practise</b> With some independence, recognise simple recurring literary language.</p> <p><b>Practise</b> With some independence, locate and discuss favourite words and phrases in</p>	<p><b>Develop</b> With some independence, scan for key words in the text order to locate answers</p> <p><b>Develop</b> With increasing independence, recognise simple recurring literary language.</p> <p><b>Develop</b> With increasing independence, locate and discuss favourite words and phrases in</p>	<p><b>Develop</b> With growing independence, scan for key words in the text order to locate answers</p> <p><b>Develop</b> Independently, recognise simple recurring literary language.</p> <p><b>Develop</b> Independently, locate and discuss favourite words and phrases in Look Up,</p>	<p><b>Embed</b> Independently scan for key words in the text order to locate answers</p> <p><b>Embed</b> Independently, recognise simple recurring literary language.</p> <p><b>Embed</b> Independently, locate and discuss favourite words and phrases in The Last Wolf.</p>

	<p><b>Introduce</b> Begin to draw on vocabulary knowledge to understand texts and solve problems including the 5 reading skills for comprehension</p> <p><b>Introduce</b> Check the text makes sense as they read.</p>	<p><b>Practise</b> Check the text makes sense as they read.</p> <p><b>Introduce</b> With adult support, listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p><b>Introduce</b> With adult modelling, begin to analyse the wording of a question in order to choose what to look for in a text.</p> <p><b>Introduce</b> With adult modelling, sometimes can find answers where the question word does not match the text word.</p> <p><b>Introduce</b> Begin to read and recite a repertoire of poems including classical poetry.</p> <p><b>Practise</b> With some support, draw on vocabulary knowledge to understand texts and solve problems including the 5 reading skills for comprehension</p>	<p>One Day Our Blue Planet.</p> <p><b>Practise</b> Check the text makes sense as they read.</p> <p><b>Practise</b> With some support, listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p><b>Practise</b> With some support, analyse the wording of a question in order to choose what to look for in a text.</p> <p><b>Practise</b> With support, sometimes can find answers where the question word does not match the text word.</p> <p><b>Practise</b> Continue to read and recite a repertoire of poems including classical poetry.</p> <p><b>Introduce</b> Begin to learn to: navigate different paragraphs of information texts, locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.</p>	<p>Anna Hibiscus.</p> <p><b>Develop</b> Check the text makes sense as they read.</p> <p><b>Practise</b> With some support, listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p><b>Practise</b> With some confidence, analyse the wording of a question in order to choose what to look for in a text.</p> <p><b>Develop</b> With some confidence, find answers where the question word does not match the text word.</p> <p><b>Practise</b> Continue to read and recite a repertoire of poems including classical poetry.</p> <p><b>Practise</b> With some support navigate different paragraphs of information texts, locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.</p> <p><b>Develop</b> With growing</p>	<p><b>Develop</b> Check the text makes sense as they read.</p> <p><b>Develop</b> Confidently listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p><b>Develop</b> Independently, analyse the wording of a question in order to choose what to look for in a text.</p> <p><b>Develop</b> Independently, find answers where the question word does not match the text word.</p> <p><b>Develop</b> Independently read and recite a repertoire of poems including classical poetry.</p> <p><b>Practise</b> With some confidence navigate different paragraphs of information texts, locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.</p> <p><b>Develop</b> With some independence, draw on vocabulary knowledge</p>	<p><b>Embed</b> Check the text makes sense as they read.</p> <p><b>Embed</b> Confidently listen to and discuss a wide range of poems, stories and non-fiction text at a level beyond that at which they can read independently.</p> <p><b>Embed</b> Independently, analyse the wording of a question in order to choose what to look for in a text.</p> <p><b>Embed</b> Independently, find answers where the question word does not match the text word.</p> <p><b>Embed</b> Independently read and recite a repertoire of poems including classical poetry.</p> <p><b>Develop</b> Independently navigate different paragraphs of information texts, locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.</p> <p><b>Embed</b> Independently, draw on vocabulary knowledge to understand texts and solve problems</p>
--	--	--	--	--	---	--

			<p><b>Practise</b> With some support, draw on vocabulary knowledge to understand texts and solve problems including the 5 reading skills for comprehension.</p>	confidence, draw on vocabulary knowledge to understand texts and solve problems including the 5 reading skills for comprehension.	to understand texts and solve problems including the 5 reading skills for comprehension.	including the 5 reading skills for comprehension.	
<b>Inferential understanding:</b>	<p><b>Introduce</b> Begin to guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. How does Cinderella feel in the kitchen?</p> <p><b>Consolidate from Year 1 and Continue</b> Predict what might happen next, on the basis of what has been read so far.</p> <p><b>Introduce</b> Begin to learn about cause and effect e.g. what has prompted a character's behaviour.</p>	<p><b>Practise</b> With support, guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. How does the bear feel?</p> <p><b>Continue</b> Predict what might happen next, on the basis of what has been read so far.</p> <p><b>Practise</b> With support, learn about cause and effect e.g. Winnie the Pooh's and Tigger's behaviour.</p> <p><b>Introduce</b> Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.</p> <p><b>Introduce</b> Begin to explain their understanding of what is read to them, beyond that which is explicitly stated e.g. make a sequence of events.</p>	<p><b>Practise</b> With some support, guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. How does the BFG feel at night?</p> <p><b>Continue</b> Predict what might happen next, on the basis of what has been read so far.</p> <p><b>Practise</b> With some support, learn about cause and effect e.g. what has prompted a character's behaviour.</p> <p><b>Practise</b> Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.</p> <p><b>Practise</b> With support, explain their understanding of what is read to them, beyond that which is explicitly stated e.g.</p>	<p><b>Develop</b> With growing confidence, guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. How does Anna feel?</p> <p><b>Develop</b> Predict what might happen next, on the basis of what has been read so far.</p> <p><b>Develop</b> With some confidence, understand about cause and effect e.g. what has prompted a character's behaviour.</p> <p><b>Practise</b> Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.</p> <p><b>Practise</b> With minimal support explain their understanding of what is read to them, beyond that which is explicitly stated e.g. a message</p>	to understand texts and solve problems including the 5 reading skills for comprehension.	<p><b>Develop</b> Independently, guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. How does Florence feel when she sees the soldiers?</p> <p><b>Develop</b> predict what might happen next, on the basis of what has been read so far.</p> <p><b>Develop</b> With confidence, understand about cause and effect.</p> <p><b>Develop</b> Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.</p> <p><b>Develop</b> Independently explain their understanding of what is read to them, beyond that which is explicitly stated e.g. make a sequence of events.</p>	<p><b>Embed</b> Independently, guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. Is a butterfly patient?</p> <p><b>Embed</b> Independently predict what might happen next, on the basis of what has been read so far.</p> <p><b>Embed</b> Independently, understand about cause and effect.</p> <p><b>Embed</b> Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.</p> <p><b>Embed</b> Independently explain their understanding of what is read to them, beyond that which is explicitly stated e.g. make a sequence of events, or explain a moral or message</p>

			<p>explain a moral.</p> <p><b>Introduce</b> With adult modelling, begin to make some inferences, answering 'how' and 'why' questions which may reach beyond the text.</p>	<p>in the story.</p> <p><b>Practise</b> With some support, make some inferences, answering 'how' and 'why' questions which may reach beyond the text.</p>	<p><b>Develop</b> With some independence, make some inferences, answering 'how' and 'why' questions which may reach beyond the text.</p>	<p><b>Embed</b> Independently, make some inferences, answering 'how' and 'why' questions which may reach beyond the text.</p>
<p><b>Respond to text:</b></p>	<p><b>Consolidate from Year 1</b> Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p><b>Consolidate from Year 1</b> Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p><b>Introduce</b> With adult support, begin to develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including non-fiction at a level beyond their independent reading ability.</p> <p><b>Introduce</b> Begin to participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p>	<p><b>Practise</b> With some support, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including classic poetry, at a level beyond their independent reading ability.</p> <p><b>Practise</b> With some support, participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p><b>Practise</b> With some support, recognise simple recurring literary language e.g. we're going on a bear hunt.</p> <p><b>Practise</b> With support start to clarify the meaning of words, linking new meanings to known vocabulary.</p> <p><b>Practise</b> With some support, discuss favourite words/</p>	<p><b>Practise</b> With minimal support, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including classic poetry and stories at a level beyond their independent reading ability.</p> <p><b>Practise</b> participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p><b>Practise</b> With some confidence recognise simple recurring literary language e.g. once, long ago.</p> <p><b>Practise</b> With some support start to clarify the meaning of words, linking new meanings to known vocabulary.</p> <p><b>Practise</b> With minimal support, discuss favourite words/</p>	<p><b>Develop</b> With growing confidence, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and classic poetry at a level beyond their independent reading ability.</p> <p><b>Develop</b> participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p><b>Develop</b> With increasing independence, recognise simple recurring literary language e.g. once, long ago; far, far away.</p> <p><b>Develop</b> With some independence, clarify the meaning of words, linking new meanings to known vocabulary.</p>	<p><b>Develop</b> Independently, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including stories and non-fiction at a level beyond their independent reading ability.</p> <p><b>Develop</b> participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p><b>Develop</b> Independently, recognise simple recurring literary language e.g. once, long ago; far, far away; we shall have snow.</p> <p><b>Develop</b> Independently, clarify the meaning of words, linking new meanings to known vocabulary.</p>	<p><b>Embed</b> Independently, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary poetry at a level beyond their independent reading ability.</p> <p><b>Embed</b> participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p><b>Embed</b> Independently, recognise simple recurring literary language e.g. once, long ago.</p> <p><b>Embed</b> Independently, clarify the meaning of words, linking new meanings to known vocabulary.</p> <p><b>Embed</b> Independently, discuss favourite words/ phrases from any of the texts this term that</p>

	<p><b>Introduce</b> With adult support, begin to recognise simple recurring literary language e.g. Once upon a time.</p> <p><b>Introduce</b> Begin to be able to clarify the meaning of words, linking new meanings to known vocabulary.</p> <p><b>Introduce</b> Begin to discuss favourite words/ phrases in any of the texts this term that interest them.</p>	<p>phrases in texts from this term that interest them.</p> <p><b>Introduce</b> Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear including Christmas poems.</p> <p><b>Introduce</b> With adult support, begin to participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p>	<p>phrases in texts from this term that interest them.</p> <p><b>Practise</b> Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear including African poems.</p> <p><b>Practise</b> With some support, participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p><b>Introduce</b> With some support, begin to discuss the sequence of events in stories; retell these events orally, once the story has become familiar.</p>	<p><b>Develop</b> With growing confidence, discuss favourite words/ phrases from texts this term that interest them.</p> <p><b>Develop</b> Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p><b>Practise</b> With growing confidence, participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p><b>Practise</b> With some support, discuss the sequence of events in stories; retell these events orally, once the story has become familiar.</p>	<p><b>Develop</b> Independently, discuss favourite words/ phrases from any of the texts this term that interest them.</p> <p><b>Develop</b> Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p><b>Develop</b> Independently, participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p><b>Develop</b> With growing confidence, discuss the sequence of events in stories; retell these events orally, once the story has become familiar.</p>	<p>interest them.</p> <p><b>Embed</b> Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear including rhyming poems.</p> <p><b>Embed</b> Independently, participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p><b>Embed</b> Independently, discuss the sequence of events in stories; retell these events orally, once the story has become familiar.</p>
<b>Fluency and phrasing:</b>	<p><b>Introduce</b> With adult modelling, check that the text makes sense as they read and correcting inaccurate reading</p> <p><b>Consolidate from Year 1 and continue</b> Apply phonemic knowledge and skills</p>	<p><b>Practise</b> With support, check that the text makes sense as they read and correcting inaccurate reading</p> <p><b>Practise</b> Apply phonemic knowledge and skills until automatic</p>	<p><b>Practise</b> With some support, check that the text makes sense as they read and correcting inaccurate reading</p> <p><b>Practise</b> Apply phonemic knowledge and skills until automatic</p>	<p><b>Develop</b> With increasing confidence, check that the text makes sense as they read and correcting inaccurate reading</p> <p><b>Develop</b> Apply phonemic knowledge and skills</p>	<p><b>Develop</b> Independently, check that the text makes sense as they read and correcting inaccurate reading</p> <p><b>Develop</b> Apply phonemic knowledge and skills until automatic</p>	<p><b>Embed</b> Independently, check that the text makes sense as they read and correcting inaccurate reading</p> <p><b>Embed</b> Apply phonemic knowledge and skills until automatic</p>

	<p>until automatic decoding has become embedded and reading is fluent.</p> <p><b>Introduce</b> Begin to read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.</p>	<p>decoding has become embedded and reading is fluent.</p> <p><b>Practise</b> With support, read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.</p> <p><b>Introduce</b> Begin to recite familiar poems by heart.</p> <p><b>Introduce</b> Read some Y2 CE words automatically by sight.</p> <p><b>Introduce</b> With adult modelling, use expression appropriately to support the meaning of sentences, including those which use subordination.</p>	<p>decoding has become embedded and reading is fluent.</p> <p><b>Practise</b> With some support, read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.;</p> <p><b>Practise</b> With some support, recite familiar poems by heart.</p> <p><b>Practise</b> Read more Y2 CE words automatically by sight.</p> <p><b>Practise</b> With support, use expression appropriately to support the meaning of sentences, including those which use subordination.</p> <p><b>Introduce</b> Read some words quickly and accurately when they have been frequently encountered, without overt sounding and blending.</p>	<p>until automatic decoding has become embedded and reading is fluent.</p> <p><b>Develop</b> With increasing confidence, read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.</p> <p><b>Develop</b> With confidence, recite familiar poems by heart.</p> <p><b>Practise</b> Read many Y2 CE words automatically by sight.</p> <p><b>Practise</b> With some support, use expression appropriately to support the meaning of sentences, including those which use subordination.</p> <p><b>Practise</b> Read many words quickly and accurately when they have been frequently encountered, without overt sounding and blending.</p>	<p>decoding has become embedded and reading is fluent.</p> <p><b>Develop</b> Independently, read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.</p> <p><b>Develop</b> Independently, recite familiar poems by heart.</p> <p><b>Develop</b> Read many Y2 CE words automatically by sight.</p> <p><b>Develop</b> With confidence, use expression appropriately to support the meaning of sentences, including those which use subordination.</p> <p><b>Practise and Develop</b> Read increasing number of words quickly and accurately when they have been frequently encountered, without overt sounding and blending.</p>	<p>decoding has become embedded and reading is fluent.</p> <p><b>Embed</b> Independently, read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.</p> <p><b>Embed</b> Independently, recite familiar poems by heart.</p> <p><b>Embed</b> Read most Y2 CE words automatically by sight.</p> <p><b>Embed</b> Independently, use expression appropriately to support the meaning of sentences, including those which use subordination.</p> <p><b>Embed</b> Read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending.</p>
<b>Cross Curricular:</b>	Science - Living things and their habitats	Science - Living things and their habitats	Geography- Continents	Geography - Nigeria	History - Significant people	Science - Animals including humans



End Points which show Progression of knowledge, understanding and skills in Reading						Year Group 3
	T1	T2	T3	T4	T5	T6
<b>Key TEXTS:</b>	<p><b>Reading Text:</b> Stone Age Boy by Satoshi Kitamura</p> <p><b>Whole Class Reading Texts:</b> The Secrets of Stonehenge by Mick Manning Non-Fiction Texts on Stone Age to Iron Age Britain Variety of Poetry</p> <p><b>End of Day Reading:</b> The 13 Storey Treehouse by Andy Griffiths</p>	<p><b>Reading Text:</b> The Iron Man by Ted Hughes</p> <p><b>Whole Class Reading Texts:</b> Scavengers by Darren Simpson Non-Fiction Texts on Metals, Magnets and Forces and the UK Variety of Poetry</p> <p><b>End of Day Reading:</b> Charlotte's Web by E.B White</p>	<p><b>Reading Text:</b> Cinderella of the Nile by Beverly Naidoo</p> <p><b>Whole Class Reading Texts:</b> The Firework Maker's Daughter by Phillip Pullman Non-Fiction Texts on Ancient Egypt (History) and Light (Science) Variety of Poetry</p> <p><b>End of Day Reading:</b> The Lion, the Witch and the Wardrobe by C.S. Lewis</p>	<p><b>Reading Text:</b> The Pied Piper of Hamelin by Michael Morpurgo</p> <p><b>Whole Class Reading Texts:</b> George's Marvellous Medicine by Roald Dahl Non-Fiction Texts on Europe and the Mediterranean and Plants The Pied Piper of Hamelin by Robert Browning (Poem)</p> <p><b>End of Day Reading:</b> The Lion, the Witch and the Wardrobe by C.S Lewis</p>	<p><b>Reading Text:</b> The Mousehole Cat by Antonia Barber</p> <p><b>Whole Class Reading Texts:</b> The House of Light by Julia Green Non-Fiction Texts on Smuggling in Britain Variety of British Poetry</p> <p><b>End of Day Reading:</b> The Secret of Black Rock by Joe Stanton</p>	<p><b>Reading Text:</b> The Butterfly Lion by Michael Morpurgo</p> <p><b>Whole Class Reading Texts:</b> Poetry - Where Zebras Go by Sue Hardy-Dawson The Happy Prince by Oscar Wilde Non-Fiction Texts on South of England</p> <p><b>End of Day Reading:</b> Yours Sincerely, Giraffe by Megumi Iwasa</p>
<b>Decode / word-reading:</b>	<p><b>Introduce and Practise</b> Identify and used words with the /u/ sound spelled ou, the /i/ sound spelled with a y, ze/ -sure, ch/ -ture and common exception words.</p> <p><b>Consolidate from Year 2 and Introduce</b> Revise exception words taught so far, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p><b>Introduce</b> With support, be able to decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.</p>	<p><b>Introduce and Practise</b> Identify and used words with the prefixes re-, dis-, mis-, suffixes with vowels, suffixes with vowel doubles, long /a/ sounds and suffix ly.</p> <p><b>Practise</b> With support, begin to read some exception words, some from Y3-4 list, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p><b>Practise</b> With some support, be able to decode most new words outside their spoken vocabulary, making a good approximation of the</p>	<p><b>Introduce and Practise</b> Identify and used words with /l/ sound – al, / sound -le, adding suffix -ly to -le adding suffix -ally to -ic and homophones.</p> <p><b>Practise</b> With some support, read more exception words, some from Y3-4 list, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p><b>Practise</b> With some confidence, be able to decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.</p>	<p><b>Introduce and Practise</b> Identify and used words adding suffix -ly exceptions, suffix -er with -tch, k/ sound ch and g/ sound – gue.</p> <p><b>Develop</b> With some confidence, read further exception words, some from Y3-4 list, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p><b>Develop</b> With increasing confidence, be able to decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.</p>	<p><b>Introduce and Practise</b> Identify and used words with /s/ sound spelled sc, homophones, common exception words and suffix -sion.</p> <p><b>Develop</b> With increasing confidence, read many exception words, some from Y3-4 list, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p><b>Develop</b> Confidently, be able to decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.</p>	<p><b>Introduce and Practise</b> Identify and used words with the suffix ly, adding suffix -ly exceptions, homophones, common exception and prefixes re-, dis-and mis-.</p> <p><b>Embed</b> With increasing confidence, read further exception words, some from Y3-4 list, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p><b>Embed</b> Independently, be able to decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.</p>



	<p><b>Consolidate from Year 2 and Continue</b> Revise and develop their knowledge of the skills needed for reading e.g. with Dancing Bears and daily reading, as appropriate.</p>	<p>word's pronunciation.</p> <p><b>Introduce</b> With support, begin to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p><b>Practise and Assess</b> Revise and develop their knowledge of the skills needed for reading e.g. with Dancing Bears and daily reading, as appropriate.</p>	<p><b>Practise</b> With some support, apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p><b>Practise and Assess</b> Revise and develop their knowledge of the skills needed for reading e.g. with Dancing Bears and daily reading, as appropriate.</p>	<p><b>Practise</b> With some confidence, apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p><b>Practise and Assess</b> Revise and develop their knowledge of the skills needed for reading e.g. with Dancing Bears and daily reading, as appropriate.</p>	<p><b>Develop</b> With confidence, apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p><b>Practise and Assess</b> Revise and develop their knowledge of the skills needed for reading e.g. with Dancing Bears and daily reading, as appropriate.</p>	<p><b>Embed</b> Independently apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p><b>Practise and Assess</b> Revise and develop their knowledge of the skills needed for reading e.g. with Dancing Bears and daily reading, as appropriate.</p>
<p><b>Comprehend, locate and retrieve:</b></p>	<p><b>Consolidate from Year 2 and Continue</b> With support, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks throughout the term.</p> <p><b>Consolidate from Year 2 and Continue</b> With support, be able to read books that are structured in different ways and reading for a range of purposes. e.g. stone age non-fiction, rocks and UK.</p> <p><b>Introduce</b> With adult modelling learn to use dictionaries to check the meaning of words that they have read.</p> <p><b>Consolidate from Year 2 and Continue</b> With support, check that</p>	<p><b>Practise</b> With some support, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks throughout the term.</p> <p><b>Practise</b> With some support, read books that are structured in different ways and reading for a range of purposes e.g. metals, magnets non-fiction and Christmas poetry.</p> <p><b>Practise</b> With support, use dictionaries to check the meaning of words that they have read.</p> <p><b>Practise</b> With some support, check that the text makes sense to them, discussing their understanding and explaining the meaning of</p>	<p><b>Practise</b> With some confidence, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks throughout the term.</p> <p><b>Practise</b> With some confidence, read books that are structured in different ways and reading for a range of purposes. e.g. light (science) and Europe and the Mediterranean.</p> <p><b>Practise</b> With some support, use dictionaries to check the meaning of words that they have read.</p> <p><b>Practise</b> With some confidence, check that the text makes sense to them, discussing their understanding and explaining the meaning of</p>	<p><b>Develop</b> With increasing confidence, listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks throughout the term.</p> <p><b>Develop</b> With increasing confidence, read books that are structured in different ways and reading for a range of purposes e.g. Egypt today and in the past.</p> <p><b>Develop</b> With some confidence, use dictionaries to check the meaning of words that they have read.</p> <p><b>Develop</b> With increasing confidence, check that the text makes sense to them, discussing their</p>	<p><b>Develop</b> With confidence, listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks throughout the term.</p> <p><b>Develop</b> Confidently, read books that are structured in different ways and reading for a range of purposes. e.g. local history and geography and poetry</p> <p><b>Develop</b> Confidently, use dictionaries to check the meaning of words that they have read.</p> <p><b>Develop</b> Confidently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p><b>Embed</b> With confidence, listening to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks throughout the term.</p> <p><b>Embed</b> Independently, read books that are structured in different ways and reading for a range of purposes e.g. Asia, mountains, volcanoes and animals</p> <p><b>Embed</b> Independently, use dictionaries to check the meaning of words that they have read.</p> <p><b>Embed</b> Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>

<p>the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p><b>Introduce</b> With adult modelling, be able to retrieve and record information from non-fiction.</p> <p><b>Introduce</b> With adult support, begin to recognise some different forms of poetry e.g. free verse, narrative</p> <p><b>Introduce</b> With support, increase their familiarity with a wide range of books, and retelling some of these orally.</p> <p><b>Introduce</b> With adult modelling, start to become more familiar with retrieving facts and information where question words and text language vary i.e. where the literal answer is somewhat 'hidden' in the vocabulary used.</p> <p><b>Introduce</b> With adult modelling, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p><b>Introduce</b> With adult modelling, locate and discuss words</p>	<p>words in context.</p> <p><b>Practise</b> With support, retrieve and record information from non-fiction.</p> <p><b>Practise</b> With support, recognise some different forms of poetry e.g. free verse, narrative</p> <p><b>Practise</b> With support, increase their familiarity with a wide range of books and retelling some of these orally.</p> <p><b>Practise</b> With support, become more familiar with retrieving facts and information where question words and text language vary.</p> <p><b>Practise</b> With support, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p><b>Introduce</b> With adult modelling, begin to scan for alternative synonyms or phrases.</p> <p><b>Practise</b> With some support, locate and discuss words and phrases they find interesting.</p>	<p>words in context.</p> <p><b>Practise</b> With some support, retrieve and record information from non-fiction.</p> <p><b>Practise</b> With some support, recognise some different forms of poetry e.g. free verse, narrative</p> <p><b>Practise</b> With some support, increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p><b>Practise</b> With support, become more familiar with retrieving facts and information where question words and text language vary.</p> <p><b>Practise</b> With some support, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p><b>Practise</b> With support, start to scan for alternative synonyms or phrases.</p> <p><b>Introduce</b> With support, ask questions which improve their own understanding.</p>	<p>understanding and explaining the meaning of words in context.</p> <p><b>Develop</b> With growing confidence, retrieve and record information from non-fiction.</p> <p><b>Develop</b> With some confidence, recognise some different forms of poetry e.g. free verse, narrative</p> <p><b>Develop</b> With some confidence, increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p><b>Develop</b> With some confidence, become more familiar with retrieving facts and information where question words and text language vary.</p> <p><b>Develop</b> With some confidence, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p><b>Develop</b> With growing confidence, scan for alternative synonyms or phrases.</p> <p><b>Practise</b> With some support, ask questions which improve their own understanding.</p>	<p><b>Develop</b> Confidently, retrieve and record information from non-fiction.</p> <p><b>Develop</b> Confidently, recognise some different forms of poetry e.g. free verse, narrative</p> <p><b>Develop</b> Independently, increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p><b>Develop</b> With increasing confidence, become more familiar with retrieving facts and information where question words and text language vary.</p> <p><b>Develop</b> With confidence, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p><b>Develop</b> Confidently, scan for alternative synonyms or phrases.</p> <p><b>Develop</b> With some confidence, ask questions which improve their own understanding.</p> <p><b>Develop</b> Confidently, locate and</p>	<p><b>Embed</b> Independently, retrieve and record information from non-fiction.</p> <p><b>Embed</b> Independently, recognise some different forms of poetry e.g. free verse, narrative</p> <p><b>Embed</b> Independently, increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p><b>Embed</b> Independently, retrieve facts and information where question words and text language vary.</p> <p><b>Embed</b> Independently, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p><b>Embed</b> Independently, scan for alternative synonyms or phrases.</p> <p><b>Embed</b> Independently, ask questions which improve their own understanding.</p> <p><b>Embed</b> Independently, locate and discuss words and phrases they find</p>
---	---	--	---	---	---

	and phrases they find interesting.	<b>Assess</b> Use their developing reading and comprehension skills independently.	<b>Practise</b> With some support, locate and discuss words and phrases they find interesting.	<b>Develop</b> With some confidence, locate and discuss words and phrases they find interesting.  <b>Assess</b> Use their developing reading and comprehension skills independently.	discuss words and phrases they find interesting.	interesting.  <b>Assess</b> Use their developing reading and comprehension skills independently.
<b>Inferential understanding:</b>	<p><b>Consolidate from Year 2 and Introduce</b> With support, revise how to draw inferences such as inferring characters' feelings, thought and motives from their actions.</p> <p><b>Consolidate from Year 2 and Introduce</b> With adult modelling, predict what might happen from details stated <b>and</b> implied or from other stories they know.</p> <p><b>Introduce</b> With adult modelling, be able to identify main ideas drawn from more than one paragraph and summarise them.</p> <p><b>Consolidate from Year 2 and Introduce</b> With support, talk about what words mean in context.</p>	<p><b>Practise</b> With adult modelling draw inferences such as inferring characters' feelings, thought and motives from their actions, <b>and</b> justifying inferences with evidence</p> <p><b>Practise</b> With support, predict what might happen from details stated <b>and</b> implied or from other stories they know.</p> <p><b>Practise</b> With support, identify main ideas drawn from more than one paragraph and summarise them.</p> <p><b>Practise</b> With some support, talk about what words mean in context.</p> <p><b>Introduce</b> With adult modelling, identify themes across the text.</p> <p><b>Introduce</b> With adult modelling, begin to justify their inferences by locating textual evidence.</p>	<p><b>Practise</b> With support, draw inferences such as inferring characters' feelings, thought and motives from their actions, <b>and</b> justifying inferences with evidence</p> <p><b>Practise</b> With some support, predict what might happen from details stated <b>and</b> implied or from other stories they know.</p> <p><b>Practise</b> With some support, identify main ideas drawn from more than one paragraph and summarise them.</p> <p><b>Practise</b> With continuing support, talk about what words mean in context.</p> <p><b>Practise</b> With support, identify themes across the text e.g. friendship and respect Cinderella of the Nile</p> <p><b>Practise</b> With support, begin to justify their inferences by</p>	<p><b>Develop</b> With some confidence, draw inferences such as inferring characters' feelings, thought and motives from their actions, <b>and</b> justifying inferences with evidence</p> <p><b>Develop</b> With growing confidence, predict what might happen from details stated <b>and</b> implied or from other stories they know.</p> <p><b>Develop</b> With some confidence, identify main ideas drawn from more than one paragraph and summarise them.</p> <p><b>Develop</b> with some confidence, talk about what words mean in context.</p> <p><b>Develop</b> With some support, identify themes across the text e.g. greed in Piped Piper.</p> <p><b>Practise</b> With some support, justify their inferences by</p>	<p><b>Develop</b> With increasing confidence, draw inferences such as inferring characters' feelings, thought and motives from their actions, <b>and</b> justifying inferences with evidence</p> <p><b>Develop</b> With confidence, predict what might happen from details stated <b>and</b> implied or from other stories they know.</p> <p><b>Develop</b> Confidently, identify main ideas drawn from more than one paragraph and summarise them.</p> <p><b>Develop</b> with increasing confidence, talk about what words mean in context.</p> <p><b>Develop</b> With some confidence, identify themes across the text e.g. friendship in Mouse and Cat</p> <p><b>Develop</b> With some confidence, ,</p>	<p><b>Embed</b> Independently, draw inferences such as inferring characters' feelings, thought and motives from their actions, <b>and</b> justifying inferences with evidence</p> <p><b>Embed</b> Independently, predict what might happen from details stated <b>and</b> implied or from other stories they know.</p> <p><b>Embed</b> Independently, identify main ideas drawn from more than one paragraph and summarise them.</p> <p><b>Embed</b> Independently, talk about what words mean in context.</p> <p><b>Embed</b> Independently, , identify themes across the text e.g. bravery</p> <p><b>Embed</b> Confidently, justify their inferences by locating textual evidence.</p>

		<p><b>Introduce</b> With adult modelling, use dictionaries to check meanings of new vocabulary</p> <p><b>Assess</b> Use inference skills taught so far independently.</p>	<p>locating textual evidence.</p> <p><b>Practise</b> With some support, use dictionaries to check meanings of new vocabulary.</p>	<p>locating textual evidence.</p> <p><b>Practise</b> With some support, use dictionaries to check meanings of new vocabulary.</p> <p><b>Assess</b> Use inference skills taught so far independently.</p>	<p>justify their inferences by locating textual evidence.</p> <p><b>Develop</b> With confidence, use dictionaries to check meanings of new vocabulary.</p>	<p><b>Embed</b> Independently, use dictionaries to check meanings of new vocabulary.</p> <p><b>Assess</b> Use inference skills taught so far independently.</p>
<b>Respond to text:</b>	<p><b>Introduce</b> With adult modelling, ask questions to improve their understanding using VIPERS to develop questioning skills</p> <p><b>Consolidate from Year 2 and Continue</b> With adult modelling, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p><b>Introduce</b> With support, identify themes and conventions in a wide range of books.</p> <p><b>Introduce</b> With support, develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.</p> <p><b>Introduce</b> With adult modelling</p>	<p><b>Practise</b> With support, ask questions to improve their understanding using VIPERS to develop questioning skills</p> <p><b>Practise</b> With encouragement, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p><b>Practise</b> With some support, identify themes and conventions in a wide range of books.</p> <p><b>Practise</b> With support begin to retell some stories orally.</p> <p><b>Practise</b> With some support, develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.</p>	<p><b>Practise</b> With some support, ask questions to improve their understanding using VIPERS to develop questioning skills</p> <p><b>Practise</b> With some support, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p><b>Practise</b> With some support, identify themes and conventions in a wide range of books.</p> <p><b>Practise</b> With some support, retell some stories orally.</p> <p><b>Practise</b> With some confidence, discuss words and phrases which capture their interest.</p> <p><b>Practise</b> With some support, express preferences for text type.</p>	<p><b>Develop</b> With some confidence, ask questions to improve their understanding using VIPERS to develop questioning skills</p> <p><b>Develop</b> With some confidence, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p><b>Develop</b> With some confidence, identify themes and conventions in a wide range of books.</p> <p><b>Develop</b> With some confidence, retell some stories orally.</p> <p><b>Develop</b> Confidently, develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.</p>	<p><b>Develop</b> Confidently, ask questions to improve their understanding using VIPERS to develop questioning skills</p> <p><b>Develop</b> Confidently, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p><b>Develop</b> Confidently, identify themes and conventions in a wide range of books.</p> <p><b>Develop</b> With some confidence, retell some stories orally.</p> <p><b>Develop</b> Independently, develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.</p>	<p><b>Embed</b> Independently, ask questions to improve their understanding using VIPERS to develop questioning skills</p> <p><b>Embed</b> Independently, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p><b>Embed</b> Independently, identify themes and conventions in a wide range of books.</p> <p><b>Embed</b> Confidently, retell some stories orally.</p> <p><b>Embed</b> Independently, develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.</p>

	<p>begin to retell some stories orally.</p> <p><b>Introduce</b> With adult modelling, discuss words and phrases which capture their interest.</p> <p><b>Introduce</b> With adult modelling, express preferences for text type.</p>	<p><b>Practise</b> With support, discuss words and phrases which capture their interest.</p> <p><b>Practise</b> With support, express preferences for text type.</p> <p><b>Introduce</b> With adult modelling, begin to identify how language, structure and presentation contribute to meaning.</p> <p><b>Assess</b> Use their developing reading, comprehension skills, authorial effect knowledge independently.</p>	<p><b>Practise</b> With support, identify how language, structure and presentation contribute to meaning.</p> <p><b>Introduce</b> With support, increase their familiarity with texts including fairy stories, myths and legends</p>	<p><b>Develop</b> With increasing confidence, discuss words and phrases which capture their interest.</p> <p><b>Develop</b> With some confidence, express preferences for text type.</p> <p><b>Develop</b> With some support, identify how language, structure and presentation contribute to meaning.</p> <p><b>Practise</b> With some support, increase their familiarity with texts including fairy stories, myths and legends</p> <p><b>Assess</b> Use their developing reading, comprehension skills, authorial effect knowledge independently.</p>	<p><b>Develop</b> Confidently, discuss words and phrases which capture their interest.</p> <p><b>Develop</b> Confidently, express preferences for text type.</p> <p><b>Develop</b> With some confidence, identify how language, structure and presentation contribute to meaning.</p> <p><b>Develop</b> With some confidence, increase their familiarity with texts including fairy stories, myths and legends.</p>	<p><b>Embed</b> Confidently, discuss words and phrases which capture their interest</p> <p><b>Embed</b> Independently, express preferences for text type.</p> <p><b>Embed</b> Confidently, identify how language, structure and presentation contribute to meaning.</p> <p><b>Embed</b> Confidently, increase their familiarity with texts including fairy stories, myths and legends.</p> <p><b>Assess</b> Use their developing reading, comprehension skills, authorial effect knowledge independently.</p>
<b>Fluency and phrasing:</b>	<p><b>Consolidate from Year 2 and Continue</b> With support, read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.</p> <p><b>Consolidate from Year 2 and Continue</b> With support, read age-appropriate books, from the class book corner, school library or differentiated reading books, accurately and at a speed that is sufficient</p>	<p><b>Practise</b> With some support, read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.</p> <p><b>Practise</b> With some support, read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.</p>	<p><b>Practise</b> With some support, read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.</p> <p><b>Practise</b> With some confidence, read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.</p>	<p><b>Develop</b> With some confidence, read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.</p> <p><b>Develop</b> With confidence, read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.</p>	<p><b>Develop</b> Confidently, read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.</p> <p><b>Develop</b> Confidently, read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.</p>	<p><b>Embed</b> Confidently, read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.</p> <p><b>Embed</b> Confidently, read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.</p>

	<p>for them to focus on understanding, rather than on decoding individual words.</p> <p><b>Introduce</b> With adult modelling, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p><b>Consolidate from Year 2 and Continue</b> With adult modelling, when reading aloud, speak audibly and with growing fluency.</p> <p><b>Consolidate from Year 2 and Introduce</b> With support read all sight all Y2 CE words and some exception words for Y3-4.</p> <p><b>Introduce</b> With adult modelling gradually internalise the reading process to read silently.</p>	<p><b>Practise</b> With some support, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p><b>Practise</b> With encouragement, when reading aloud, speak audibly and with growing fluency.</p> <p><b>Practise</b> With some support, read all sight all Y2 CE words and some exception words for Y3-4.</p> <p><b>Practise</b> With encouragement, gradually internalise the reading process to read silently.</p> <p><b>Introduce</b> With adult modelling, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency.</p>	<p><b>Practise</b> With some support, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p><b>Practise</b> With encouragement, when reading aloud, speak audibly and with growing fluency.</p> <p><b>Practise</b> With some support, read more exception words for Y3-4.</p> <p><b>Practise</b> With some encouragement, gradually internalise the reading process to read silently.</p> <p><b>Practise</b> With support, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency.</p>	<p><b>Develop</b> With some confidence, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p><b>Develop</b> With growing confidence, when reading aloud, speak audibly and with growing fluency.</p> <p><b>Develop</b> With some confidence, read some more exception words for Y3-4.</p> <p><b>Develop</b> With growing confidence, internalise the reading process to read silently.</p> <p><b>Practise</b> With some confidence, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency.</p>	<p><b>Develop</b> Confidently, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p><b>Develop</b> Confidently, when reading aloud, speak audibly and with growing fluency.</p> <p><b>Develop</b> Confidently, read many exception words for Y3-4.</p> <p><b>Develop</b> Confidently, internalise the reading process to read silently.</p> <p><b>Develop</b> Confidently, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency.</p>	<p><b>Embed</b> Independently, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p><b>Embed</b> Confidently, when reading aloud, speak audibly and with growing fluency.</p> <p><b>Embed</b> Confidently, read many sight exception words for Y3-4.</p> <p><b>Embed</b> Independently, internalise the reading process to read silently.</p> <p><b>Embed</b> Confidently, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency.</p>
<b>Cross Curricular:</b>	History	Science Geography	History Science	Geography Science	History	Geography

End Points which show Progression of knowledge, understanding and skills in Reading						Year Group 4
	T1	T2	T3	T4	T5	T6
<b>Key TEXTS:</b>	<p><b>English Text:</b> The King Who Banned the Dark by Emily Booth</p> <p><b>Whole Class Reading</b> Text: variety of genre including Enormous</p>	<p><b>English Text:</b> Pugs of the Frozen North by Philip Reeve</p> <p><b>Whole Class Reading</b> Text: variety of genre including Sophie's Snail,</p>	<p><b>English Text:</b> Werewolf Club Rules by Joseph Coelho and Wolves by Emily Gravett</p> <p><b>Whole Class Reading</b> Text: variety of genre</p>	<p><b>English Text:</b> The Great Kapok Tree by Lynne Cherry</p> <p><b>Whole Class Reading</b> Text: variety of genre with emphasis on non-</p>	<p><b>English Text:</b> Princess and the Pea variations by Hans Christian Anderson, Lauren Child and Rachel Isadora</p>	<p><b>English Text:</b> Arthur and the Golden Rope by Joe Todd Stanton</p> <p><b>Whole Class Reading</b> Text: variety of genre</p>



	<p>Crocodile, The Boy in the Dress and Meerkat Madness</p> <p><b>End of the Day Text:</b> Gangsta Granny by David Walliams</p>	<p>Why the Whales Came and My Life as a Cat</p> <p><b>End of the Day Text:</b> Gangsta Granny by David Walliams</p>	<p>with emphasis on poetry. Texts include Cosmo and the Secret Spell, The Boy Who Could Fly and Dinosaur Poems</p> <p><b>End of the Day Text:</b> The Twits by Roald Dahl</p>	<p>fiction. Texts include The Green Ship, atlases, and Mouse Bird Snake Wolf</p> <p><b>End of the Day Text:</b> Lob by Linda Newbery</p>	<p><b>Whole Class Reading</b> Text: variety of genre including The Bluest of Blues, Poppet and Willy the Wimp</p> <p><b>End of the Day Text:</b> Lob by Linda Newbery</p>	<p>including age-appropriate newspaper reports, How to Train Your Dragon and Hostage</p> <p><b>End of the Day Text:</b> The 26-Storey Treehouse by Andy Griffiths and Terry Denton</p>
<p><b>Decode / word-reading:</b></p>	<p><b>Introduce and assess</b> Identify and use words with prefixes including il-, sub-, suffix -ation and some homophones</p> <p><b>Consolidate from Year 3 and Continue</b> Apply, with some support, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p><b>Consolidate from Year 3</b> Revise and read exception words taught so far from the Y3-4 list</p> <p><b>Introduce</b> With adult support, they decode more securely to become independent, fluent and enthusiastic readers.</p> <p><b>Introduce and Assess</b> Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate.</p>	<p><b>Introduce and Assess</b> Identify and use words with suffixes -ly to create adverbs, -ion, -ous and words ending in s/se</p> <p><b>Practise</b> Apply, with some support, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p><b>Practise</b> Read some more of the exception words from the Y3-4 list.</p> <p><b>Practise</b> With some support, they decode more securely to become independent, fluent and enthusiastic readers.</p> <p><b>Practise and Assess</b> Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate.</p>	<p><b>Introduce and Assess</b> Identify and use words with “ee” sound to spell an “i”, -ous, -ion when words end in /t/e and -ion when words end in ss/mit</p> <p><b>Practise</b> Apply, with minimal support, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p><b>Practise</b> Read many of the exception words from the Y3-4 list.</p> <p><b>Practise</b> With minimal support, they decode more securely to become independent, fluent and enthusiastic readers.</p> <p><b>Practise and Assess</b> Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate.</p>	<p><b>Introduce and Assess</b> Identify and use words that have “s” sound spelled “c” before “l” and “e”, word families sol and real, word families phon and sign and prefixes super-, -auto and anti</p> <p><b>Develop</b> Apply, with some confidence, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p><b>Develop</b> Read many of the exception words from the Y3-4 list.</p> <p><b>Develop</b> With increasing confidence, they decode more securely to become independent, fluent and enthusiastic readers.</p> <p><b>Practise and Assess</b> Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching</p>	<p><b>Introduce and Assess</b> Identify and use words that have prefixes bi, plural apostrophes, possessive apostrophes and plural possessive apostrophes</p> <p><b>Develop</b> Apply, with increasing confidence, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p><b>Develop</b> Read most of the exception words taught so far from the Y3-4 list.</p> <p><b>Develop</b> Independently, they decode more securely to become independent, fluent and enthusiastic readers.</p> <p><b>Practise and Assess</b> Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate.</p>	<p><b>Assess</b> Revise words from previous terms and be able to Identify and use words appropriately.</p> <p><b>Embed</b> Apply, independently, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p><b>Embed</b> Revise and read all of the exception words taught so far from the Y3-4 list.</p> <p><b>Embed</b> Independently, they decode more securely to become independent, fluent and enthusiastic readers.</p> <p><b>Practise and Assess</b> Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate.</p>

				and daily reading, as appropriate.		
<b>Comprehend, locate and retrieve:</b>	<p><b>Introduce</b> With adult modelling, provide justification for ideas using information in texts</p> <p><b>Introduce</b> With adult support, identify how language, structure and presentation contribute to meaning in texts e.g. The King who Banned the Dark</p> <p><b>Introduce</b> With adult support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context e.g. The King who Banned the Dark</p> <p><b>Introduce</b> Use dictionaries with growing independence, to define new vocabulary</p> <p><b>Introduce</b> With adult modelling, develop their reading retrieval skills, working across a wider range of narrative text with growing familiarity</p> <p><b>Introduce</b> With adult support, work with texts of increasing length, to retrieve information across the whole text as well as at a local level</p>	<p><b>Practise</b> With some support, provide justification for ideas using information in texts</p> <p><b>Practise</b> With some support, identify how language, structure and presentation contribute to meaning in texts e.g. Pugs of the Frozen North</p> <p><b>Practise</b> With some support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context e.g. Pugs of the Frozen North</p> <p><b>Practise</b> Use dictionaries with growing independence, to define new vocabulary</p> <p><b>Practise</b> With support, develop their reading retrieval skills, working across a wider range of narrative text with growing familiarity</p> <p><b>Practise</b> With support, work with texts of increasing length, to retrieve information across the whole text as well as at a local level</p>	<p><b>Practise</b> With minimal support, provide justification for ideas using information in texts</p> <p><b>Practise</b> With some confidence, identify how language, structure and presentation contribute to meaning in texts e.g. dinosaur poems</p> <p><b>Practise</b> With support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context e.g. Cosmo and the Magic Spell.</p> <p><b>Practise</b> Use dictionaries with growing independence, to define new vocabulary</p> <p><b>Practise</b> With some support, develop their reading retrieval skills, working across a wider range of poetry texts with growing familiarity</p> <p><b>Practise</b> With some support, work with texts of increasing length, to retrieve information across the whole text as well as at a local level</p>	<p><b>Develop</b> With increasing confidence, provide justification for ideas using information in texts</p> <p><b>Develop</b> Confidently, identify how language, structure and presentation contribute to meaning in texts e.g. Mouse, Bird, Snake, Wolf</p> <p><b>Develop</b> With growing confidence, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context e.g. The Great Kapok Tree</p> <p><b>Develop</b> Use dictionaries with growing independence, to define new vocabulary</p> <p><b>Develop</b> With growing confidence, develop their reading retrieval skills, working across a wider range of non-fiction text with growing familiarity</p> <p><b>Develop</b> With increasing independence, work with texts of increasing length, to retrieve information across the</p>	<p><b>Develop</b> Independently, provide justification for ideas using information in texts</p> <p><b>Develop</b> Independently, identify how language, structure and presentation contribute to meaning in texts e.g. The Pea and the Princess</p> <p><b>Develop</b> Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context e.g. The Princess and Pea by Rachel Isadora</p> <p><b>Develop</b> Use dictionaries with growing independence, to define new vocabulary</p> <p><b>Develop</b> Independently, develop their reading retrieval skills, working across a wider range of fairy tale text with growing familiarity</p> <p><b>Develop</b> Independently, work with texts of increasing length, to retrieve information across the whole text as well as at a local level</p>	<p><b>Embed</b> Independently, provide justification for ideas using information in texts</p> <p><b>Embed</b> Independently, identify how language, structure and presentation contribute to meaning in texts e.g. 13 Storey Tree House</p> <p><b>Embed</b> Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context e.g. Arthur and the Golden Rope</p> <p><b>Embed</b> Use dictionaries with growing independence, to define new vocabulary</p> <p><b>Embed</b> Independently, develop their reading retrieval skills, working across a wider range of non-fiction text with growing familiarity.</p> <p><b>Embed</b> Confidently, work with texts of increasing length, to retrieve information across the whole text as well as at a local level</p> <p><b>Embed</b> Confidently and</p>



	<p><b>Introduce</b> With adult support, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p>	<p><b>Practise</b> With support, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p> <p><b>Assess</b> Use their developing reading and comprehension skills independently.</p>	<p><b>Practise</b> With some support, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p>	<p>whole text as well as at a local level</p> <p><b>Develop</b> With developing confidence, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p> <p><b>Assess</b> Use their developing reading and comprehension skills independently.</p>	<p><b>Develop</b> Independently, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p>	<p>independently, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p> <p><b>Assess</b> Use their developing reading and comprehension skills independently.</p>
<b>Inferential understanding:</b>	<p><b>Introduce</b> With adult support, begin to sequence events orally and create story maps</p> <p><b>Introduce</b> Begin to ask questions to improve their understanding of a text when needed.</p> <p><b>Introduce and Practise</b> With growing confidence, gathering experience from texts, children learn to identify themes in the narratives.</p> <p><b>Introduce</b> With adult support, predict what might happen from implied details</p> <p><b>Introduce</b> With adult support, discuss and explain words and phrases to</p>	<p><b>Practise</b> With support, sequence events orally and create story maps</p> <p><b>Practise</b> With encouragement ask questions to improve their understanding of a text when necessary.</p> <p><b>Practise and Develop</b> With growing confidence, gathering experience from texts, children learn to identify themes in the narratives.</p> <p><b>Practise</b> With some support, predict what might happen from implied details</p> <p><b>Practise</b> With some support, discuss and explain words and phrases to explore meanings in context</p>	<p><b>Practise</b> With some help, sequence events orally and create story maps</p> <p><b>Practise</b> With some confidence, ask questions to improve their understanding of a text when needed.</p> <p><b>Introduce and Practise</b> Recognising some different forms of poetry e.g. free verse, narrative</p> <p><b>Introduce</b> With some confidence, gathering experience from texts, children learn to draw inferences such as inferring characters' feelings, thoughts.</p> <p><b>Practise</b> With confidence, predict what might happen from implied details</p>	<p><b>Develop</b> With increasing confidence, sequence events orally and create story maps</p> <p><b>Develop</b> Confidently ask questions to improve their understanding of a text when needed.</p> <p><b>Practise</b> With some confidence, gathering experience from texts, children learn to draw inferences such as inferring motives for character's actions.</p> <p><b>Develop</b> With increasing confidence, predict what might happen from implied details</p> <p><b>Develop</b> With growing confidence, discuss and explain words and</p>	<p><b>Develop</b> Independently, sequence events orally and create story maps</p> <p><b>Develop</b> Confidently and independently, ask questions to improve their understanding of a text when necessary.</p> <p><b>Develop</b> With growing confidence, gathering experience from texts, children learn to draw inferences such as inferring characters' feelings.</p> <p><b>Develop</b> Independently, predict what might happen from implied details</p> <p><b>Develop</b> With confidence, discuss and explain words and phrases to explore meanings in context</p>	<p><b>Embed</b> Independently, sequence events orally and create story maps</p> <p><b>Embed</b> Independently, ask questions to improve their understanding of a text when necessary.</p> <p><b>Embed</b> With confidence, gathering experience from texts, children learn to draw inferences such as inferring characters' feelings, thoughts and motives for their actions</p> <p><b>Embed</b> Independently, predict what might happen from implied details</p> <p><b>Embed</b> Independently, discuss and explain words and phrases to explore meanings in context</p>

	explore meanings in context	<b>Assess</b> Use inference skills taught so far independently.	<b>Practise</b> With some support, discuss and explain words and phrases to explore meanings in context  <b>Introduce</b> Begin to justify their inferences with textual evidence, as a familiar exercise.	phrases to explore meanings in context  <b>Practise</b> With some confidence, justify their inferences with textual evidence, as a familiar exercise.  <b>Assess</b> Use inference skills taught so far independently.	<b>Develop</b> Confidently, justify their inferences with textual evidence, as a familiar exercise.	<b>Embed</b> Independently, justify their inferences with textual evidence, as a familiar exercise  <b>Assess</b> Use inference skills taught so far independently.
<b>Respond to text:</b>	<b>Introduce</b> With adult modelling, write and orally evaluate texts by writing book reviews  <b>Introduce</b> With adult modelling, consider relationship between vocabulary, plot and illustration  <b>Introduce and Embed</b> Discuss intention of use of and connotations of words 'power' and 'ban'  <b>Introduce</b> With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of fiction.  <b>Introduce</b> Take turns and listening to what others say.  <b>Introduce</b> With adult support, show an increasing awareness	<b>Practise</b> With some support, write and orally evaluate texts by writing book reviews  <b>Practise</b> With some support, consider relationship between vocabulary, plot and illustration  <b>Introduce and Practise</b> Develop their familiarity with myths and legends; retell some of these orally  <b>Practise</b> With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of fiction.  <b>Practise</b> Take turns and listening to what others say.  <b>Practise</b> With support, show an	<b>Practise</b> With minimal support, write and orally evaluate texts by writing book reviews  <b>Practise</b> With some support, consider relationship between vocabulary, plot and illustration  <b>Introduce and Develop</b> Identify word and poetic device choices in poems and discuss effect on reader  <b>Introduce</b> Discuss relationship between author and character in poems by considering portrayal through vocabulary choice <b>Introduce and Develop</b> Identify and discuss emotions in poetry  <b>Practise</b> With growing confidence, and gathering experience from a wider range of texts, children build	<b>Develop</b> With some confidence, write and orally evaluate texts by writing book reviews  <b>Develop</b> With some support, consider relationship between vocabulary, plot and illustration  <b>Develop</b> With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of non-fiction.  <b>Develop</b> Take turns and listening to what others say  <b>Develop</b> With greater confidence, show increasing awareness of authorial choice, discuss words and phrases which capture their interest.	<b>Develop</b> With increasing confidence, write and orally evaluate texts by writing book reviews  <b>Develop</b> With increasing confidence, consider relationship between vocabulary, plot and illustration  <b>Introduce and Develop</b> Identify messages hidden in fables and fairy tales  <b>Practise and Develop</b> Develop their familiarity with myths and legends; retell some of these orally.  <b>Develop</b> With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of reference/text books	<b>Embed</b> Independently, write and orally evaluate texts by writing book reviews  <b>Embed</b> Independently, consider relationship between vocabulary, plot and illustration  <b>Develop</b> Develop their familiarity with myths and legends; retell some of these orally.  <b>Develop</b> Identify word and poetic device choices in poems and discuss effect on reader  <b>Develop</b> With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of fiction, poetry and non-fiction

	<p>of authorial choice, discuss words and phrases which capture their interest.</p> <p><b>Introduce</b> With adult modelling, identify how language, paragraph structure and layout contribute to meaning in fiction.</p> <p><b>Introduce and Embed</b> Understand where books can be accessed throughout the school and how to access them when appropriate.</p> <p><b>Introduce and Embed</b> Understand where books of different levels are kept and be able to access them when appropriate.</p> <p><b>Introduce</b> With adult modelling, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions</p>	<p>increasing awareness of authorial choice, discuss words and phrases which capture their interest.</p> <p><b>Practise</b> With support, identify how language, paragraph structure and layout contribute to meaning in fiction.</p> <p><b>Assess</b> Use their developing reading, comprehension skills, authorial effect knowledge independently.</p> <p><b>Practise</b> With support, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions</p>	<p>positive attitudes to reading, by reading listening to and discussing a wide range of poetry.</p> <p><b>Practise</b> Take turns and listening to what others say.</p> <p><b>Practise</b> With some confidence, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest in poetry text.</p> <p><b>Practise</b> With some support, identify how language, paragraph structure and layout contribute to meaning in poetry.</p> <p><b>Practise</b> With some support, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions</p>	<p><b>Develop</b> With some confidence, identify how language, paragraph structure and layout contribute to meaning in non-fiction text.</p> <p><b>Assess</b> Use their developing reading, comprehension skills, authorial effect knowledge independently.</p> <p><b>Develop</b> With growing confidence, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions</p>	<p><b>Develop</b> Take turns and listening to what others say.</p> <p><b>Develop</b> Independently, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest.</p> <p><b>Develop</b> With confidence, identify how language, paragraph structure and layout contribute to meaning in reference and text books.</p> <p><b>Develop</b> Confidently, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions</p>	<p><b>Embed</b> Take turns and listening to what others say.</p> <p><b>Develop</b> Independently, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest.</p> <p><b>Develop</b> Independently, identify how language, paragraph structure and layout contribute to meaning in fiction and non-fiction texts</p> <p><b>Assess</b> Use their developing reading, comprehension skills, authorial effect knowledge independently.</p> <p><b>Embed</b> Independently and confidently, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions.</p>
<b>Fluency and phrasing:</b>	<p><b>Consolidate from Year 3, continue and Assess</b> Read one sentence each in reading aloud once a week during whole class reading.</p> <p><b>Introduce</b> With adult modelling, read words speedily by working out the pronunciation of</p>	<p><b>Continue and Assess</b> Read one sentence each in reading aloud at least once a week during whole class reading.</p> <p><b>Practise</b> With some support, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar</p>	<p><b>Introduce and Assess</b> Read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.</p> <p><b>Practise</b> With support, read words speedily by working out the pronunciation of</p>	<p><b>Practise and Assess</b> Read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.</p> <p><b>Develop</b> With increasing confidence, read words speedily by working out the pronunciation of</p>	<p><b>Develop and Assess</b> Read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.</p> <p><b>Develop</b> Confidently, read words speedily by working out the pronunciation of unfamiliar printed words</p>	<p><b>Embed and Assess</b> Read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.</p> <p><b>Embed</b> Confidently, read words speedily by working out the pronunciation of unfamiliar printed words</p>

	<p>unfamiliar printed words and recognising familiar words</p> <p><b>Consolidate from Year 3, Introduce and Assess</b> Sight-read a wide range of exception words from the Y3-4 list</p> <p><b>Introduce</b> With adult support as decoding becomes more secure, become independent, fluent and enthusiastic readers</p>	<p>words</p> <p><b>Practise and Assess</b> Sight-read some more of exception words from the Y3-4 list</p> <p><b>Practise</b> With some support, as decoding becomes more secure, become independent, fluent and enthusiastic readers</p>	<p>unfamiliar printed words and recognising familiar words</p> <p><b>Practise and Assess</b> Sight-read many of exception words from the Y3-4 list</p> <p><b>Practise</b> With support, as decoding becomes more secure, become independent, fluent and enthusiastic readers</p> <p><b>Introduce and Practise</b> Read aloud and perform own poetry to demonstrate understanding of intonation, tone, volume and action.</p> <p><b>Introduce</b> With support, notice where commas create phrasing within sentences</p> <p><b>Introduce</b> With support, read with expression, using the punctuation to support meaning, including multi-clause sentences</p> <p><b>Introduce and practise</b> Begin to recite whole poems with growing awareness of the listener</p>	<p>unfamiliar printed words and recognising familiar words</p> <p><b>Develop and Assess</b> Sight-read a widening range of exception words from the Y3-4 list</p> <p><b>Develop</b> With growing confidence, as decoding becomes more secure, become independent, fluent and enthusiastic readers</p> <p><b>Practise</b> With some support, notice where commas create phrasing within sentences</p> <p><b>Practise</b> With some support, read with expression, using the punctuation to support meaning, including multi-clause sentences</p>	<p>and recognising familiar words</p> <p><b>Develop and Assess</b> Sight-read a most of exception words from the Y3-4 list</p> <p><b>Develop</b> Confidently, as decoding becomes more secure, become independent, fluent and enthusiastic readers</p> <p><b>Develop</b> Confidently, notice where commas create phrasing within sentences</p> <p><b>Practise and Develop</b> With some confidence, read with expression, using the punctuation to support meaning, including multi-clause sentences</p> <p><b>Develop and Embed</b> Read aloud and perform own playscripts to demonstrate understanding of intonation, tone, volume and action.</p>	<p>and recognising familiar words</p> <p><b>Embed and Assess</b> Sight-read all of exception words from the Y3-4 list</p> <p><b>Embed</b> Confidently, as decoding becomes more secure, become independent, fluent and enthusiastic readers</p> <p><b>Embed</b> Independently, notice where commas create phrasing within sentences</p> <p><b>Develop</b> Confidently, read with expression, using the punctuation to support meaning, including multi-clause sentences</p> <p><b>Develop and Embed</b> Read aloud and perform own poetry to demonstrate understanding of intonation, tone, volume and action</p>
<b>Cross-Curricular</b>	Romans information texts	Romans information texts	Atlases North/ South America information texts	Atlases Geographical information texts (rainforests) Persuasive texts (e.g. save the rainforest)	Anglo-Saxons information texts	Vikings information texts

End Points which show Progression of knowledge, understanding and skills in Reading							Year Group 5
	T1	T2	T3	T4	T5	T6	
<b>Key TEXTS:</b>	<p><b>English Text:</b> Storm by Kevin Crossley-Holland The Highwayman by Alfred Noyes</p> <p><b>Whole Class reading Text:</b> Running on Empty by S.E. Durrant Yapping Away by Joshua Seigal Voices from the Second World War - Walker Books Ltd. Kid Normal and the Shadow Machine by Greg James and Chris Smith Cloud Busting by Malorie Blackman Larklight by Philip Reeve</p> <p><b>End of the Day Text:</b> Jack Bolt and the Highwaymen's Hideout by Jack Hamilton</p>	<p><b>English Text:</b> Macbeth by William Shakespeare The Christmas Truce by A Literacy Shed Unit</p> <p><b>Whole Class reading Text:</b> Disaster at Sea by David Long Titanic: 58 Fascinating Facts for Kids by Dylan Murphy Fire Burn, Caldron Bubble by Paul Cookson Alex Rider: Never Say Die by Anthony Horowitz Votes for Women by Jill Atkins Tinsel by Sibeal Pounder</p> <p><b>End of the Day Text:</b> Mysterious Traveller by Mal Peet and Elspeth Graham Cloud Tea Monkeys by Mal Peet and Elspeth Graham 5-minute Nativity Stories by various authors</p>	<p><b>English Text:</b> Selection of Greek Myths from Atticus the Storyteller's 100 Greek Myths by Lucy Coates and Anthony Lewis</p> <p><b>Whole Class reading Text:</b> The Boy who Made Everyone Laugh by Helen Rutter Talking to the Moon by S.E. Durrant Evernight by Ross Mackenzie Greek Gods by Sylvie Baussier &amp; Almasty Julius Zebra: Grapple with the Greeks by Gary Northfield Story of the Olympics by Richard Brassey</p> <p><b>End of the Day Text:</b> The Legend of Podkin One Ear by Kieran Larwood</p>	<p><b>English Text:</b> Selection of instructions. Limericks by Edward Lear and Spike Milligan</p> <p><b>Whole Class reading Text:</b> The Night Bus Hero by Onjali. Q. Rauf (2 weeks) The Big Book of Bad Things by Michael Rosen Julia and The Shark by Kiran Millwood Hargrave (2 weeks) The Secret of Splint Hall by Katie Cotton</p> <p><b>End of the Day Text:</b> The Night Bus Hero by Onjali. Q. Rauf (2 weeks)</p>	<p><b>English Text:</b> Pebble in my Pocket by Meredith Hooper A selection of biographies.</p> <p><b>Whole Class reading Text:</b> The Drowning Day by Anne Cassidy (2 weeks) The Last Firefox by Lee Newbury The Railway Children by E. Nesbit Comprehension Ninja Various Texts (2 weeks)</p> <p><b>End of the Day Text:</b> The Drowning Day by Anne Cassidy</p>	<p><b>English Text:</b> The Matchbox Diary by Paul Fleischman Poetry by Lakeland poets e.g.: Wordsworth</p> <p><b>Whole Class reading Text:</b> If by Allie Esiri Off Road to Everywhere by Phillip Gross The Restless Girls by Jessie Burton Song of the Dolphin Boy by Elizabeth Laird The Thief Who Sang Storms by Sophie Anderson The Sky Beneath the Stone by Alex Mullarky</p> <p><b>End of the Day Text:</b> Wonder by R J Palacio</p>	
<b>Decode / word-reading:</b>	<p><b>Consolidate from Year 4 and Introduce</b> Be able to read Y3/4 statutory spellings plus begin to read some from the Year 5/6 list including words ending in '-ious.' '-cious.' if the root word ends in -ce the sound is usually spelled '-cious.', '-cial' and '-tial.' And</p>	<p><b>Introduce and Assess</b> Begin to read some of the exception words from the Y5-6 list including words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place, words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place, use -ent and</p>	<p><b>Introduce and Assess</b> Read an increasing amount of the exception words from the Y5-6 list including words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g, adding suffixes beginning with vowel letters to words</p>	<p><b>Introduce and Assess</b> Read many of the exception words from the Y5-6 list including words spelled with 'ie' after c, words with the 'ee' sound spelled ei after c; the 'i' before e except after c' rule, words containing the letter string 'ough' where the sound is /aw/ and</p>	<p><b>Introduce and Assess</b> Read more of the exception words from the Y5-6 list including homophones that they have the same pronunciation but different spellings and/or meanings and challenge words.</p>	<p><b>Introduce and Assess</b> Read more of the exception words from the Y5-6 list including words with hyphens to join a prefix, challenge words and revision.</p> <p><b>Embed</b> Confidently and independently, ensure that attention is paid to</p>	

	<p>challenge words.</p> <p><b>Consolidate from Year 4, Practise and Embed</b> Understand alphabetical order</p> <p><b>Consolidate from Year 4 and Continue</b> With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).</p> <p><b>Consolidate from Year 4 and Continue</b> Use a dictionary successful to find meanings of words.</p> <p><b>Consolidate from Year 4 and Continue</b> With some support, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.</p> <p><b>Consolidate from Year 4, Continue and Assess</b> Revise and develop their knowledge of the skills needed for reading e.g. Apples and Pears, Dancing Bears and daily reading, as appropriate</p>	<p>-ence after soft c (/s/ sound), soft g (/j/ sound) and qu and challenge words.</p> <p><b>Practise</b> With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).</p> <p><b>Practise</b> Use a dictionary successful to find meanings of words.</p> <p><b>Practise</b> With minimal support, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.</p> <p><b>Practise and Assess</b> Revise and develop their knowledge of the skills needed for reading e.g. Apples and Pears, Dancing Bears and daily reading, as appropriate</p>	<p>ending in –fer, words with ‘silent’ letters at the start and challenge words</p> <p><b>Develop</b> With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).</p> <p><b>Develop</b> Use a dictionary successful to find meanings of words.</p> <p><b>Practise</b> With some confidence, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.</p> <p><b>Practise and Assess</b> Revise and develop their knowledge of the skills needed for reading e.g. Apples and Pears, Dancing Bears and daily reading, as appropriate</p>	<p>challenge Words</p> <p><b>Embed</b> With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).</p> <p><b>Embed</b> Use a dictionary successful to find meanings of words.</p> <p><b>Develop</b> With growing confidence, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.</p> <p><b>Practise and Assess</b> Revise and develop their knowledge of the skills needed for reading e.g. Apples and Pears, Dancing Bears and daily reading, as appropriate</p>	<p><b>Develop</b> With growing independence, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.</p> <p><b>Practise and Assess</b> Revise and develop their knowledge of the skills needed for reading e.g. Apples and Pears, Dancing Bears and daily reading, as appropriate</p>	<p>new vocabulary, both its meaning and correct pronunciation.</p> <p><b>Practise and Assess</b> Revise and develop their knowledge of the skills needed for reading e.g. Apples and Pears, Dancing Bears and daily reading, as appropriate</p>
<b>Comprehend, locate and retrieve:</b>	<p><b>Consolidate from Year 4, Continue</b> Read and discuss an increasingly wide range of fiction and poetry including looking at their structure and reading for a purpose.</p>	<p><b>Practise</b> Read and discuss an increasingly wide range of plays including looking at their structure and reading for a purpose.</p>	<p><b>Practise</b> Read and discuss an increasingly wide range of Greek myths including looking at their structure and reading for a purpose.</p>	<p><b>Develop</b> Read and discuss an increasingly wide range of instructions and limericks including looking at their structure and reading for a purpose.</p>	<p><b>Develop</b> Read and discuss an increasingly wide range of biographies including looking at their structure and reading for a purpose.</p>	<p><b>Embed</b> Read and discuss an increasingly wide range of diaries and poetry including looking at their structure and reading for a purpose.</p>



	<p><b>Consolidate from Year 4 and Introduce</b> With support, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p><b>Consolidate from Year 4 and Continue</b> Revisit the understanding that books that are structured in different ways and reading for a range of purposes.</p> <p><b>Introduce</b> Distinguish between statements of fact and opinion when discussing whole class reading texts e.g. when discussing WW2</p> <p><b>Introduce</b> Explain and discuss their understanding of what they have read, including maintaining a focus on the topic and using notes where necessary.</p> <p><b>Consolidate from Year 4 and Continue</b> With adult modelling, discuss their understanding and explore the meaning of words in context.</p> <p><b>Consolidate from Year 4 and Introduce</b> With adult modelling, ask questions which develop their understanding.</p>	<p><b>Practise</b> With support, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p><b>Develop and Embed</b> Confidently, understand that books that are structured in different ways and reading for a range of purposes.</p> <p><b>Practise</b> Distinguish between statements of fact and opinion in whole class reading texts e.g. when discussing the Titanic</p> <p><b>Practise</b> Explain and discuss their understanding of what they have read, including debates and using notes where necessary.</p> <p><b>Practise</b> With some support, discuss their understanding and explore the meaning of words in context.</p> <p><b>Practise</b> With some support, ask questions which develop their understanding.</p> <p><b>Practise</b> With some support, retrieve key details and begin to find quotations from a whole text.</p>	<p><b>Practise</b> With increasing confidence, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p><b>Practise</b> Distinguish between statements of fact and opinion in the main English texts.</p> <p><b>Practise</b> Explain and discuss their understanding of what they have read, including debates and using notes where necessary.</p> <p><b>Practise</b> With support, discuss their understanding and explore the meaning of words in context</p> <p><b>Practise</b> With support, ask questions which develop their understanding.</p> <p><b>Practise</b> With some support, retrieve key details and begin to find quotations from a whole text.</p> <p><b>Practise</b> With some confidence, locate the author's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.</p>	<p><b>Develop</b> With confidence, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p><b>Develop</b> Distinguish between statements of fact and opinion in various texts throughout the term.</p> <p><b>Develop</b> Explain and discuss their understanding of what they have read, including through formal debates, and using notes where necessary.</p> <p><b>Introduce</b> Begin to recommend books that they have read to their peers, giving reasons for their choices.</p> <p><b>Introduce</b> With support, begin to identify and discuss themes and conventions in and across a wide range of writing.</p> <p><b>Introduce</b> With adult support, begin to retrieve, record and present information from non-fiction.</p> <p><b>Develop</b> With some confidence, discuss their understanding and explore the meaning of words in context</p>	<p><b>Develop</b> With some independence, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p><b>Develop</b> Distinguish between statements of fact and opinion in biographies.</p> <p><b>Develop</b> Explain and discuss their understanding of what they have read, including through formal presentations and using notes where necessary.</p> <p><b>Practise and Develop</b> Confidently recommend books that they have read to their peers, giving reasons for their choices.</p> <p><b>Practise and Develop</b> With growing confidence, identify and discuss themes and conventions in and across a wide range of writing.</p> <p><b>Practise and Develop</b> With some support, retrieve, record and present information from non-fiction.</p> <p><b>Develop</b> Confidently, discuss their understanding and explore the meaning of</p>	<p><b>Embed</b> Independently and confidently, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p><b>Embed</b> Distinguish between statements of fact and opinion a variety of texts throughout the term.</p> <p><b>Embed</b> Explain and discuss their understanding of what they have read, including through informal presentations, maintaining a focus on the topic and using notes where necessary.</p> <p><b>Embed</b> Enthusiastically recommending books that they have read to their peers, giving reasons for their choices.</p> <p><b>Embed</b> Independently, identify and discuss themes and conventions in and across a wide range of writing.</p> <p><b>Embed</b> Independently, retrieve, record and present information from non-fiction.</p> <p><b>Embed</b> Independently, discuss</p>
--	--	--	---	--	--	---

	<p><b>Introduce</b> With adult modelling, begin to retrieve key details and begin to find quotations from a whole text.</p> <p><b>Introduce</b> With adult modelling, begin to learn to locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.</p> <p><b>Introduce</b> With adult support, begin to understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p> <p><b>Consolidate from Year 4, Revise and Continue</b> With adult modelling revise how to skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p>	<p><b>Practise</b> With some support, locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.</p> <p><b>Practise</b> With some support, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p> <p><b>Practise</b> With support continue to skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p> <p><b>Assess</b> Use their developing reading and comprehension skills independently.</p>	<p><b>Practise</b> With developing confidence, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p> <p><b>Practise</b> With some support continue to skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p>	<p><b>Develop</b> With some confidence, ask questions which develop their understanding.</p> <p><b>Develop</b> With increasing confidence, retrieve key details and begin to find quotations from a whole text.</p> <p><b>Develop</b> With increasing confidence, locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.</p> <p><b>Develop</b> With increasing confidence, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p> <p><b>Develop</b> With some confidence, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p> <p><b>Assess</b> Use their developing reading and comprehension skills independently.</p>	<p>words in context.</p> <p><b>Develop</b> Confidently, ask questions which develop their understanding.</p> <p><b>Develop</b> Confidently, retrieve key details and begin to find quotations from a whole text.</p> <p><b>Develop</b> Confidently, locate the author's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.</p> <p><b>Develop</b> With increased confidence, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p> <p><b>Develop</b> Confidently, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p>	<p>their understanding and explore the meaning of words in context</p> <p><b>Embed</b> Independently, ask questions which develop their understanding.</p> <p><b>Embed</b> Independently, retrieve key details and begin to find quotations from a whole text.</p> <p><b>Embed</b> Independently and confidently, locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.</p> <p><b>Embed</b> Confidently and independently, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p> <p><b>Embed</b> Confidently, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p> <p><b>Assess</b> Use their developing reading and comprehension skills</p>
--	--	---	---	---	---	--



<p><b>Inferential understanding:</b></p>	<p><b>Consolidate from Year 4 and Continue</b> With support continue to draw inferences independently, often justifying with textual evidence.</p> <p><b>Consolidate from Year 4 and Continue</b> Revise asking questions to improve their understanding.</p> <p><b>Consolidate from Year 4 and Continue</b> Revise making predictions about what might happen from details stated and implied.</p> <p><b>Introduce and Practise</b> With adult support, orally and in writing summarise main ideas of a text.</p> <p><b>Introduce</b> With adult modelling, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.</p>	<p><b>Practise and Develop</b> Confidently, draw inferences independently, often justifying with textual evidence.</p> <p><b>Practise</b> With some support, ask good quality questions to improve their understanding.</p> <p><b>Practise</b> With some support, make predictions about what might happen from details stated and implied.</p> <p><b>Introduce, Practise and Embed</b> Be able to identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry.</p> <p><b>Practise and Develop</b> With growing confidence, orally and in writing summarise main ideas of a text.</p> <p><b>Practise</b> With some support, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.</p> <p><b>Assess</b> Use their inferential skills independently developed so far.</p>	<p><b>Embed</b> Independently, draw inferences independently, often justifying with textual evidence.</p> <p><b>Practise</b> With some confidence, ask some good quality questions to improve their understanding.</p> <p><b>Practise</b> With some confidence, make predictions about what might happen from details stated and implied.</p> <p><b>Introduce</b> With some support, make predictions from implied details, both before and after events.</p> <p><b>Develop and Embed</b> Independently, orally and in writing summarise main ideas of a text.</p> <p><b>Introduce</b> With adult support, make comparisons within and across texts, referring to both reference points.</p> <p><b>Introduce</b> With adult support begin to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>	<p><b>Introduce</b> With adult support, begin to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p><b>Develop</b> With increasing confidence, ask good quality questions to improve their understanding.</p> <p><b>Develop</b> With a developing confidence, make predictions about what might happen from details stated and implied.</p> <p><b>Practise</b> With some confidence, make predictions from implied details, both before and after events.</p> <p><b>Practise</b> With some support, make comparisons within and across texts, referring to both reference points.</p> <p><b>Practise and Develop</b> With some support, summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>	<p><b>Practise and Develop</b> With growing confidence, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p><b>Develop</b> With confidence ask appropriate questions to improve their understanding.</p> <p><b>Develop</b> Confidently, make predictions about what might happen from details stated and implied.</p> <p><b>Develop</b> With increasing confidence, make predictions from implied details, both before and after events.</p> <p><b>Develop</b> With increasing confidence, make comparisons within and across texts, referring to both reference points.</p> <p><b>Develop</b> With increasing confidence, summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>	<p>independently.</p> <p><b>Embed</b> Confidently, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p><b>Embed</b> Confidently, ask appropriate questions to improve their understanding.</p> <p><b>Embed</b> Confidently and independently make predictions about what might happen from details stated and implied.</p> <p><b>Embed</b> Independently, make predictions from implied details, both before and after events.</p> <p><b>Embed</b> Confidently, make comparisons within and across texts, referring to both reference points.</p> <p><b>Embed</b> Independently, summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p><b>Embed</b> Independently, discuss</p>
--	---	---	--	---	---	--

			<p><b>Practise</b> With some confidence, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.</p>	<p><b>Develop</b> With increasing confidence, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.</p> <p><b>Assess</b> Use their inferential skills independently developed so far.</p>	<p><b>Develop</b> With some independence, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.</p>	<p>and explore the precise meaning of words and phrases in context using teacher led sentences.</p> <p><b>Assess</b> Use their inferential skills independently developed so far.</p>
<p><b>Respond to text:</b></p>	<p><b>Consolidate from Year 4 and Continue</b> Revise identifying how language, structure and presentation contribute to meaning.</p> <p><b>Introduce and Embed</b> Understand where books of different levels are kept and be able to access them when appropriate.</p> <p><b>Introduce</b> With adult support, extend their familiarity with texts to include modern fiction, fiction from our literary heritage.</p> <p><b>Consolidate from Year 4 and Continue</b> With adult support, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader e.g. The Highway Man</p> <p><b>Introduce</b> With adult modelling, discuss and build on their own and others'</p>	<p><b>Practise</b> With some support, identify how language, structure and presentation contribute to meaning.</p> <p><b>Continue</b> Extend their familiarity with texts to include modern fiction, fiction from our literary heritage.</p> <p><b>Practise</b> With some support, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader e.g. Macbeth</p> <p><b>Practise</b> With some support, discuss and build on their own and others' ideas.</p> <p><b>Practise</b> With some support, maintain a positive attitude to reading texts structured in different ways for a range of</p>	<p><b>Practise</b> With some confidence, identify how language, structure and presentation contribute to meaning.</p> <p><b>Continue</b> Extend their familiarity with texts to include modern fiction, fiction from our literary heritage and books from other cultures.</p> <p><b>Practise</b> With some confidence, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. e.g. Atticus the Story Teller and WCR texts</p> <p><b>Practise</b> With some confidence, discuss and build on their own and others' ideas.</p> <p><b>Practise</b> With support, maintain a positive attitude to reading texts structured</p>	<p><b>Develop</b> With increasing confidence, identify how language, structure and presentation contribute to meaning.</p> <p><b>Continue</b> Extend their familiarity with texts to include modern fiction and fiction from our literary heritage.</p> <p><b>Introduce</b> With some support, participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p><b>Develop</b> With increasing confidence, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. e.g. Julia and the Shark</p>	<p><b>Develop</b> Confidently, identify how language, structure and presentation contribute to meaning.</p> <p><b>Continue</b> Extend their familiarity with texts to include modern fiction, fiction from our literary heritage, and books from other cultures.</p> <p><b>Practise and Develop</b> With increasing confidence, participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p><b>Develop</b> Confidently, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader e.g. Pebble in my Pocket</p> <p><b>Develop</b> Confidently, discuss and</p>	<p><b>Embed</b> Independently, identify how language, structure and presentation contribute to meaning.</p> <p><b>Continue</b> Extend their familiarity with texts to include modern fiction, fiction from our literary heritage and books from other cultures.</p> <p><b>Embed</b> Confidently, participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p><b>Embed</b> Confidently and independently, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>

	<p>Ideas.</p> <p><b>Introduce</b> With adult modelling, begin to make comparisons within and across books.</p> <p><b>Consolidate from Year 4 and Continue</b> With adult modelling, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction</p> <p><b>Introduce</b> With adult modelling make comparisons within and across texts.</p> <p><b>Introduce</b> With adult modelling, distinguish between fact and opinion.</p> <p><b>Consolidate from Year 4 and Continue</b> With support, discuss and evaluate how authors use language, considering the impact on the reader and how this has been achieved using how, what, where and why questions</p> <p><b>Introduce</b> With adult support, begin to understand figurative language e.g. metaphor, personification.</p>	<p>purposes i.e. poetry, fiction, non-fiction</p> <p><b>Practise</b> With support, make comparisons within and across books.</p> <p><b>Practise</b> During supported discussion, make comparisons within and across texts.</p> <p><b>Practise</b> With support, distinguish between fact and opinion.</p> <p><b>Practise</b> With some support, discuss and evaluate how authors use language, considering the impact on the reader and how this has been achieved using how, what, where and why questions.</p> <p><b>Practise</b> With some support, understand figurative language e.g. similes and alliteration</p> <p><b>Assess</b> Use their developing reading, comprehension skills, authorial effect knowledge independently.</p>	<p>in different ways for a range of purposes i.e. poetry, fiction, non-fiction.</p> <p><b>Practise</b> With some support, make comparisons within and across books.</p> <p><b>Practise</b> With some confidence during discussion make comparisons within and across texts.</p> <p><b>Practise</b> With minimal support, distinguish between fact and opinion.</p> <p><b>Practise</b> With some confidence, discuss and evaluate how authors use language, considering the impact on the reader and how this has been achieved using how, what, where and why questions.</p> <p><b>Practise</b> With some confidence show an understanding and use figurative language e.g. rhythm and rhyming.</p>	<p><b>Develop</b> With increasing confidence, discuss and build on their own and others' ideas.</p> <p><b>Develop</b> With some confidence, make comparisons within and across books.</p> <p><b>Develop</b> With increasing confidence, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction</p> <p><b>Develop</b> During supported discussion, with some confidence, make comparisons within and across texts.</p> <p><b>Develop</b> With some confidence, distinguish between fact and opinion.</p> <p><b>Develop</b> With increasing confidence, discuss and evaluate how authors use language, considering the impact on the reader and how this has been achieved using how, what, where and why questions.</p> <p><b>Develop</b> With increasing confidence, show an understanding and use</p>	<p>build on their own and others' ideas.</p> <p><b>Develop</b> Confidently, make comparisons within and across books.</p> <p><b>Develop</b> Confidently, maintain positive attitudes to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction</p> <p><b>Develop</b> During supported discussion, with increasing confidence, make comparisons within and across texts.</p> <p><b>Develop</b> With increasing confidence, distinguish between fact and opinion.</p> <p><b>Develop</b> Confidently, discuss and evaluate how authors use language, considering the impact on the reader and how this has been achieved using how, what, where and why questions.</p> <p><b>Develop</b> Confidently, understand and use figurative language e.g. choice of vocabulary and alliteration.</p>	<p><b>Embed</b> Independently, make comparisons within and across books.</p> <p><b>Embed</b> Confidently and independently, discuss and build on their own and others' ideas.</p> <p><b>Embed</b> Confidently, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction</p> <p><b>Embed</b> During supported discussion, independently, make comparisons within and across texts.</p> <p><b>Embed</b> Independently, distinguish between fact and opinion.</p> <p><b>Embed</b> Independently, discuss and evaluate how authors use language, considering the impact on the reader and how this has been achieved using how, what, where and why questions.</p> <p><b>Embed</b> Independently understand and use figurative language e.g. metaphor, personification.</p>
--	--	--	---	--	---	---

				<p>of figurative language e.g. metaphors and similes.</p> <p><b>Assess</b> Use their developing reading, comprehension skills, authorial effect knowledge independently.</p>		<p><b>Assess</b> Use their developing reading, comprehension skills, authorial effect knowledge independently.</p>
<p><b>Fluency and phrasing:</b></p>	<p><b>Consolidate from Year 4 and Continue</b> Learn a wider range of poetry by heart.</p> <p><b>Consolidate from Year 4 and Continue</b> Begin to read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace.</p> <p><b>Introduce</b> With adult modelling, begin to notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p><b>Introduce</b> Read silently and then discuss what they have read on a daily basis.</p> <p><b>Consolidate from Year 4 and Continue</b> With continuing confidence revise and sight-read all Y3-4 exception words with automaticity.</p>	<p><b>Practise</b> Learn a wider range of poetry by heart.</p> <p><b>Practise</b> Continue to read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace.</p> <p><b>Practise</b> With support, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p><b>Practise</b> Read silently and then discuss what they have read on a daily basis.</p> <p><b>Develop</b> With continuing confidence revise and sight-read all Y3-4 exception words with automaticity.</p>	<p><b>Practise</b> Learn a wider range of poetry by heart.</p> <p><b>Practise</b> With increasing confidence read aloud a wider range of age-appropriate non-fiction and other texts with accuracy and at a reasonable speaking pace.</p> <p><b>Practise</b> With some support, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p><b>Introduce</b> Prepare readings and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p><b>Practise</b> Read silently and then discuss what they have read on a daily basis.</p>	<p><b>Develop</b> Learn a wider and increasing range of poetry by heart.</p> <p><b>Develop</b> Confidently read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace.</p> <p><b>Develop</b> With some confidence, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p><b>Practise</b> Prepare poems and readings to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p><b>Introduce</b> With adult support, read most words effortlessly and work out how to pronounce unfamiliar written words with</p>	<p><b>Develop</b> Learn a wider and increasing range of poetry by heart.</p> <p><b>Develop</b> Confidently read aloud a wider range of age-appropriate fiction with accuracy and at a reasonable speaking pace.</p> <p><b>Develop</b> With increasing confidence, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p><b>Develop</b> Prepare readings to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p><b>Practise</b> With some support, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p>	<p><b>Embed</b> Learn a wider and increasing range of poetry by heart.</p> <p><b>Embed</b> Confidently read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace.</p> <p><b>Embed</b> Confidently and independently, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p><b>Embed</b> Prepare poems and other readings to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p><b>Develop</b> With some confidence, read most words effortlessly and work out how to pronounce unfamiliar written words</p>

			<p><b>Embed</b> With continuing confidence revise and sight-read all Y3-4 exception words with automaticity.</p>	<p>increasing automaticity. <b>Develop</b> Read silently and then discuss what they have read on a daily basis.</p> <p><b>Introduce</b> Begin to sight-read some Yr5-6 exception words with some automaticity.</p>	<p><b>Develop</b> Read silently and then discuss what they have read on a daily basis.</p> <p><b>Practise</b> Be able to sight-read more Yr5-6 exception words with some automaticity.</p>	<p>with increasing automaticity.</p> <p><b>Embed</b> Read silently and then discuss what they have read on a daily basis.</p> <p><b>Develop</b> Be able to sight-read many Yr5-6 exception words with increasing automaticity.</p>
Cross Curricular	History (Crime and Punishment, Remembrance Day) PSHE	RE	History (Ancient Greeks)	History (Ancient Greeks) DT - cooking	Geography – Lakes and Mountains	Geography – Lakes and Mountains

End Points which show Progression of knowledge, understanding and skills in Reading Year Group 6						
	T1	T2	T3	T4	T5	T6
<b>Key TEXTS:</b>	<p><b>English Text:</b> There's a boy in the girl's bathroom by Louis Sachar Seasons of Splendour by Madhur Jaffrey</p> <p><b>Whole Class Reading:</b> Extracts selected mostly from Fred's Teaching The Invisible (picture book) by Tom Percival Roar like a lion by Carlie Sorosiak The girl with space in her heart - Lara Williamson Ask an Astronaut by Tim Peake The Darkest Dark by Chris Hadfield Space Oddity by Christopher Edge</p>	<p><b>English Text:</b> Alma (short film clip – Literacy Shed) The Journey by Francesca Sanna A Christmas Carol (various versions)</p> <p><b>Whole Class Reading:</b> Extracts selected mostly from Fred's Teaching Wildwitch, Wildfire - Lene Kaaberbol Newsround article on fireworks and a poem by Kevin McCann called Its Bonfire Night! 50 things you should know about WW2 War poem – 'Wait for me' Valentina Serova Poems about refugees - Refugees by Brian Bilston</p>	<p><b>English Text:</b> Shackleton's Journey by William Grill Fox by Margaret Wild</p> <p><b>Whole Class Reading:</b> Extracts selected mostly from Fred's Teaching Every month is a new year New year traditions around the world Arctic Star by Tom Palmer Artemis Fowl and the Arctic Incident by Eoin Colfer The Last Wild by Piers Torday Guardians of the Planet How to be an eco-hero</p>	<p><b>English Text:</b> Suffragettes: The Battle for Equality by David Roberts Clockwork by Phillip Pullman Wing (short film clip - Literacy Shed)</p> <p><b>Whole Class Reading:</b> Extracts selected mostly from Fred's Teaching When we got lost in Dreamland by Ross Welford The Hobbit (classic) Treasure Island – comprehension The Jungle Book - comprehension  SATs practice papers Comprehension Ninja retrieval papers</p>	<p><b>English Text:</b> Street Child by Berlie Doherty Hamlet – Orchard version The Viewer by Gary Crew</p> <p><b>Whole Class Reading:</b> Tom's Midnight Garden – graphic novel by Edith Black Tom's Midnight Garden – extract from the novel History - an extract from the moving novel Freedom 1783, a Newsround article called 'International Day for the Abolition of the Slave Trade' and an English Heritage article on five black abolitionists</p>	<p><b>English Text:</b> Where do you go, Birdy Jones? By Joanna Nadin</p> <p><b>Whole Class Reading:</b> Extracts selected mostly from Fred's Teaching Awesome women- Michelle Obama - extracts from Becoming and Become a Leader like Michelle Obama</p>

	<p>The Haunting of Aveline Jones by Phil Hickey Colonel Fazackerley Butterworth –Toast Raven by Edgar Allen Poe The Jabberwocky Nonsense poems Newspaper articles from The News Shed</p> <p><b>End of the Day Text:</b> The Last Wild – Piers Torday</p>	<p>The Day War Came by Nicola Davies We refugees by Benjamin Zephaniah Malala Yousufzai (First names) by Lisa Williamson Classic Fiction – an extract from A Christmas Carol The Miracle on Ebenezer Street</p> <p><b>End of the Day Text:</b> The Last Wild – Piers Torday</p>	<p>The Weather Weaver by Tamsin Mori Female Poets -One Vote by Aimee Nezhukumatathil, Resurrection by Sally Wen Mao and Amanda Gorman's poem from President Biden's inauguration: The Hill We Climb! Myths and legends from around the world</p> <p><b>End of the day Text:</b> Snot Chocolate (short stories) Ice Trap – Shackleton -The Last Wild – Piers Torday</p>		<p>Playscripts</p> <p>SATs practice papers Comprehension Ninja retrieval papers</p> <p><b>End of the day Text:</b> Cogheart – Peter Bunzl</p>	<p><b>End of the day Text:</b> The Girl with Space in her Heart - Lara Williamson</p>
<b>Decode / word-reading:</b>	<p><b>Consolidate from Year 5, Revise and Embed</b> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <p><b>Consolidate from Year 5, Continue and Assess</b> Read a wide range of exception words, including from the Y5-6 list and similar words which occur in the texts they read.</p> <p><b>Consolidate from Year 5 Continue and Assess</b> Revise and develop their knowledge of the skills needed for reading e.g. Apples and Pears,</p>	<p><b>Practise and Assess</b> Read some more words from the Year 5-6 list including short vowel sound i spelled y, long vowel sound i spelled y, prefix 'over' to verbs and suffix ful.</p> <p><b>Practise and Assess</b> Revise and develop their knowledge of the skills needed for reading e.g. Apples and Pears, Dancing Bears and daily reading, as appropriate</p>	<p><b>Practise and Assess</b> Read some more words from the Year 5-6 list including words which can be nouns or verbs, words with an o sound spelled 'ou' or 'ow', soft c spelled ce, prefix dis, un, over, im, F spelled ph and words with origins in other countries e.g. bungalow, veranda, ballet</p> <p><b>Practise and Assess</b> Revise and develop their knowledge of the skills needed for reading e.g. Apples and Pears, Dancing Bears and daily reading, as appropriate</p>	<p><b>Practise and Assess</b> Read some more words from the Year 5-6 list including unstressed vowel sounds, endings cial/tial after a vowel sound, endings cial/tial after a consonant sound, words with letter string 'acc' at the beginning of words, words ending in ably and words ending in ible.</p> <p><b>Practise and Assess</b> Revise and develop their knowledge of the skills needed for reading e.g. Apples and Pears, Dancing Bears and daily reading, as appropriate</p>	<p><b>Practise and Assess</b> Read some more words from the Year 5-6 list including adding suffix ibly to create an adverb, changing ent to ence er, or, ar at the end of words, grammar vocabulary e.g. synonym, antonym, colon and mathematical vocabulary</p> <p><b>Practise and Assess</b> Revise and develop their knowledge of the skills needed for reading e.g. Apples and Pears, Dancing Bears and daily reading, as appropriate</p>	<p><b>Practise and Assess</b> Read some more words from the Year 5-6 list including adverbs synonymous with determination, adjectives to describe settings, vocabulary to describe feelings and adjectives to describe character e.g. obnoxious, repugnant, exquisite</p> <p><b>Practise and Assess</b> Revise and develop their knowledge of the skills needed for reading e.g. Apples and Pears, Dancing Bears and daily reading, as appropriate</p>



	Dancing Bears, daily reading and pre-teaching for whole class reading as appropriate					
<b>Comprehend, locate and retrieve:</b>	<p><b>Consolidate from Year 5 and Continue</b> Learn a wider range of poetry sometimes by heart.</p> <p><b>Introduce</b> With adult modelling, prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p><b>Consolidate from Year 5 and Continue</b> Continue to demonstrate an increasing familiarity with range of fiction including traditional stories (Indian folktales from other cultures).</p> <p><b>Consolidate from Year 5 and Continue</b> Show an ability to distinguish between statements of fact and opinion.</p> <p><b>Consolidate from Year 5, Revise and Continue</b> Retrieve, record and present information from non-fiction.</p> <p><b>Introduce</b> With adult modelling, maintain focus on the subject during text discussions, using notes when necessary</p>	<p><b>Practise</b> Learn a wider range of poetry sometimes by heart.</p> <p><b>Practise</b> With some support, prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p><b>Practise</b> With an increasing confidence demonstrate an increasing familiarity with range of fiction including classic literature and stories including suspense.</p> <p><b>Practise</b> Show a developing ability to distinguish between statements of fact and opinion.</p> <p><b>Practise</b> Retrieve, record and present information from non-fiction e.g. newspaper reports and non-chronological reports.</p> <p><b>Practise</b> With some support, maintain focus on the subject during text discussions, using notes when necessary</p>	<p><b>Practise</b> Learn a wider range of poetry sometimes by heart.</p> <p><b>Develop</b> With increasing confidence, prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p><b>Practise</b> Confidently demonstrate a familiarity with range of fiction including myths and legends from around the world and adventure stories.</p> <p><b>Practise</b> Show a developing ability to distinguish between statements of fact and opinion.</p> <p><b>Practise</b> Retrieve, record and present information from non-fiction e.g. non-chronological reports and explanation texts.</p> <p><b>Practise</b> With support, maintain focus on the subject during text discussions, using notes when necessary</p> <p><b>Practise</b> With increasing</p>	<p><b>Develop</b> Learn a wider range of poetry often by heart.</p> <p><b>Embed</b> Independently, prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p><b>Develop</b> Confidently demonstrate a familiarity with range of fiction including classic literature.</p> <p><b>Develop</b> Show a confident ability to distinguish between statements of fact and opinion.</p> <p><b>Develop</b> Retrieve, record and present information from non-fiction e.g. biography and NCR.</p> <p><b>Develop</b> With increasing confidence, maintain focus on the subject during text discussions, using notes when necessary</p> <p><b>Develop</b> Confidently locate information and provide</p>	<p><b>Develop</b> Learn a wider range of poetry often by heart.</p> <p><b>Introduce and Practise</b> With support, prepare to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p><b>Develop</b> Independently and confidently show a familiarity with range of fiction including classic literature.</p> <p><b>Develop</b> Independently be able to show an ability to distinguish between statements of fact and opinion.</p> <p><b>Develop</b> Retrieve, record and present information from non-fiction e.g. playscripts, newspaper articles</p> <p><b>Develop</b> With confidence, maintain focus on the subject during text discussions, using notes when necessary</p> <p><b>Develop</b> Confidently locate</p>	<p><b>Embed</b> Learn a wider range of poetry mostly by heart.</p> <p><b>Develop and Embed</b> With increasing confidence, prepare to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p><b>Embed</b> Independently show a familiarity with range of fiction including literature from other cultures.</p> <p><b>Embed</b> Independently be able to show an ability to distinguish between statements of fact and opinion.</p> <p><b>Embed</b> Retrieve, record and present information from non-fiction e.g. speeches and argument.</p> <p><b>Embed</b> Independently, maintain focus on the subject during text discussions, using notes when necessary</p> <p><b>Embed</b> Confidently locate information and provide</p>



	<p><b>Consolidate from Year 5, Revise and Continue</b> Demonstrate how to locate information and provide reasoned justifications for their views.</p> <p><b>Consolidate from Year 5</b> Demonstrate how to find accurate quotations from a whole text.</p> <p><b>Introduce</b> With adult modelling, retrieve and summarise details to support opinions and predictions.</p> <p><b>Consolidate from Year 5, Revise and Continue</b> Revise how to use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint. For example, explain how the personalities of Mabel and Topaz differ. Use evidence from the text to support your answer.</p>	<p><b>Practise</b> With increasing confidence, demonstrate how to locate information and provide reasoned justifications for their views.</p> <p><b>Introduce</b> With support, routinely find accurate quotations from whole texts.</p> <p><b>Practise</b> With support, retrieve and summarise details to support opinions and predictions.</p> <p><b>Practise</b> With support continue to use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint. For example, find as many descriptive references in this chapter as you can using dark or black...</p> <p><b>Introduce</b> Read Dickens fiction from our literary heritage</p> <p><b>Introduce</b> Identify and discuss themes and conventions in and across a wide range of writing e.g. the theme of refugees and migration.</p>	<p>confidence, demonstrate how to locate information and provide reasoned justifications for their views.</p> <p><b>Practise</b> With some support, routinely find accurate quotations from whole texts.</p> <p><b>Practise</b> With some support, retrieve and summarise details to support opinions and predictions.</p> <p><b>Practise</b> With some confidence, use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint. For example, explain why Frank chooses to ignore his friend's remark.</p> <p><b>Practise</b> What is the effect of the rule of 3, The wind, the waves, the danger?</p>	<p>reasoned justifications for their views.</p> <p><b>Develop</b> With some confidence, routinely find accurate quotations from whole texts.</p> <p><b>Develop</b> With increasing confidence, retrieve and summarise details to support opinions and predictions.</p> <p><b>Develop</b> With increasing confidence, use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint. For example, List the three details used to describe the captain.</p> <p><b>Develop</b> Read fiction from our literary heritage – Treasure Island, The Hobbit, Jungle Book</p> <p><b>Assess</b> Use their developing reading and comprehension skills independently.</p>	<p>information and provide reasoned justifications for their views.</p> <p><b>Develop</b> Confidently, routinely find accurate quotations from whole texts.</p> <p><b>Develop</b> Confidently retrieve and summarise details to support opinions and predictions.</p> <p><b>Develop</b> Confidently, use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint. For example: Explain why Nathaniel is unable to find joy or happiness in the beauty of the garden.</p> <p><b>Develop</b> Read fiction from our literary heritage – Tom's Midnight Garden</p> <p><b>Develop</b> Identify and discuss themes and conventions in and across a wide range of writing e.g. black history</p> <p><b>Assess via SATs</b> Use their developing reading and comprehension skills independently.</p>	<p>reasoned justifications for their views.</p> <p><b>Embed</b> Independently, routinely find accurate quotations from whole texts.</p> <p><b>Embed</b> Confidently, retrieve and summarise details to support opinions and predictions.</p> <p><b>Embed</b> Independently, use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint. For example- What do these three paragraphs reveal about Michelle and her character/personality? Collect as much information and evidence as you can.</p> <p><b>Develop</b> Identify and discuss themes and conventions in and across a wide range of writing e.g. gender inequality</p>
--	---	---	---	--	--	---

		<p><b>Assess</b> Use their developing reading and comprehension skills independently.</p>				
<p><b>Inferential understanding:</b></p>	<p><b>Consolidate from Year 5, Revise and Continue</b> With some fluency, continue to draw hidden inferences, justifying with textual evidence.</p> <p><b>Introduce</b> With adult modelling, make reasoned predictions from implied details.</p> <p><b>Consolidate from Year 5, Revise and Continue</b> Identify and discuss the theme of poetry across a wide range of texts.</p> <p><b>Consolidate from Year 5, Revise and Continue</b> With adult modelling begin to summarise main ideas across whole text and note developments e.g. of a character or relationship.</p> <p><b>Introduce</b> With adult modelling, begin to make comparisons within and across texts, using evaluative skills.</p> <p><b>Introduce</b> With adult modelling, work out the nuanced meanings of words and phrases in context. For example, 'What is meant by resilience in this extract?'</p>	<p><b>Practise</b> With increasing fluency and independence, draw hidden inferences, justifying with textual evidence.</p> <p><b>Practise</b> With some support, make reasoned predictions from implied details.</p> <p><b>Practise</b> Identify and discuss the theme of WW2 across a wide range of texts.</p> <p><b>Practise</b> With support, summarise main ideas across whole text and note developments e.g. of a character or relationship.</p> <p><b>Practise</b> With some support, start to make comparisons within and across texts, using evaluative skills.</p> <p><b>Practise</b> With some support, work out the nuanced meanings of words and phrases in context. For example, 'Why do you think the word 'Wait' has been used so often in this poem?'</p>	<p><b>Practise</b> With some confidence and fluency draw hidden inferences, justifying with textual evidence and <b>Introduce</b> including finding quotations which illustrate.</p> <p><b>Practise</b> With some confidence, make reasoned predictions from implied details.</p> <p><b>Practise</b> Identify and discuss the theme of planet Earth across a wide range of texts.</p> <p><b>Practise</b> With some confidence, summarise main ideas across whole text and note developments e.g. of a character or relationship.</p> <p><b>Practise</b> With some confidence, be able to make comparisons within and across texts, using evaluative skills.</p> <p><b>Practise</b> With some confidence, work out the nuanced meanings of words and phrases in context. For example, why is the rope described as "a</p>	<p><b>Develop</b> With increasing confidence, fluency and growing independence, draw hidden inferences, justifying with textual evidence, including some quotations which illustrate.</p> <p><b>Develop</b> With increasing confidence, make reasoned predictions from implied details.</p> <p><b>Develop</b> Identify and discuss the theme of classical text.</p> <p><b>Develop</b> With growing confidence, summarise main ideas across whole text, note developments e.g. of a character or relationship.</p> <p><b>Develop</b> With increasing confidence continue to make comparisons within and across texts, using evaluative skills.</p> <p><b>Develop</b> With increasing confidence, work out the nuanced meanings of words and phrases in context. For example, Find and copy a phrase</p>	<p><b>Develop</b> With confidence, fluency and independence, draw hidden inferences, justifying with textual evidence, including many quotations which illustrate.</p> <p><b>Develop</b> Confidently and independently, make reasoned predictions from implied details.</p> <p><b>Develop</b> Identify and discuss the theme of historical facts across a wide range of texts.</p> <p><b>Develop</b> With confidence and some independence, summarise main ideas across whole text, note developments e.g. of a character or relationship.</p> <p><b>Develop</b> Confidently and independently, be able to make comparisons within and across texts, using evaluative skills.</p> <p><b>Develop</b> Confidently and independently, work out the nuanced meanings of words and phrases in context. For example,</p>	<p><b>Embed</b> With confidence, fluency and independence, draw hidden inferences, justifying with textual evidence, including regular quotations which illustrate.</p> <p><b>Embed</b> Confidently and independently, make reasoned predictions from implied details.</p> <p><b>Embed</b> Identify and discuss the theme of biographies across a wide range of texts.</p> <p><b>Embed</b> Independently, summarise main ideas across whole text, note developments e.g. of a character or relationship.</p> <p><b>Embed</b> Independently, make comparisons within and across texts, using evaluative skills.</p> <p><b>Embed</b> Independently, work out the nuanced meanings of words and phrases in context. Find and copy a simile used to describe how Michelle looked at her face in the mirror</p>

		<p><b>Assess</b> Use their developing reading, comprehension skills, authorial effect knowledge</p>	lifeline”?	<p>that tells us that the narrator sleeps during his journey by mail.</p> <p><b>Assess</b> Use their developing reading, comprehension skills, authorial effect knowledge</p>	<p>why does the description of the Old Mistress as ‘slight’ contradict with her actions towards Nathaniel?</p> <p><b>Assess via SATs</b> Use their developing reading, comprehension skills, authorial effect knowledge</p>	
<b>Respond to text:</b>	<p><b>Consolidate from Year 5, Revise and Continue</b> With support, participate in discussion about books that are read to them and those they read independently, building on their own and others’ ideas and <b>Introduce</b> begin challenging others’ views courteously.</p> <p><b>Consolidate from Year 5, Revise and Continue</b> Discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader <b>Introduce</b> with adult modelling, focusing on How does this text make you feel? What do you think of this character? Which part do you prefer? Can you explain why? How does the way this is set out on the page help us to find information?</p> <p><b>Introduce</b> With adult support, identify and talk about figurative language and</p>	<p><b>Practise</b> With familiarity, participate in discussion about books that are read to them and those they read independently, building on their own and others’ ideas and start to challenge others’ views courteously.</p> <p><b>Practise</b> With support, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader focusing on How does this text make you feel? What do you think of this character? Which part do you prefer? Can you explain why? How does the way this is set out on the page help us to find information?</p> <p><b>Practise</b> With some support identify and talk about figurative language and its impact – inc similes, metaphors, personification, onomatopoeia</p>	<p><b>Practise</b> With some confidence and familiarity, participate in discussion about books that are read to them and those they read independently, building on their own and others’ ideas and continue to challenge others’ views courteously.</p> <p><b>Practise</b> With some confidence, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader <b>Introduce</b> with adult support, focusing on Do you think this letter has been structured in a way that is helpful to the reader? Can you see how the author has achieved that? Do you like the phrase this author has chosen? Can you think of another text which compares with this one? How is it different?</p>	<p><b>Develop</b> With growing confidence and familiarity, participate in discussion about books that are read to them and those they read independently, building on their own and others’ ideas and continue to challenge others’ views courteously.</p> <p><b>Develop</b> Confidently, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader focusing on Do you think this letter has been structured in a way that is helpful to the reader? Can you see how the author has achieved that? Do you like the phrase this author has chosen? Can you think of another text which compares with this one? How is it different?</p> <p><b>Develop</b> With growing</p>	<p><b>Develop</b> With confidence and familiarity, participate in discussion about books that are read to them and those they read independently, building on their own and others’ ideas and challenging others’ views courteously.</p> <p><b>Develop</b> Confidently, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader using all the questioning from previous terms.</p> <p><b>Develop</b> With confidence, identify and talk about figurative language and its impact - inc similes, metaphors, personification and hyperbole and onomatopoeia</p> <p><b>Develop</b> Confidently, distinguish between fact and opinion.</p>	<p><b>Embed</b> With continued confidence and familiarity, participate in discussion about books that are read to them and those they read independently, building on their own and others’ ideas and challenging others’ views courteously</p> <p><b>Embed</b> discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader using all the questioning from previous terms.</p> <p><b>Embed</b> Confidently, identify and talk about figurative language and its impact - inc similes, metaphors, personification and hyperbole and onomatopoeia</p> <p><b>Embed</b> Confidently, distinguish between fact and opinion.</p>

	<p>its impact – similes and metaphors</p> <p><b>Consolidate from Year 5, Revise and Continue</b> With support, distinguish between fact and opinion.</p> <p><b>Introduce</b> With adult modelling, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p><b>Consolidate from Year 5, Revise and Continue</b> With adult modelling, provide reasoned justification for views.</p>	<p><b>Practise</b> With some support, distinguish between fact and opinion.</p> <p><b>Practise</b> With some support, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p><b>Practise</b> With support, provide reasoned justification for views.</p> <p><b>Assess</b> Use their developing reading, comprehension skills, authorial effect knowledge</p>	<p><b>Practise</b> With some confidence, identify and talk about figurative language and its impact -inc similes, metaphors, personification and hyperbole</p> <p><b>Practise</b> With some confidence, distinguish between fact and opinion.</p> <p><b>Practise</b> With some confidence, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p><b>Practise</b> With some confidence, provide reasoned justification for views.</p>	<p>confidence, identify and talk about figurative language and its impact -inc similes, metaphors, personification and hyperbole and onomatopoeia</p> <p><b>Develop</b> With increasing confidence, distinguish between fact and opinion.</p> <p><b>Develop</b> With increasing confidence, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p><b>Develop</b> With confidence, provide reasoned justification for views.</p> <p><b>Assess</b> Use their developing reading, comprehension skills, authorial effect knowledge</p>	<p><b>Develop</b> Confidently, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p><b>Develop</b> Confidently, provide reasoned justification for views.</p> <p><b>Assess via SATs</b> Use their developing reading, comprehension skills, authorial effect knowledge</p>	<p><b>Embed</b> Confidently, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p><b>Embed</b> Confidently, provide reasoned justification for views.</p>
<p><b>Fluency and phrasing:</b></p> <p><b>I've taken poetry out of every term</b></p>	<p><b>Consolidate from Year 5, Revise and Continue</b> Read age-appropriate texts with some fluently from the class book area, school library and differentiated text during whole class reading.</p> <p><b>Consolidate from Year 5, Revise and Continue</b> With support, recite a wider range of poetry, sometimes by heart</p>	<p><b>Practise</b> Read age-appropriate texts with developing fluently from the class book area, school library and differentiated text during whole class reading.</p> <p><b>Practise</b> With continued support, recite a wider range of poetry, sometimes by heart.</p>	<p><b>Practise</b> Read age-appropriate texts with continued developing fluently from the class book area, school library and differentiated text during whole class reading.</p> <p><b>Practise</b> With some confidence, recite a wider range of poetry, sometimes by heart.</p>	<p><b>Develop</b> Read age-appropriate texts with greater fluently from the class book area, school library and differentiated text during whole class reading.</p> <p><b>Develop</b> With growing confidence, read aloud and perform poems, showing understanding through intonation, tone</p>	<p><b>Develop</b> Read age-appropriate texts with increasing fluently from the class book area, school library and differentiated text during whole class reading.</p> <p><b>Develop</b> Confidently, notice and respond to punctuation and phrasing when reading aloud.</p>	<p><b>Embed</b> Read age-appropriate texts with increased fluently from the class book area, school library and differentiated text during whole class reading.</p> <p><b>Embed</b> Confidently, notice and respond to punctuation and phrasing when reading aloud;</p>

	<p><b>Consolidate from Year 5, Revise and Continue</b> With adult modelling, read aloud and perform poems, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</p> <p><b>Consolidate from Year 5, Revise and Continue</b> With support, notice and respond to punctuation and phrasing when reading aloud.</p> <p><b>Introduce</b> With support, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts.</p>	<p><b>Practise</b> With some support, read aloud and perform poems, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</p> <p><b>Practise</b> With some support, notice and respond to punctuation and phrasing when reading aloud.</p> <p><b>Practise</b> With support, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts.</p>	<p><b>Practise</b> With some confidence, read aloud and perform poems, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</p> <p><b>Practise</b> With some confidence, notice and respond to punctuation and phrasing when reading aloud.</p> <p><b>Practise</b> With some support, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts.</p>	<p>and volume so that the meaning is clear to the audience.</p> <p><b>Develop</b> With increasing confidence, notice and respond to punctuation and phrasing when reading aloud.</p> <p><b>Develop</b> With some confidence, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts.</p>	<p><b>Develop</b> Confidently, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts.</p>	<p><b>Embed</b> Independently, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts.</p>
<b>Cross curricular</b>	Space and the Solar system Early Islamic Civilisation	Atlases	Atlases Extreme Earth	Atlases North America	Victorians	Victorians Local History