Hawkhurst CEP School

English

Reading Skills and Knowledge Progression

2022



Compassion Hope Community

	End Points	which show Progression of k	knowledge, understanding ar	nd skills in Reading Ye	ear Group R	
	T1	T2	Т3	T4	T5	Т6
Key TEXTS: Stories Poetry and rhyme Information	Traditional Tales: Goldilocks & 3 Bears The 3 Little Pigs The 3 Billy Goats Gruff	Text: Stanley's Stick by Neil Layton	<u>Text:</u> The Blue Penguin by Petr Horacek	Text: Ruby's Worries by Tom Percival	Text: The Great Big Cuddle by Michael Rosen	Text: The Naughty Bus by Jan and Jerry Oke
Other texts	Other Text: Books with "PSHE – All about me" theme Rhymes and poems daily	Other Text: Books with "child chosen" theme Rhymes and poems	Other Text: Books with "child chosen" theme Rhymes and poems	Other Text: Books with "child chosen" theme Rhymes and poems	Other Text: Books with "People that help us" theme Rhymes and poems	Other Text: Books with "Minibeast" theme Rhymes and poems
	,	daily	daily	daily	daily	daily
Decode / word- reading: 80-120 words	Consolidate from Pre- school and Practise Play listening skills games, computer sound games and listen to the environment around us to develop listening skills Introduce 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. Introduce and Practise Look at picture books and introduce the language of stories. Introduce and assess Begin the RWI phonics scheme working through set 1 sounds in sequence. Revise, if necessary, the following day. Assessments every 6	Develop and Embed Play listening skills games, computer sound games and listen to the environment around us to develop listening skills Practise and Develop 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. Develop and Embed Look at picture books and with support begin to use the language of stories. Practise and assess Continue the RWI phonics scheme working through set 1 sounds in sequence. Revise, if necessary, the following	Practise and assess 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. Practise As RWI phonics books are introduced read words and simple sentences including from word wallets for parents to support at home. Develop and Embed Look at picture books and independently begin to use the language of stories. Practise	Practise and assess 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. Practise As RWI phonics books are introduced read words and simple sentences including from word wallets for parents to support at home. Practise Children on track read weekly outside the phonics lesson using their phonics knowledge so far. Children not on track will become daily	Develop and assess 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. Develop As RWI phonics books are introduced read words and simple sentences including from word wallets for parents to support at home. Practise Children on track read weekly outside the phonics lesson using their phonics knowledge so far. Children not on	Develop and assess 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. Develop As RWI phonics books are introduced read words and simple sentences including from word wallets for parents to support at home. Practise Children on track read weekly outside the phonics lesson using

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

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

	saw the broken chair – when the text does not explicitly say so.	looking out to sea? – when the text does not explicitly say so.	Penguin's friend feel? – when the text does not explicitly say so.	feel today? – when the text does not explicitly say so.	you feel? – when the text does not explicitly say so.	- when the text does not explicitly say so.
	Introduce With support, use the pictures in texts as clues to what is happening in the story.	Practise With support, use the pictures in texts as clues to what is happening in the story.	Practise With some support, use the pictures in texts as clues to what is happening in the story.	Develop With some support, use the pictures in texts as clues to what is happening in the story.	Develop Independently, use the pictures in texts as clues to what is happening in the story.	Independently, use the pictures in texts as clues to what is happening in the story. Embed Begin to be able to
	Introduce 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.	Practise 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	Practise 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.	Develop 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	Develop 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?	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? Embed Predict what could
	Predict what could happen next in the text.	Practise Predict what could happen next in the text	Practise Predict what could happen next in the text.	Develop Predict what could happen next in the text.	Develop Predict what could happen next in the text.	happen next in the text.
Respond to text: evaluation response to author authorial effect and	Consolidate from Pre- school Show pleasure in stories being read to	Continue Show pleasure in stories being read to them.	Continue Show pleasure in stories being read to them.	Continue Show pleasure in stories being read to them.	Continue Show pleasure in stories being read to them.	Continue Show pleasure in stories being read to them
intent effect of vocabulary	them. Introduce Discuss the features of a	Continue Discuss the features of a book including the title, author, illustrator, blurb.	Continue Discuss the features of a book including the title, author, illustrator, blurb.	Continue Discuss the features of a book including the title, author, illustrator, blurb.	Continue Discuss the features of a book including the title, author, illustrator, blurb.	Embed Discuss the features of a book including the title, author, illustrator, blurb.
	book including the title, author, illustrator, blurb. Introduce Understand where they	Continue Enjoy sharing poems and rhymes together.	Continue Enjoy sharing poems and rhymes together.	Continue Enjoy sharing poems and rhymes together.	Continue Enjoy sharing poems and rhymes together.	Continue Enjoy sharing poems and rhymes together.
	can access books in the school and in the community e.g. discuss what a library is and where our local one is.	Continue Sometimes look at a book out of choice in the Reading Nook or KS1 library rather than something else.	Continue Often look at a book out of choice in the Reading Nook or KS1 library rather than something else.	Continue Often look at a book out of choice in the Reading Nook or KS1 library rather than something else.	Continue Independently look at a book out of choice in the Reading Nook or KS1 library rather than something else.	Continue Independently look at a book out of choice in the Reading Nook or KS1 library rather than something else.
	Consolidate from Pre- school Enjoy sharing poems and rhymes together.	Practise Begin to have favourite texts which they ask for repeatedly.	Practise Sometimes find favourite texts which they ask for repeatedly.	Develop Sometimes find favourite texts which they ask for repeatedly.	Develop Independently find favourite texts which they ask for repeatedly.	Embed Independently find favourite texts which they ask for repeatedly.

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

rhythm, perhaps	rhythm, perhaps	Develop	Develop	Develop
marching or clapping to	marching or clapping to	With some support, read	With some support, read	With minimal support,
the beat.	the beat.	words and simple	words and simple	read words and simple
		sentences, showing	sentences, showing	sentences, showing
Introduce	Practise	understanding by the	understanding by the	understanding by the
With support, begin to	With support, read	way they say it.	way they say it.	way they say it.
read words and simple	words and simple			
sentences, showing	sentences, showing	Practise	Develop	Develop
understanding by the	understanding by the	With support, sight-read	With some support,	With some support,
way they say it.	way they say it.	familiar labels and words	sight-read familiar labels	sight-read familiar labels
		in the environment e.g.	and words in the	and words in the
Introduce	Introduce, Practise and	snack, milk.	environment e.g. snack,	environment e.g. snack,
Begin to learn red word	Embed		look what I did today.	look what I did today.
(CEW) in the order as	Sing the alphabet	Practise	,	,
introduced by the RWI	song.	With support, recognise	Develop	Develop
scheme	5	and read some more	With increasing	With increasing
	Introduce	common exception	confidence, recognise	confidence, recognise
	With support, sight-read	words.	and begin to read	and independently read
	familiar labels and words		independently many	many common
	in the environment e.g.	Practise and Assess	common exception	exception words with
	snack, milk.	Continue to learn red	words with some	automaticity.
	,	word (CEW) in the order	automaticity.	
	Introduce	as introduced by the		Practise and Assess
	With support, recognise	RWI scheme	Practise and Assess	Continue to learn red
	and read some common		Continue to learn red	word (CEW) in the order
	exception words.		word (CEW) in the order	as introduced by the
			as introduced by the	RWI scheme
	Practise and Assess		RWI scheme	
	Continue to learn red			
	word (CEW) in the order			
	as introduced by the			
	RWI scheme			

	End Points which show Progression of knowledge, understanding and skills in Reading Year Group 1								
	T1	T2	T3	T4	T5	Т6			
Key TEXTS:	English Text: Rapunzel by Beth	English Text: Out and About by	English Text: How to Find Gold by	English Text: Beegu by Alexis Deacon	English Text: The Robot and the	English Text: 10 Things I can do to			
Stories Poetry and rhyme Information Other texts	Woolvin	Shirley Hughes	Viviane Schwarz	+ Information books and websites about space. Fact file about space.	Bluebird by David Lucas. + Information books and websites about birds. Fact file about birds	help my world by Melanie Walsh One Night, Far from Here by Julia Wauters			
	Whole Class reading Text (2-week units): Jack and the Beanstalk	Whole Class reading Text (2-week units):	Whole Class reading Text (2-week units): Funny bones	Whole Class reading Text (2-week units): Super Daisy	Whole Class reading Text (2-week units): Bog Baby	Whole Class reading Text (2-week units): Farmer Duck			

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

Read aloud accurately	Continue and Assess	other strategies to work	other strategies to work	other strategies to work	other strategies to work
books that are	Continue the RWI	out words.	out words.	out words.	out words.
consistent with their	phonics scheme working				
developing phonic	through set 1 sounds	Revise and Practise	Revise and Practise	Revise and Practise	Embed
knowledge and that do	and some children	Read words containing	Read words containing	Read words containing	Read words containing
not require them to use	continuing with set 2 and	taught GPCs and -ing,	taught GPCs and -s, -es.	taught GPCs and -er, -	taught GPCs and -s, -es,
other strategies to work	possibly some children	-ed.		est.	-ing, -ed, -er and -est
out words.	starting set 3 in	001	Develop		endings.
	sequence. Revise, if	Continue and assess	Read words containing	Develop	
Consolidate from Year	necessary, the following	Continue the RWI	taught GPC's and -ing, -	Read words containing	Assess
R. Continue and	day. Assessments	phonics scheme working	ed.	taught GPC's and -ing, -	Continue the RWI
Assess	every 6 weeks and class	through set 1 sounds		ed, -s, -es.	phonics scheme working
Continue the RWI	grouped according to	and some children	Continue and assess		through set 1 sounds
phonics scheme working	attainment.	continuing with set 2 and	Continue the RWI	Continue and assess	and some children
through set 1 sounds		possibly some children	phonics scheme working	Continue the RWI	continuing with set 2 and
and some children	Practise	starting set 3 in	through set 1 sounds	phonics scheme working	possibly some children
continuing with set 2 and	Read other words of	sequence. Revise, if	and some children	through set 1 sounds	starting set 3 in
possibly some children	more than one syllable	necessary, the following	continuing with set 2 and	and some children	sequence. Revise, if
starting set 3 in	that contain taught	day. Assessments	possibly some children	continuing with set 2 and	necessary, the following
sequence. Revise, if	GPCs.	every 6 weeks and class	starting set 3 in	possibly some children	day. Assessments
necessary, the following		grouped according to	sequence. Revise, if	starting set 3 in	every 6 weeks and class
day. Assessments	Introduce	attainment.	necessary, the following	sequence. Revise, if	grouped according to
every 6 weeks and class	GPCs and words		day. Assessments	necessary, the following	attainment.
grouped according to	containing a range of	Practise	every 6 weeks and class	day. Assessments	
attainment.	endings e.ges, -er, -	Read other words of	grouped according to	every 6 weeks and class	Assess
	ing, ed.	more than one syllable	attainment.	grouped according to	Read other words of
Introduce		that contain taught		attainment.	more than one syllable
Read words of more	Continue and Assess	GPCs.	Revise		that contain taught
than one syllable that	Develop confidence and		Read other words of	Embed	GPCs.
contain the taught	keep up with peers with	Introduce	more than one syllable	Read other words of	
GPCs;	phonics interventions as	Re-read books to gain	that contain taught	more than one syllable	Revise
	necessary i.e. 1-1	confidence with word	GPCs.	that contain taught	Re-read books to gain
Consolidate from Year	tutoring and daily	reading; page count	Practise	GPCs.	confidence with word
R, Continue and	reading	increases to encourage	Re-read books to gain	-	reading; page count
Assess		reading stamina.	confidence with word	Practise	increases to encourage
Develop confidence and		Prosting	reading; page count	Re-read books to gain	reading stamina.
keep up with peers with		Practise	increases to encourage	confidence with word	Practice
phonics interventions as		GPCs and words	reading stamina.	reading; page count	Practise To be able to read words
necessary i.e. 1-1		containing a range of	Practise	increases to encourage	
tutoring and daily		endings e.ges, -er, -	GPCs and words	reading stamina.	with contractions e.g. I'm, can't, we'll.
reading		ing, ed.		Introduce	
		Continue and Assess	containing a range of endings e.ges, -er, -	To be able to read words	Practise
		Develop confidence and	ing, ed.	with contractions e.g.	To understand that an
		keep up with peers with	ing, eu.	l'm, can't, we'll.	apostrophe in a
		phonics interventions as	Continue and Assess		contraction represents
		necessary i.e. 1-1	Develop confidence and	Introduce	omitted letters
		tutoring and daily	keep up with peers with	To understand that an	
		totoning and daily		TO UNDERSIAND THAT AN	

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

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

	What does who is Rapunzel? Does the title give us information about the text? Introduce Make inferences on the basis of what is being said and done in their own reading. Introduce 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'; Introduce With adult modelling, predict what might happen next in a sequenced story, based on what has been read so far. Introduce 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?	 Practise Discuss the significance of the title and events. What does out and about mean? Does the title give us information about the text? Practise and Assess Make inferences on the basis of what is being said and done in their own reading. Practise 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'; Practise With some support, predict what might happen next in a sequenced story, based on what has been read so far. Practise and Assess 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? 	 Practise Discuss the significance of the title and events. How do you find gold? Does the title give us information about the text? Develop Make inferences on the basis of what is being said and done in their own reading. Practise Make simple inferences when a book is read to them e.g. what might their plan be to find treasure based on an illustration. Practise With some support, predict what might happen next in a sequenced story, based on what has been read so far. Practise 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?	Develop Discuss the significance of the title and events. What does Beegu mean? Does the title give us information about the text? Develop and Assess Make inferences on the basis of what is being said and done in their own reading. Develop Make simple inferences when a book is read to them e.g. how each of the children feel when they discover Beegu. Develop Confidently, predict what might happen next in a sequenced story, based on what has been read so far. Develop and Assess 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?	Develop Discuss the significance of the title and events. Why is a robot with a bluebird? Does it give us information about the text? Develop Make inferences on the basis of what is being said and done in their own reading. Develop Make simple inferences when a book is read to them e.g. why is the Robot choosing to continue with the dangerous journey. Embed Confidently, predict what might happen next in a sequenced story, based on what has been read so far. Develop 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?	Embed Discuss the significance of the title and events. Why is there a lightbulb in the title? Does it give us information about the text? Develop and Assess Make inferences on the basis of what is being said and done in their own reading. Develop 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; Develop and Assess 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?
Respond to text:	Consolidate from Year R and Continue With support, participate in discussion about what is read to them, taking turns and listening to what others say.	Practise With support, participate in discussion about what is read to them, taking turns and listening to what others say. Practise and Develop Discuss word meanings,	Practise With some support, participate in discussion about what is read to them, taking turns and listening to what others say.	Develop With decreasing support, participate in discussion about what is read to them, taking turns and listening to what others say.	Develop Independently, participate in discussion about what is read to them, taking turns and listening to what others say.	Embed Independently and confidently, participate in discussion about what is read to them, taking turns and listening to what others say.

	roduce	linking new meanings to	Practise and Develop	Practise and Develop	Practise and Develop	Practise and Develop
		those already known	Discuss word meanings,	Discuss word meanings,	Discuss word meanings,	Discuss word meanings,
	king new meanings to	including Seasons,	linking new meanings to	linking new meanings to	linking new meanings to	linking new meanings to
thos	ose already known.	Spring, Summer,	those already known	those already known	those already known	those already known
		Autumn and Winter.	including treasure, map,	including loneliness,	including journey, scrap	including recycle, world,
	roduce		direction, reptiles.	abandoned, friendship.	heap, factory,	planet, Earth, location.
	sten to, share and	Practise		-	malfunction.	
	scuss a wide range of	Listen to, share and	Introduce	Practise		Embed
	ph-quality story book	discuss a wide range of	With support, explain	With some support,	Develop	Independently and
	nich are beyond those	high-quality poetry	clearly their	explain clearly their	Independently, explain	confidently, explain
	ey can read by	books which are beyond	understanding of what is	understanding of what is	clearly their	clearly their
ther	emselves.	those they can read by	read to them.	read to them.	understanding of what is	understanding of what is
		themselves.	_		read to them.	read to them.
	roduce		Practise	Develop		
	lk about words they	Introduce	Listen to, share and	Listen to, share and	Develop	Develop
kno	ow or like.	With adult modelling,	discuss a wide range of	discuss a wide range of	Listen to, share and	Listen to, share and
		develop a love of	high-quality rhyming	high-quality information	discuss a wide range of	discuss a wide range of
	roduce	reading	books which are beyond	texts books which are	high-quality non-fiction	high-quality story books
	ith adult support, learn		those they can read by	beyond those they can	books which are beyond	which are beyond those
	appreciate poems and	Practise	themselves	read by themselves	those they can read by	they can read by
	mes, beginning to	With support, listen to	-	-	themselves.	themselves,
	press reasons for	and use new words in	Practise	Develop		_ ·
pre	eferences.	texts read aloud to them,	With some support,	With increasing	Develop	Develop
		which broaden their	develop a love of	confidence, develop a	Confidently, develop a	Continue to develop a
	roduce	vocabulary.	reading;	love of reading;	love of reading;	love of reading;
	ith adult modelling,	· · · · · · · · · · · · · · · · · · ·				
	ten to new words in	Practise	Practise	Develop	Develop	Develop
	ts read aloud to them,	Talk about words they	With some support,	With some support,	With some confidence.	With increasing
	nich broaden their	know or like.	listen to and use new	listen to and use new	listen to and use new	confidence, listen to and
VOC	cabulary		words in texts read	words in texts read	words in texts read	use new words in texts
		Introduce	aloud to them, which	aloud to them, which	aloud to them, which	read aloud to them,
		Draw links between the	broaden their	broaden their	broaden their	which broaden their
		text and some of their	vocabulary.	vocabulary.	vocabulary.	vocabulary.
		own experiences.	,	,	,	Track and
			Develop	Embed	Develop	Embed
		Practise	Talk about words they	Talk about words they	Draw links between the	Draw links between the
		With adult support, learn	know or like.	know or like.	text and some of their	text and some of their
		to appreciate poems and			own experiences.	own experiences.
		rhymes, beginning to	Introduce and Practise	Practise	·	Develop
		express reasons for	With support, learn	Draw links between the	Develop	Develop
		preferences.	some ways to find	text and some of their	With some support learn	With some
			information in non-fiction	own experiences.	some ways to find	independence, find
			texts.	·	information in non-fiction	information in non-fiction
				Develop	texts.	texts.
			Develop	With support, learn to		Employed
			With support, learn to	appreciate poems and		Embed
			appreciate poems and	rhymes, beginning to		Independently, learn to appreciate poems and

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

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

	T1	T2	T3	T4	T5	Т6
ey TEXTS:	T1 English Text: The Last Wolf by Mini Grey (Progression- EYFS learning of traditional tales and year 1 where they learn one traditional tale in full- Rapunzel) Whole Class reading Text: Prince Cinders (Subverted tale) The Jolly Postman (Poetry) There is no big bad wolf in this story (Subverted tale) Little Red Riding Hood- Revolting Rhymes (Poetry) The good little wolf (Subverted tale) Little Red Riding Hood- Revolting Rhymes (Poetry) The good little wolf (Subverted tale) Help and Hedgehog and protect a polar bear (Non-fiction) Endangered (Non- fiction) End of the Day Text: 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.	T2 English Text: Rabbit and Bear - Julian Gough and Jim Field (Progression from EYFS Goldilocks and the Three Bears) Whole Class Reading We're going on a Bear Hunt (Fiction) Usborne Beginners: Bears (Non-fiction) 10 Reasons to Love a Bear (Non-fiction) 1 Want My Hat Back, (Fiction) Leaf (Flying Eye) (Fiction) Classic poetry Christmas T'was the Night before Christmas Bonfire Night End of the Day Text: Winnie the Pooh AA Milne	T3 English Text: One day on our blue planet – In the Savannah by Ella Bailey (Progression from EYFS- map making- pirates and journeys Year 1: How to find Gold making up their own adventure story) Whole Class Reading: One day on our blue planet: Antarctica Our journey so far (Non-Fiction) One day on our blue planet ocean (Non- Fiction) Grace and Family (Fiction African family) WWF Facts about African Lions (Non- Fiction) Where zebra goes (African poetry) Tinga Tinga Tale (Fiction) The Magic Bojabi Tree (Fiction) End of the Day Text: The BFG Ogres don't dance	T4 English Text: Anna Hibiscus by Atinuke (Progression from EYFS Handa's Surprise) Whole Class Reading: Books set in Africa A is For Africa (Non-Fiction) The Magic Bojabi Tree (traditional African tale) Grace and Family African Tales Ask other schools from Canada to send a postcard from either place. End of the Day Text: The Baboons who went this way and that. Sharing books from home about their culture.	T5 English Text: Look Up by Nathan Bryon (Progression from EYFS Space and Year 1-significant individual local study-Thomas Dunk, explorers, Neil Armstrong) <u>Whole Class Reading</u> Great women who changed history (Non- fiction) Great Women who changed the world (Non-fiction) Little People Big Dreams- Florence Nightingale (Non- fiction) There's no place like space (Poetry) Toys in space (Fiction) A cat's guide to the night sky (Non-fiction) End of the Day Text: Books about factual people who inspire them or do a job they want to do when they are older	T6 English Text: Moth by Isabel Thomas (Progression from EYFS minibeast and li cycles and Year 1doin seasons) English Text: The puffin book of Of fantastic First poems (Progression from EYFS- rhyming Stories And Year 1 Out and about Shirley Hughes) Poetry The Sound Collector The Treasures Down behind The Dustbin Whole Class Reading Influenced by Moth When I grow up (Fiction) David Attenborough (Biography) The world came to m house for dinner (Fiction) Oi get off my train (Fiction) A butterfly is patient (Non-fiction) Whole Class Reading influenced by Puffin Book Jelly boots, Smelly boots

						End of Day Text: Any poetry from home
Decode / word-	Consolidate from Year	Introduce	Practise	Practise	Develop	Develop
reading:	1 and Assess	With adult support,	With some support,	With some	Accurately read words	Accurately read words
	Apply phonic	begin to read accurately	read most words	independence, read	of two or more syllables	of two or more syllables
	knowledge and skills as	words of two or more	quickly and accurately,	accurately words of two	that contain the same	that contain the same
	the route to decode	syllables that contain	without overt sounding	or more syllables that	graphemes.	graphemes.
	words.	the same graphemes.	and blending, when	contain the same		
			these have been	graphemes.	Develop	Embed
	Consolidate from Year	Practise	frequently encountered.		To read words	To read words
	1	Read words containing		Develop	containing common	containing common
	Respond speedily with	common suffixes, with	Practise	Read words containing	suffixes independently.	suffixes independently.
	the correct sound to	some support	With some support,	common suffixes, with		
	graphemes for all 40+		read accurately words	increasing	Introduce	Embed
	phonemes, including,	Introduce, Practise	of two or more syllables	independence.	Read further common	Read further common
	where applicable,	and Assess	that contain the same		exception words, noting	exception words, noting
	alternative sounds for	Begin to read	graphemes.	Introduce	unusual	unusual
	graphemes.	accurately by blending	0 1	Read most words	correspondences	correspondences
		the sounds in words	Practise	quickly and accurately,	between spelling and	between spelling and
	Consolidate from Year	that contain the	Read words containing	without overt sounding	sound and where these	sound and where these
	1	graphemes taught so	common suffixes, with	and blending, when	occur in the word.	occur in the word.
	Read accurately by	far, especially	minimal support.	these have been		
	blending sounds in	recognizing alternative		frequently encountered.	Practise and Assess	Embed
	unfamiliar words	sounds for graphemes.	Introduce and Assess	1 3	Read aloud books	Read aloud books
	containing GPCs that	3 1	Read aloud books	Practise and Assess	closely matched to their	closely matched to their
	have been taught.	Practise	closely matched to their	Read aloud books	improving phonic	improving phonic
	5	Re-read familiar books	improving phonic	closely matched to their	knowledge, sounding	knowledge, sounding
	Consolidate from Year	to build up their fluency	knowledge, sounding	improving phonic	out unfamiliar words	out unfamiliar words
	1	and confidence in word	out unfamiliar words	knowledge, sounding	accurately,	accurately,
	Read common	reading.	accurately,	out unfamiliar words	automatically and	automatically and
	exception words, noting	3	automatically and	accurately,	without undue	without undue
	unusual	Assess	without undue	automatically and	hesitation.	hesitation.
	correspondences	Use reading skills to	hesitation.	without undue		
	between spelling and	answer question about		hesitation.	Develop	Embed
	sound and where these	a text.	Practise		Re-read familiar books	Re-read familiar books
	occur in the word.		Re-read familiar books	Develop	to build up their fluency	to build up their fluency
		Develop	to build up their fluency	Re-read familiar books	and confidence in word	and confidence in word
	Consolidate from Year	Read aloud accurately	and confidence in word	to build up their fluency	reading.	reading.
	1 and continue	books that are	reading.	and confidence in word	Ŭ	
	Read other words of	consistent with their	Ŭ	reading.	Practise and Develop	Embed
	more than one syllable	developing phonic		5	Read most words	Read most words
	that contain taught	knowledge and that do		Assess	quickly and accurately,	quickly and accurately,
	GPCs.	not require them to use		Use reading skills to	without overt sounding	without overt sounding
		other strategies to work		answer question about	and blending, when	and blending, when
	Consolidate from Year	out words.		a text	these have been	these have been
	1				frequently encountered.	frequently encountered.
	Read words with					
	contractions e.g. I'm,					

	can't, we'll. Introduce, Practise and assess Understand that an apostrophe in contractions represents omitted letters. Introduce and Practise 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. Introduce Re-read familiar books to build up their fluency and confidence in word reading. Introduce Begin to read some words containing common suffixes.					Assess Use reading skills to answer question about a text
Comprehend, locate and retrieve:	Introduce With adult modelling, begin to scan for key words in the text order to locate answers Introduce With adult support, begin to recognise simple recurring literary language. Introduce Begin to locate and discuss favourite words and phrases in The Last Wolf.	Practise With adult support, scan for key words in the text order to locate answers Practise With some support, recognise simple recurring literary language. Practise With some support, locate and discuss favourite words and phrases in Rabbit and Bear.	PractiseWith some support, scan for key words in the text order to locate answersPractiseWith some independence, recognise simple recurring literary language.PractiseWith some independence, locate and discuss favourite words and phrases in	Develop With some independence, scan for key words in the text order to locate answers Develop With increasing independence, recognise simple recurring literary language. Develop With increasing independence, locate and discuss favourite words and phrases in	Develop With growing independence, scan for key words in the text order to locate answers Develop Independently, recognise simple recurring literary language. Develop Independently, locate and discuss favourite words and phrases in Look Up,	Embed Independently scan for key words in the text order to locate answers Embed Independently, recognise simple recurring literary language. Embed Independently, locate and discuss favourite words and phrases in The Last Wolf.

Introduce	Practise	One Day Our Blue	Anna Hibiscus.	Develop	Embed
Begin to draw on	Check the text makes	Planet.		Check the text makes	Check the text makes
vocabulary knowledg			Develop	sense as they read.	sense as they read.
to understand texts a		Practise	Check the text makes		
solve problems	Introduce	Check the text makes	sense as they read.	Develop	Embed
including the 5 reading		sense as they read.		Confidently listen to and	Confidently listen to and
skills for	listen to and discuss a		Practise	discuss a wide range of	discuss a wide range of
comprehension	wide range of poems,	Practise	With some support,	poems, stories and	poems, stories and
comprenentier	stories and non-fiction	With some support,	listen to and discuss a	non-fiction at a level	non-fiction text at a
Introduce	at a level beyond that at	listen to and discuss a	wide range of poems,	beyond that at which	level beyond that at
Check the text make		wide range of poems,	stories and non-fiction	they can read	which they can read
sense as they read.	independently.	stories and non-fiction	at a level beyond that at	independently.	independently.
	independentiy.	at a level beyond that at	which they can read	independentiy.	independentiy.
	Introduce	which they can read	independently.	Develop	Embed
	With adult modelling,	independently.		Independently, analyse	Independently, analyse
	begin to analyse the		Practise	the wording of a	the wording of a
	wording of a question in	Practise	With some confidence.	question in order to	question in order to
	order to choose what to	With some support,	analyse the wording of	choose what to look for	choose what to look for
	look for in a text.	analyse the wording of	a question in order to	in a text.	in a text.
		a question in order to	choose what to look for		
	Introduce	choose what to look for	in a text.	Develop	Embed
	With adult modelling,	in a text.		Independently, find	Independently, find
	sometimes can find		Develop	answers where the	answers where the
	answers where the	Practise	With some confidence,	question word does not	question word does not
	question word does not	With support,	find answers where the	match the text word.	match the text word.
	match the text word.	sometimes can find	question word does not		
		answers where the	match the text word.	Develop	Embed
	Introduce	question word does not		Independently read and	Independently read and
	Begin to read and recite	match the text word.	Practise	recite a repertoire of	recite a repertoire of
	a repertoire of poems		Continue to read and	poems including	poems including
	including classical	Practise	recite a repertoire of	classical poetry.	classical poetry.
	poetry.	Continue to read and	poems including		
		recite a repertoire of	classical poetry.	Practise	Develop
	Practise	poems including	1 3	With some confidence	Independently navigate
	With some support,	classical poetry.	Practise	navigate different	different paragraphs of
	draw on vocabulary	. ,	With some support	paragraphs of	information texts, locate
	knowledge to	Introduce	navigate different	information texts, locate	the most suitable
	understand texts and	Begin to learn to:	paragraphs of	the most suitable	paragraph e.g. by
	solve problems	navigate different	information texts, locate	paragraph e.g. by	reading subheadings or
	including the 5 reading	paragraphs of	the most suitable	reading subheadings or	using other visual
	skills for	information texts, locate	paragraph e.g. by	using other visual	information, in order to
	comprehension	the most suitable	reading subheadings or	information, in order to	retrieve solutions.
		paragraph e.g. by	using other visual	retrieve solutions.	
		reading subheadings or	information, in order to		Embed
		using other visual	retrieve solutions.	Develop	Independently, draw on
		information, in order to		With some	vocabulary knowledge
		retrieve solutions.	Develop	independence, draw on	to understand texts and
			With growing	vocabulary knowledge	solve problems

			Practise With some support, draw on vocabulary knowledge to understand texts and solve problems including the 5 reading skills for comprehension.	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.
Inferential understanding:	Introduce 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 Cinders feel in the kitchen? Consolidate from Year 1 and Continue Predict what might happen next, on the basis of what has been read so far. Introduce Begin to learn about cause and effect e.g. what has prompted a character's behaviour.	Practise 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? Continue Predict what might happen next, on the basis of what has been read so far. Practise With support, learn about cause and effect e.g. Winnie the Pooh's and Tigger's behaviour. Introduce Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher. Introduce Begin to explain their understanding of what is read to them, beyond that which is explicitly stated e.g. make a sequence of events.	Practise 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? Continue Predict what might happen next, on the basis of what has been read so far. Practise With some support, learn about cause and effect e.g. what has prompted a character's behaviour. Practise Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher. Practise With support, explain their understanding of what is read to them, beyond that which is explicitly stated e.g.	Develop 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? Develop Predict what might happen next, on the basis of what has been read so far. Develop With some confidence, understand about cause and effect e.g. what has prompted a character's behaviour. Practise Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher. Practise With minimal support explain their understanding of what is read to them, beyond that which is explicitly stated e.g. a message	Develop 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? Develop predict what might happen next, on the basis of what has been read so far. Develop With confidence, understand about cause and effect. Develop Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher. Develop Independently explain their understanding of what is read to them, beyond that which is explicitly stated e.g. make a sequence of events.	Embed 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? Embed Independently predict what might happen next, on the basis of what has been read so far. Embed Independently, understand about cause and effect. Embed Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher. Embed 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 messade

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

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

until automatii decoding has embedded an is fluent. Introduce Begin to read words contain common grap accurately and undue hesitati sounding them books that are closely to work knowledge.	become d reading embedded and reading is fluent. Practise With support, read unfamiliar ing all hemes, d without on, by n out in matched and reading is fluent.	decoding has become embedded and reading is fluent. Practise 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.; Practise With some support, recite familiar poems by heart. Practise Read more Y2 CE words automatically by sight. Practise With support, use expression appropriately to support the meaning of sentences, including those which use subordination. Introduce Read some words quickly and accurately	until automatic decoding has become embedded and reading is fluent. Develop 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. Develop With confidence, recite familiar poems by heart. Practise Read many Y2 CE words automatically by sight. Practise With some support, use expression appropriately to support the meaning of sentences, including those which use subordination. Practise	decoding has become embedded and reading is fluent. Develop 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. Develop Independently, recite familiar poems by heart. Develop Read many Y2 CE words automatically by sight. Develop With confidence, use expression appropriately to support the meaning of sentences, including those which use subordination. Practise and Develop Read increasing number of words	decoding has become embedded and reading is fluent. Embed 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. Embed Independently, recite familiar poems by heart. Embed Read most Y2 CE words automatically by sight. Embed Independently, use expression appropriately to support the meaning of sentences, including those which use subordination. Embed Read most words quickly and accurately when they have been
Cross Curricular: Science - Livi and their habi		when they have been frequently encountered, without overt sounding and blending. Geography- Continents	Read many words quickly and accurately when they have been frequently encountered, without overt sounding and blending. Geography - Nigeria	quickly and accurately when they have been frequently encountered, without overt sounding and blending. History - Significant people	frequently encountered, without overt sounding and blending. Science - Animals including humans

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

Г	Concelidate from Voor	word's propunsistion	Prostico	Dractice	Develop	[]
	Consolidate from Year 2 and Continue	word's pronunciation.	Practise With some support, apply	Practise With some confidence.	Develop With confidence, apply	Embed
		Introduce	their growing knowledge		their growing knowledge	Independently apply their
	Revise and develop their			apply their growing		independently apply their
	knowledge of the skills	With support, begin to	of root words, prefixes and	knowledge of root words,	of root words, prefixes and	growing knowledge of root
	needed for reading e.g.	apply their growing	suffixes, both to read	prefixes and suffixes, both	suffixes, both to read	words, prefixes and
	with Dancing Bears and	knowledge of root words,	aloud and to understand	to read aloud and to	aloud and to understand	suffixes, both to read
	daily reading, as	prefixes and suffixes, both	the meaning of new words	understand the meaning	the meaning of new words	aloud and to understand
	appropriate.	to read aloud and to	they meet.	of new words they meet.	they meet.	the meaning of new words
		understand the meaning				they meet.
		of new words they meet.	Practise and Assess	Practise and Assess	Practise and Assess	
		-	Revise and develop their	Revise and develop their	Revise and develop their	Practise and Assess
		Practise and Assess	knowledge of the skills	knowledge of the skills	knowledge of the skills	Revise and develop their
		Revise and develop their	needed for reading e.g.	needed for reading e.g.	needed for reading e.g.	knowledge of the skills
		knowledge of the skills	with Dancing Bears and	with Dancing Bears and	with Dancing Bears and	needed for reading e.g.
		needed for reading e.g.	daily reading, as	daily reading, as	daily reading, as	with Dancing Bears and
		with Dancing Bears and	appropriate.	appropriate.	appropriate.	daily reading, as
		daily reading, as	appropriate.	appropriate.	appropriate.	appropriate.
		appropriate.				appropriate.
Comprehend,	Consolidate from Year	Practise	Practise	Develop	Develop	Embed
locate and	2 and Continue	With some support, listen	With some confidence.	With increasing	With confidence, listening	With confidence, listening
retrieve:	With support, listen to	to and discussing a wide	listen to and discuss a	confidence, listening to	to and discussing a wide	to and discuss a wide
Tetrieve.	and discuss a wide	range of fiction, poetry,	wide range of fiction,	and discussing a wide	range of fiction, poetry,	range of fiction, poetry,
	range of fiction, poetry,	plays, non-fiction and	poetry, plays, non-fiction	range of fiction, poetry,	plays, non-fiction and	plays, non-fiction and
	plays, non-fiction and	reference books or	and reference books or	plays, non-fiction and	reference books or	reference books or
	reference books or	textbooks throughout the	textbooks throughout the	reference books or	textbooks throughout the	textbooks throughout the
	textbooks throughout the	5	term.		term.	Ũ
	•	term.	tenn.	textbooks throughout the	term.	term.
	term.	Desetter	Desetter	term.	Develop	East and
		Practise	Practise	Develop	Develop	Embed
	Consolidate from Year	With some support, read	With some confidence,	Develop	Confidently, read books	Independently, read books
	2 and Continue	books that are structured	read books that are	With increasing	that are structured in	that are structured in
	With support, be able to	in different ways and	structured in different	confidence, read books	different ways and reading	different ways and reading
	read books that are	reading for a range of	ways and reading for a	that are structured in	for a range of purposes.	for a range of purposes
	structured in different	purposes e.g. metals,	range of purposes. e.g.	different ways and reading	e.g. local history and	e.g. Asia, mountains,
	ways and reading for a	magnets non-fiction and	light (science) and Europe	for a range of purposes	geography and poetry	volcanoes and animals
	range of purposes. e.g.	Christmas poetry.	and the Mediterranean.	e.g. Egypt today and in		
	stone age non-fiction,	erinourido poetry.		the past.	Develop	Embed
	rocks and UK.	Practise	Practise		Confidently, use	Independently, use
		With support, use	With some support, use	Develop	dictionaries to check the	dictionaries to check the
	Introduce	dictionaries to check the	dictionaries to check the	With some confidence,	meaning of words that	meaning of words that
	With adult modelling		meaning of words that	use dictionaries to check	they have read.	they have read.
	learn to use dictionaries	meaning of words that	they have read.	the meaning of words that	-	-
	to check the meaning of	they have read.		they have read.	Develop	Embed
	words that they have	Presting	Practise		Confidently, check that the	Independently, check that
	read.	Practise	With some confidence.	Develop	text makes sense to them.	the text makes sense to
		With some support, check	check that the text makes	With increasing	discussing their	them, discussing their
	Consolidate from Year	that the text makes sense	sense to them, discussing	confidence, check that the	understanding and	understanding and
	2 and Continue	to them, discussing their	their understanding and	text makes sense to them,	explaining the meaning of	explaining the meaning of
	With support, check that	understanding and	explaining the meaning of	discussing their	words in context.	words in context.
	whith support, theth that	explaining the meaning of	copianing the meaning of		WORDS IN COMEAL.	words in context.

the text makes sense to	words in context.	words in context.	understanding and	Develop	Embed
them, discussing their	words in context.	words in context.	explaining the meaning of	Confidently, retrieve and	Independently, retrieve
understanding and	Practise	Practise	words in context.	record information from	and record information
explaining the meaning	With support, retrieve and	With some support,	words in context.	non-fiction.	from non-fiction.
of words in context.	record information from	retrieve and record	Develop	non-neuon.	nom non-neuon.
of words in context.	non-fiction.	information from non-	With growing confidence,	Develop	Embed
Introduce	non-neuon.	fiction.	retrieve and record	Confidently, recognise	Independently, recognise
With adult modelling, be	Practise	liction.	information from non-	some different forms of	some different forms of
able to retrieve and		Practise	fiction.		
record information from	With support, recognise some different forms of	With some support,	neuon.	poetry e.g. free verse, narrative	poetry e.g. free verse, narrative
non-fiction.	poetry e.g. free verse,	recognise some different	Develop	nanalive	nanalive
non-neuon.	narrative	forms of poetry e.g. free	With some confidence,	Develop	Embed
Introduce	nanalive	verse, narrative	recognise some different	Independently, increase	Independently, increase
With adult support, begin	Practise	verse, narrative	forms of poetry e.g. free	their familiarity with a wide	their familiarity with a wide
to recognise some	With support, increase	Practise	verse, narrative	range of books, including	range of books, including
different forms of poetry	their familiarity with a wide	With some support,	verse, nanalive	fairy stories, myths and	fairy stories, myths and
e.g. free verse, narrative	range of books and	increase their familiarity	Develop	legends, and retelling	legends, and retelling
e.g. nee verse, hanalive	retelling some of these	with a wide range of	Confidently, increase their	some of these orally.	some of these orally.
Introduce	orally.	books, including fairy	familiarity with a wide	some of these ofally.	some of these ofaily.
With support, increase	orally.	stories, myths and	range of books, including	Develop	Embed
their familiarity with a	Practise	legends, and retelling	fairy stories, myths and	With increasing	Independently, retrieve
wide range of books, and	With support, become	some of these orally.	legends, and retelling	confidence, become more	facts and information
retelling some of these	more familiar with	some of these orally.	some of these orally.	familiar with retrieving	where question words and
orally.	retrieving facts and	Practise	some of these orally.	facts and information	text language vary.
orally.	information where	With support, become	Develop	where question words and	text language vary.
Introduce		more familiar with	With some confidence,		
With adult modelling,	question words and text	retrieving facts and	become more familiar with	text language vary.	Embed
start to become more	language vary.	information where	retrieving facts and		Independently, check the
familiar with retrieving	Practise	question words and text	information where	Develop	accuracy of what they are
facts and information	With support, check the	•	question words and text	With confidence, check	retrieving by reading
where question words	accuracy of what they are	language vary.	language vary.	the accuracy of what they	around the words or
and text language vary	retrieving by reading	Practise	language vary.	are retrieving by reading	phrases they find.
i.e. where the literal	around the words or	With some support, check	Develop	around the words or	pinases mey mu.
answer is somewhat	phrases they find.	the accuracy of what they	With some confidence.	phrases they find.	Embed
'hidden' in the	pinases mey miu.	are retrieving by reading	check the accuracy of	pinases mey miu.	Independently, scan for
vocabulary used.	Introduce	around the words or	what they are retrieving by	Develop	alternative synonyms or
vocabulary useu.	With adult modelling,	phrases they find.	reading around the words	Confidently, scan for	phrases.
Introduce	begin to scan for		or phrases they find.	alternative synonyms or	pinases.
With adult modelling,	alternative synonyms or	Practise		phrases.	Embed
check the accuracy of	phrases.	With support, start to scan	Develop	pindooo.	Independently, ask
what they are retrieving	pindooo.	for alternative synonyms	With growing confidence,	Develop	questions which improve
by reading around the	Practise	or phrases.	scan for alternative	With some confidence.	their own understanding.
words or phrases they	With some support, locate		synonyms or phrases.	ask questions which	then own understanding.
find.	and discuss words and	Introduce		improve their own	
1110.	phrases they find	With support, ask	Practise	understanding.	Embed
Introduce	interesting.	questions which improve	With some support, ask	understanding.	Independently, locate and
With adult modelling,	interesting.	their own understanding.	questions which improve	Develop	discuss words and
locate and discuss words		then own understanding.	their own understanding.	Confidently, locate and	phrases they find
Incate and discuss words	1		their own understanding.	Connuentiy, iOcale and	priraded uney linu

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

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

	begin to retell some stories orally.	Practise With support, discuss	Practise With support, identify how	Develop With increasing	Develop Confidently, discuss	Embed Confidently, discuss
	stones orally.	words and phrases which	language, structure and	confidence, discuss words	words and phrases which	words and phrases which
	Introduce	capture their interest.	presentation contribute to	and phrases which	capture their interest.	capture their interest
	With adult modelling,	capture then interest.	meaning.	capture their interest.	capture their interest.	capture then interest
	discuss words and	Practise	meaning.	capture men merest.	Develop	Embed
	phrases which capture	With support, express	Introduce	Develop	Confidently, express	Independently, express
	their interest.	preferences for text type.	With support, increase	With some confidence.	preferences for text type.	preferences for text type.
		preferences for tox type.	their familiarity with texts	express preferences for	protoronooc for tox type.	profotorio de los text type.
	Introduce	Introduce	including fairy stories,	text type.	Develop	Embed
	With adult modelling.	With adult modelling,	myths and legends		With some confidence.	Confidently, identify how
	express preferences for	begin to identify how	ing the and legende	Develop	identify how language,	language, structure and
	text type.	language, structure and		With some support,	structure and presentation	presentation contribute to
		presentation contribute to		identify how language,	contribute to meaning.	meaning.
		meaning.		structure and presentation	6	J. J
		Ĭ		contribute to meaning.	Develop	Embed
		Assess		Ũ	With some confidence,	Confidently, increase their
		Use their developing		Practise	increase their familiarity	familiarity with texts
		reading, comprehension		With some support,	with texts including fairy	including fairy stories,
		skills, authorial effect		increase their familiarity	stories, myths and	myths and legends.
		knowledge independently.		with texts including fairy	legends.	
				stories, myths and		Assess
				legends		Use their developing
						reading, comprehension
				Assess		skills, authorial effect
				Use their developing		knowledge independently.
				reading, comprehension		
				skills, authorial effect		
				knowledge independently.		
Fluency and	Consolidate from Year	Practise	Practise	Develop	Develop	Embed
phrasing:	2 and Continue	With some support, read	With some support, read	With some confidence,	Confidently, read one	Confidently, read one
	With support, read one	one paragraph each in	one paragraph each in	read one paragraph each	paragraph each in reading	paragraph each in reading
	paragraph each in	reading aloud once a	reading aloud once a	in reading aloud once a	aloud once a week	aloud once a week.
	reading aloud once a	week. Projecting voice	week. Projecting voice	week. Projecting voice	Projecting voice	Projecting voice
	week. Projecting voice	confidently for all listeners	confidently for all listeners	confidently for all listeners	confidently for all listeners	confidently for all listeners
	confidently for all	to hear during whole class	to hear during whole class	to hear during whole class	to hear during whole class	to hear during whole class
	listeners to hear during	reading.	reading.	reading.	reading.	reading.
	whole class reading.	Practise	Practise	Develop	Develop	Embed
	Consolidate from Year	With some support, read	With some confidence,	With confidence, read	Confidently, read age-	Confidently, read age-
	2 and Continue	age-appropriate	read age-appropriate	age-appropriate books	appropriate books	appropriate books
	With support, read age-	books accurately and at a	books accurately and at a	accurately and at a speed	accurately and at a speed	accurately and at a speed
	appropriate books, from	speed that is sufficient for	speed that is sufficient for	that is sufficient for them	that is sufficient for them	that is sufficient for them
	the class book corner,	them to focus on	them to focus on	to focus on understanding,	to focus on understanding,	to focus on understanding,
	school library or	understanding, rather than	understanding, rather than	rather than on decoding	rather than on decoding	rather than on decoding
	differentiated reading	on decoding individual	on decoding individual	individual words.	individual words.	individual words.
	books, accurately and at	words.	words.			
	a speed that is sufficient					
L		1	1	1	ſ	í

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

	End Points which show Progression of knowledge, understanding and skills in Reading Year Group 4								
	T1	T2	Т3	T4	T5	Т6			
Key TEXTS:	English Text: The King Who Banned the Dark by Emily Booth	English Text: Pugs of the Frozen North by Philip Reeve	English Text: Werewolf Club Rules by Joseph Coelho and Wolves by Emily Gravett	English Text: The Great Kapok Tree by Lynne Cherry	English Text: Princess and the Pea variations by Hans Christian Anderson,	English Text: Arthur and the Golden Rope by Joe Todd Stanton			
	Whole Class Reading Text: variety of genre including Enormous	Whole Class Reading Text: variety of genre including Sophie's Snail,	Whole Class Reading Text: variety of genre	Whole Class Reading Text: variety of genre with emphasis on non-	Lauren Child and Rachel Isadora	Whole Class Reading Text: variety of genre			

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

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

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

	explore meanings in	Assess	Practise	phrases to explore	Develop	Embed
	context	Use inference skills taught so far	With some support, discuss and explain	meanings in context	Confidently, justify their inferences with textual	Independently, justify their inferences with
		independently.	words and phrases to	Practise	evidence, as a familiar	textual evidence, as a
			explore meanings in	With some confidence,	exercise.	familiar exercise
			context	justify their inferences		
				with textual evidence, as		Assess
			Introduce	a familiar exercise.		Use inference skills
			Begin to justify their			taught so far
			inferences with textual	Assess		independently.
			evidence, as a familiar	Use inference skills		
			exercise.	taught so far		
Respond to text:	Introduce	Practise	Practise	independently.	Develop	Embed
Respond to text.	With adult modelling,	With some support, write	With minimal support,	With some confidence.	With increasing	Independently, write and
	write and orally evaluate	and orally evaluate texts	write and orally evaluate	write and orally evaluate	confidence, write and	orally evaluate texts by
	texts by writing book	by writing book reviews	texts by writing book	texts by writing book	orally evaluate texts by	writing book reviews
	reviews	2,	reviews	reviews	writing book reviews	
		Practise			5	Embed
	Introduce	With some support,	Practise	Develop	Develop	Independently, consider
	With adult modelling,	consider relationship	With some support,	With some support,	With increasing	relationship between
	consider relationship	between vocabulary, plot	consider relationship	consider relationship	confidence, consider	vocabulary, plot and
	between vocabulary, plot	and illustration	between vocabulary,	between vocabulary,	relationship between	illustration
	and illustration	Interview and Departies	plot and illustration	plot and illustration	vocabulary, plot and	Develop
	Introduce and Embed	Introduce and Practise Develop their familiarity	Introduce and Develop	Develop	illustration	Develop Develop their familiarity
	Discuss intention of use	with myths and legends;	Identify word and poetic	With growing	Introduce and Develop	with myths and legends;
	of and connotations of	retell some of these	device choices in poems	confidence. and	Identify messages	retell some of these
	words 'power' and 'ban'	orally	and discuss effect on	gathering experience	hidden in fables and	orally.
			reader	from a wider range of	fairy tales	
	Introduce	Practise		texts, children build	, , , , , , , , , , , , , , , , , , ,	Develop
	With growing confidence,	With growing	Introduce	positive attitudes to	Practise and Develop	Identify word and poetic
	and gathering	confidence, and	Discuss relationship	reading, by reading	Develop their familiarity	device choices in poems
	experience from a wider	gathering experience	between author and	listening to and	with myths and legends;	and discuss effect on
	range of texts, children	from a wider range of	character in poems by	discussing a wide range	retell some of these	reader
	build positive attitudes to	texts, children build	considering portrayal	of non-fiction.	orally.	Develop
	reading, by reading, listening to and	positive attitudes to reading, by reading	through vocabulary choice	Develop	Develop	Develop With growing
	discussing a wide range	listening to and	Introduce and Develop	Take turns and listening	With growing	confidence, and
	of fiction.	discussing a wide range	Identify and discuss	to what others say	confidence. and	gathering experience
		of fiction.	emotions in poetry		gathering experience	from a wider range of
	Introduce			Develop	from a wider range of	texts, children build
	Take turns and listening	Practise	Practise	With greater confidence,	texts, children build	positive attitudes to
	to what others say.	Take turns and listening	With growing	show increasing	positive attitudes to	reading, by reading
		to what others say.	confidence, and	awareness of authorial	reading, by reading	listening to and
	Introduce		gathering experience	choice, discuss words	listening to and	discussing a wide range
	With adult support, show	Practise	from a wider range of	and phrases which	discussing a wide range	of fiction, poetry and
	an increasing awareness	With support, show an	texts, children build	capture their interest.	of reference/text books	non-fiction

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

	unfamiliar printed words and recognising familiar words Consolidate from Year 3, Introduce and Assess Sight-read a wide range of exception words from the Y3-4 list Introduce With adult support as decoding becomes more secure, become independent, fluent and enthusiastic readers	words Practise and Assess Sight-read some more of exception words from the Y3-4 list Practise With some support, as decoding becomes more secure, become independent, fluent and enthusiastic readers	unfamiliar printed words and recognising familiar words Practise and Assess Sight-read many of exception words from the Y3-4 list Practise With support, as decoding becomes more secure, become independent, fluent and enthusiastic readers Introduce and Practise Read aloud and perform own poetry to demonstrate understanding of intonation, tone, volume and action. Introduce With support, notice where commas create phrasing within sentences Introduce With support, read with expression, using the punctuation to support meaning, including multi-clause sentences Introduce and practise Begin to recite whole poems with growing awareness of the listener	unfamiliar printed words and recognising familiar words Develop and Assess Sight-read a widening range of exception words from the Y3-4 list Develop With growing confidence, as decoding becomes more secure, become independent, fluent and enthusiastic readers Practise With some support, notice where commas create phrasing within sentences Practise With some support, read with expression, using the punctuation to support meaning, including multi-clause sentences	and recognising familiar words Develop and Assess Sight-read a most of exception words from the Y3-4 list Develop Confidently, as decoding becomes more secure, become independent, fluent and enthusiastic readers Develop Confidently, notice where commas create phrasing within sentences Practise and Develop With some confidence, read with expression, using the punctuation to support meaning, including multi-clause sentences Develop and Embed Read aloud and perform own playscripts to demonstrate understanding of intonation, tone, volume and action.	and recognising familiar words Embed and Assess Sight-read all of exception words from the Y3-4 list Embed Confidently, as decoding becomes more secure, become independent, fluent and enthusiastic readers Embed Independently, notice where commas create phrasing within sentences Develop Confidently, read with expression, using the punctuation to support meaning, including multi- clause sentences Develop and Embed Read aloud and perform own poetry to demonstrate understanding of intonation, tone, volume and action
Cross-Curricular	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 wh	ich show Progression of k	nowledge, understanding	and skills in Reading	Year Group 5	
------------------------	--	---	--	--	---	---
	T1	T2	ТЗ	T4	T5	Тб
Key TEXTS:	English Text: Storm by Kevin Crossley-Holland The Highwayman by Alfred Noyes	English Text: Macbeth by William Shakespeare The Christmas Truce by A Literacy Shed Unit	English Text: Selection of Greek Myths from Atticus the Storyteller's 100 Greek Myths by Lucy Coates and Anthony Lewis	English Text: Selection of instructions. Limericks by Edward Lear and Spike Milligan	English Text: Pebble in my Pocket by Meredith Hooper A selection of biographies.	English Text: The Matchbox Diary by Paul Fleischman Poetry by Lakeland poets e.g.: Wordsworth
	Whole Class reading Text: 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	Whole Class reading Text: 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	Whole Class reading Text: 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 & Almasty Julius Zebra: Grapple with the Greeks by Gary Northfield Story of the Olympics by Richard Brassey	Whole Class reading Text: 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	Whole Class reading Text: 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)	Whole Class reading Text: 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
	End of the Day Text: Jack Bolt and the Highwaymen's Hideout by Jack Hamilton	End of the Day Text: Mysterious Traveller by Mal Peet and Elspeth Graham Cloud Tea Monkeys by Mal Peet and Elspeth Graham 5-minute Nativity Stories by various authors	End of the Day Text: The Legend of Podkin One Ear by Kieran Larwood	End of the Day Text: The Night Bus Hero by Onjali. Q. Rauf (2 weeks)	End of the Day Text: The Drowning Day by Anne Cassidy	End of the Day Text: Wonder by R J Palacio
Decode / word-reading:	Consolidate from Year 4 and Introduce 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	Introduce and Assess 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	Introduce and Assess 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	Introduce and Assess 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	Introduce and Assess 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.	Introduce and Assess Read more of the exception words from the Y5-6 list including words with hyphens to join a prefix, challenge words and revision. Embed Confidently and independently, ensure that attention is paid to

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

Consolidate from Year	Practise	Practise	Develop	Develop	Embed
4 and Introduce	With support, check that	With increasing	With confidence, check	With some	Independently and
With support, check that	the book makes sense	confidence, check that	that the book makes	independence, check	confidently, check that
the book makes sense to	to them, discussing their	the book makes sense	sense to them,	that the book makes	the book makes sense
them, discussing their	understanding and	to them, discussing their	discussing their	sense to them,	to them, discussing their
understanding and	exploring the meaning of	understanding and	understanding and	discussing their	understanding and
exploring the meaning of	words in context.	exploring the meaning of	exploring the meaning of	understanding and	exploring the meaning of
words in context.		words in context.	words in context.	exploring the meaning of	words in context.
	Develop and Embed			words in context.	
Consolidate from Year	Confidently, understand	Practise	Develop		Embed
4 and Continue	that books that are	Distinguish between	Distinguish between	Develop	Distinguish between
Revisit the	structured in different	statements of fact and	statements of fact and	Distinguish between	statements of fact and
understanding that	ways and reading for a	opinion in the main	opinion in various texts	statements of fact and	opinion a variety of texts
books that are structured	range of purposes.	English texts.	throughout the term.	opinion in biographies.	throughout the term.
in different ways and		-	5		5
reading for a range of	Practise	Practise	Develop	Develop	Embed
purposes.	Distinguish between	Explain and discuss their	Explain and discuss their	Explain and discuss their	Explain and discuss
	statements of fact and	understanding of what	understanding of what	understanding of what	their understanding of
Introduce	opinion in whole class	they have read,	they have read,	they have read,	what they have read,
Distinguish between	reading texts e.g. when	including debates and	including through	including through formal	including through
statements of fact and	discussing the Titanic	using notes where	debates, and using	presentations and using	informal presentations,
opinion when discussing	Ũ	necessary.	notes where necessary.	notes where necessary.	maintaining a focus on
whole class reading	Practise				the topic and using
texts e.g. when	Explain and discuss their	Practise	Introduce	Practise and Develop	notes where necessary.
discussing WW2	understanding of what	With support, discuss	Begin to recommend	Confidently recommend	
5	they have read,	their understanding and	books that they have	books that they have	Embed
Introduce	including debates and	explore the meaning of	read to their peers,	read to their peers,	Enthusiastically
Explain and discuss their	using notes where	words in context	giving reasons for their	giving reasons for their	recommending books
understanding of what	necessary.		choices.	choices.	that they have read to
they have read, including		Practise			their peers, giving
maintaining a focus on	Practise	With support, ask	Introduce	Practise and Develop	reasons for their
the topic and using notes	With some support,	questions which develop	With support, begin to	With growing	choices.
where necessary.	discuss their	their understanding.	identify and discuss	confidence, Identify and	
-	understanding and	2	themes and conventions	discuss themes and	Embed
Consolidate from Year	explore the meaning of	Practise	in and across a wide	conventions in and	Independently, identify
4 and Continue	words in context.	With some support,	range of writing.	across a wide range of	and discuss themes and
With adult modelling,		retrieve key details and	-	writing.	conventions in and
discuss their	Practise	begin to find quotations	Introduce	-	across a wide range of
understanding and	With some support, ask	from a whole text.	With adult support, begin	Practise and Develop	writing.
explore the meaning of	questions which develop		to retrieve, record and	With some support,	
words in context.	their understanding.	Practise	present information from	retrieve, record and	Embed
		With some confidence,	non-fiction.	present information from	Independently, retrieve,
Consolidate from Year	Practise	locate the author's	Develop	non-fiction.	record and present
4 and Introduce	With some support,	viewpoint, either where it	With some confidence,		information from non-
With adult modelling, ask	retrieve key details and	is explicitly stated, or	discuss their	Develop	fiction.
questions which develop	begin to find quotations	when it can be retrieved	understanding and	Confidently, discuss	
their understanding.	from a whole text.	through using similar	explore the meaning of	their understanding and	Embed
		words and phrases.	words in context	explore the meaning of	Independently, discuss

Introduce

With adult modelling. begin to retrieve key details and begin to find quotations from a whole text.

Introduce

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.

Introduce

With adult support, begin to understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.

Consolidate from Year

4. Revise and Continue 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.

Practise 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.

With some support, understand some challenging vocabulary and its meaning within context. sometimes supported by using a dictionary or thesaurus.

Practise

Practise

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.

Assess

Use their developing reading and comprehension skills independently.

Practise With developing confidence, understand some challenging vocabulary and its meaning within context. sometimes supported by using a dictionary or thesaurus.

Practise

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.

With some confidence. ask questions which develop their understanding.

Develop

Develop

With increasing confidence, retrieve kev details and begin to find quotations from a whole text.

Develop

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.

Develop

With increasing confidence, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.

Develop

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.

Assess

Use their developing reading and comprehension skills independently.

thesaurus.

their understanding and explore the meaning of words in context

Embed

words in context.

Confidently, ask

their understanding.

questions which develop

Confidently, retrieve key

details and begin to find

quotations from a whole

Confidently, locate the

where it is explicitly

similar words and

With increased

a whole text first to

or section of text an

author's viewpoint. either

stated, or when it can be

confidence, skim or scan

select which paragraph

answer may be located

in and then use the text

to support their answers.

Confidently, understand

meaning within context,

sometimes supported by

using a dictionary or

some challenging

vocabulary and its

retrieved through using

Develop

Develop

Develop

phrases.

Develop

Develop

text.

Independently, ask questions which develop their understanding.

Embed

Independently, retrieve key details and begin to find quotations from a whole text.

Embed

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.

Embed

Confidently and independently. understand some challenging vocabulary and its meaning within context. sometimes supported by using a dictionary or thesaurus.

Embed

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.

Assess

Use their developing reading and comprehension skills

						independently.
Inferential	Consolidate from Year	Practise and Develop	Embed	Introduce	Practise and Develop	Embed
understanding:	4 and Continue	Confidently, draw	Independently, draw	With adult support, begin	With growing	Confidently, draw
	With support continue to	inferences	inferences	to draw inferences such	confidence, draw	inferences such as
	draw inferences	independently, often	independently, often	as inferring characters'	inferences such as	inferring characters'
	independently, often	justifying with textual	justifying with textual	feelings, thoughts and	inferring characters'	feelings, thoughts and
	justifying with textual	evidence.	evidence.	motives from their	feelings, thoughts and	motives from their
	evidence.		_	actions, and justifying	motives from their	actions, and justifying
		Practise	Practise	inferences with	actions, and justifying	inferences with
	Consolidate from Year	With some support, ask	With some confidence,	evidence.	inferences with	evidence.
	4 and Continue	good quality questions to	ask some good quality		evidence.	
	Revise asking questions	improve their	questions to improve	Develop		Embed
	to improve their	understanding.	their understanding.	With increasing	Develop	Confidently, ask
	understanding.	Desetter	Desetter	confidence, ask good	With confidence ask	appropriate questions to
	Concelidate from Veen	Practise	Practise	quality questions to	appropriate questions to	improve their
	Consolidate from Year 4 and Continue	With some support,	With some confidence,	improve their	improve their	understanding.
		make predictions about	make predictions about	understanding.	understanding.	Embed
	Revise making	what might happen from details stated and	what might happen from details stated and	Develop	Develop	Confidently and
	predictions about what might happen from	implied.	implied.	With a developing	Confidently, make	independently make
	details stated and	implied.	implied.	confidence, make	predictions about what	predictions about what
	implied.	Introduce, Practise and	Introduce	predictions about what	might happen from	might happen from
	implied.	Embed	With some support,	might happen from	details stated and	details stated and
	Introduce and Practise	Be able to identify and	make predictions from	details stated and	implied.	implied.
	With adult support, orally	discuss themes across a	implied details, both	implied.	inipiloa.	implied.
	and in writing summarise	wide range of texts, both	before and after events.	impriod.	Develop	Embed
	main ideas of a text.	fiction, non-narrative and		Practise	With increasing	Independently, make
		poetry.	Develop and Embed	With some confidence.	confidence, make	predictions from implied
	Introduce	1 9	Independently, orally	make predictions from	predictions from implied	details, both before and
	With adult modelling,	Practise and Develop	and in writing summarise	implied details, both	details, both before and	after events.
	discuss and explore the	With growing	main ideas of a text.	before and after events.	after events.	
	precise meaning of	confidence, orally and in				Embed
	words and phrases in	writing summarise main	Introduce	Practise	Develop	Confidently, make
	context using teacher led	ideas of a text.	With adult support, make	With some support,	With increasing	comparisons within and
	sentences.		comparisons within and	make comparisons	confidence, make	across texts, referring to
		Practise	across texts, referring to	within and across texts,	comparisons within and	both reference points.
		With some support,	both reference points.	referring to both	across texts, referring to	
		discuss and explore the		reference points.	both reference points.	Embed
		precise meaning of	Introduce			Independently,
		words and phrases in	With adult support begin	Practise and Develop	Develop	summarise the main
		context using teacher	to summarise the main	With some support,	With increasing	ideas drawn from more
		led sentences.	ideas drawn from more	summarise the main	confidence, summarise	than one paragraph,
			than one paragraph,	ideas drawn from more	the main ideas drawn	identifying key details
		Assess	identifying key details	than one paragraph,	from more than one	that support the main
		Use their inferential skills	that support the main	identifying key details	paragraph, identifying	ideas.
		independently	ideas.	that support the main	key details that support	Embod
		developed so far.		ideas.	the main ideas.	Embed
						Independently, discuss

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

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

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

			Embed With continuing confidence revise and sight-read all Y3-4 exception words with automaticity.	increasing automaticity. Develop Read silently and then discuss what they have read on a daily basis. Introduce Begin to sight-read some Yr5-6 exception words with some automaticity.	Develop Read silently and then discuss what they have read on a daily basis. Practise Be able to sight-read more Yr5-6 exception words with some automaticity.	with increasing automaticity. Embed Read silently and then discuss what they have read on a daily basis. Develop Be able to sight-read many Yr5-6 exception words with increasing automaticity.
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

	T1	T2	knowledge, understanding a	T4	ear Group 6 T5	T6
Key TEXTS:	English Text: There's a boy in the girl's bathroom by Louis Sachar Seasons of Splendour by Madhur Jaffrey	English Text: Alma (short film clip – Literacy Shed) The Journey by Francesca Sanna A Christmas Carol (various versions)	English Text: Shackleton's Journey by William Grill Fox by Margaret Wild	English Text: Suffragettes: The Battle for Equality by David Roberts Clockwork by Phillip Pullman Wing (short film clip - Literacy Shed)	English Text: Street Child by Berlie Doherty Hamlet – Orchard version The Viewer by Gary Crew	English Text: Where do you go, Birdy Jones? By Joanna Nadin
	Whole Class Reading: 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	Whole Class Reading: 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	Whole Class Reading: 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	Whole Class Reading:Extracts selected mostlyfrom Fred's TeachingWhen we got lost inDreamland by RossWelfordThe Hobbit (classic)Treasure Island –comprehensionThe Jungle Book -comprehensionSATs practice papersComprehension Ninjaretrieval papers	Whole Class Reading: 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	Whole Class Reading: Extracts selected mostly from Fred's Teaching Awesome women- Michelle Obama - extracts from Becoming and Become a Leader like Michelle Obama

	The Haunting of Aveline Jones by Phil Hickes Colonel Fazackerley Butterworth –Toast Raven by Edgar Allen Poe The Jabberwocky Nonsense poems Newspaper articles from The News Shed <u>End of the Day Text:</u> The Last Wild – Piers Torday	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 <u>End of the Day Text:</u> The Last Wild – Piers Torday	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 <u>End of the day Text:</u> Snot Chocolate (short stories) Ice Trap – Shackleton -The Last Wild – Piers Torday	<u>End of the day Text:</u> Cogheart - Peter Bunzl	Playscripts SATs practice papers Comprehension Ninja retrieval papers <u>End of the day Text:</u> Cogheart – Peter Bunzl	<u>End of the day Text:</u> The Girl with Space in her Heart - Lara Williamson
Decode / word-reading:	Consolidate from Year 5, Revise and Embed 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. Consolidate from Year 5, Continue and Assess Read a wide range of exception words, including from the Y5-6 list and similar words which occur in the texts they read. Consolidate from Year 5 Continue and Assess Revise and develop their knowledge of the skills needed for reading e.g. Apples and Pears,	Practise and Assess 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. Practise and Assess Revise and develop their knowledge of the skills needed for reading e.g. Apples and Pears, Dancing Bears and daily reading, as appropriate	Practise and Assess 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 Practise and Assess Revise and develop their knowledge of the skills needed for reading e.g. Apples and Pears, Dancing Bears and daily reading, as appropriate	Practise and Assess 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. Practise and Assess Revise and develop their knowledge of the skills needed for reading e.g. Apples and Pears, Dancing Bears and daily reading, as appropriate	Practise and Assess 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 Practise and Assess Revise and develop their knowledge of the skills needed for reading e.g. Apples and Pears, Dancing Bears and daily reading, as appropriate	Practise and Assess 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 Practise and Assess Revise and develop their knowledge of the skills needed for reading e.g. Apples and Pears, Dancing Bears and daily reading, as appropriate

Darking Bears, aday reading and pre-teaching for whole class reading and retrieve: Practise Practise Develop Earns a wider range of poetry sometimes by heart. Develop Earns a wider range of poetry often by heart. Practise Fractise Learn a wider range of poetry sometimes by heart. Practise Develop Learn a wider range of poetry often by heart. Develop Learn a wider range of poetry often by heart. Practise Practise Develop Learn a wider range of poetry sometimes by heart. Develop Learn a wider range of poetry often by heart. Practise Practise Develop Learn a wider range of poetry sometimes by heart. Develop Learn a wider range of poetry often by heart. Practise Practise Develop Introduce Develop D							
for whole class reading and retrieve: for whole class reading appropriate Practise Develop Learn a wider range of poetry sometimes by heart. Develop Learn a wider range of poetry othen by heart. Earns a wider range of poetry othen by heart. Embod Introduce Min adult modeling, prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Practise Practise Develop poetry sometimes by heart. Develop poetry sometimes by heart. Develop poetry othen by heart. Develop poetry othen by heart. Learn a wider range of poetry othen by he							
Comprehend, locale and retrieve: Comprehend, locale and retrieve: Comprehend, locale and continue Learn a wider range of poetry sometimes by heart. Practise Learn a wider range of poetry sometimes by heart. Practise Learn a wider range of poetry sometimes by heart. Develop Learn a wider range of poetry sometimes by heart. Ented 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. Ented Introduce Ented Develop Ented Learn a wider range of poetry sometimes by heart. Ented Introduce and Practice With introation, tone and volume so that the meaning is clear to an audience. Ented Develop Ented Learn a wider range of poetry sometimes by heart. Ented Introduce and Practice Develop Ented Introduce and Practice With introation, tone and volume so that the meaning is clear to an audience. Ented 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. Develop Confidence, prepare to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Develop Entition including clears filtion including clears filtion including clears filtion including clears filtion including clears including supense. Develop Fractise Show a developing ability to distinguish between statements of fact and opinion. Develop Fractise Show a developing ability to distinguish between statements of fact and opinion. Develop Practise Show a developing ability to distinguish for and continue statements of fact and opinion.							
Comprehend, locate and retrieve: Consolidate from Year Eam a wider range of poetry sometimes by heart. Practise Learn a wider range of poetry sometimes by heart. Practise Learn a wider range of poetry often by heart. Develop Learn a wider range of poetry often by heart. Introduce aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Practise With increasing confidence, prepare to read aloud and to perform, showing understanding through intonation, tone and volumes ot hat the meaning is clear to an audience. Develop Confidenty forearia audience. Develop the perform, showing understanding through intonation, tone and volumes ot hat the meaning is clear to an audience. Develop the perform, showing understanding through intonation, tone and volumes ot hat the meaning is clear to an audience. Develop Confidenty with range of thicton including means the world and adventure is tories. Develop the perform, the perform, audience. Develop the perform, the meaning is clear to an audience. Develop Confidenty with range of thicton including means the world and adventure is tories. Develop the perform, the meaning is clear to an audience. Develop the perform, the meaning is clear to an audience. Develop the meaning is clear to an audience. Develop the meaning is clear to an audience							
and retrieve: S and Continue Learn a wider range of poetry sometimes by heart. Learn a wider range of poetry sometimes by heart. Learn a wider range of poetry sometimes by heart. Learn a wider range of poetry sometimes by heart. Learn a wider range of poetry sometimes by heart. Learn a wider range of poetry sometimes by heart. Learn a wider range of poetry sometimes by heart. Learn a wider range of poetry sometimes by heart. Learn a wider range of poetry sometimes by heart. Learn a wider range of poetry sometimes by heart. Learn a wider range of poetry sometimes by heart. Learn a wider range of poetry sometimes by heart. Develop Learn a wider range of poetry sometimes by heart. Learn a wider range of poetry sometimes by heart. Learn a wider range of poetry sometimes by heart. Develop Learn a wider range of poetry sometimes by heart. Learn a wider range of poetry sometimes by heart. Develop Develop moetry sometimes by heart. Develop moetry sometimes by heart. Learn a wider range of poetry sometimes by heart. Develop moetry sometimoetry sometimes by heart. Deve		as appropriate					
Learn a wider range of petry sometimes by heart.poetry sometime	Comprehend, locate	Consolidate from Year	Practise	Practise	Develop	Develop	Embed
peetry sometimes by heart.heart.heart.Heart.Introduce 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.heart.Embed Independently, prepare press to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.Introduce and Practise Independently, prepare to add and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.Introduce and PractiseDevelop and EmbedConsolidate from Year S and Continue to demonstrate an increasing familianty with range of fiction including tradiunal stories (indian folktales rokitagis from three Stores (indian folktales rokitagis from three stories (indian folktales rokitagis from Year S. Revise and Continue to distinguish between statements of fact and opinion.Practise PractiseDevelop Confidently demonstrate a familiarity with range of fiction including classic literature.Develop Confidently be able to show a ability to distinguish between statements of fact and opinion.Develop PractiseDevelop Independently be able to show a ability to distinguish between atter exerct and opinion.Embed Independently be able to show an ability to distinguish between atter exerct and opinion.Embed Independently be able to show an ability to distinguish between atter exerct and opinion.Independently maintain from ability to distinguish between atter exerct and opinion.Develop With increasi	and retrieve:	5 and Continue	Learn a wider range of	Learn a wider range of	Learn a wider range of	Learn a wider range of	Learn a wider range of
peetry sometimes by heart.heart.heart.Heart.Introduce 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.heart.Embed Independently, prepare press to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.Introduce and Practise Independently, prepare to add and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.Introduce and PractiseDevelop and EmbedConsolidate from Year S and Continue to demonstrate an increasing familianty with range of fiction including tradiunal stories (indian folktales rokitagis from three Stores (indian folktales rokitagis from three stories (indian folktales rokitagis from Year S. Revise and Continue to distinguish between statements of fact and opinion.Practise PractiseDevelop Confidently demonstrate a familiarity with range of fiction including classic literature.Develop Confidently be able to show a ability to distinguish between statements of fact and opinion.Develop PractiseDevelop Independently be able to show a ability to distinguish between atter exerct and opinion.Embed Independently be able to show an ability to distinguish between atter exerct and opinion.Embed Independently be able to show an ability to distinguish between atter exerct and opinion.Independently maintain from ability to distinguish between atter exerct and opinion.Develop With increasi		Learn a wider range of	poetry sometimes by	poetry sometimes by			
hear.PractisePractiseDevelopEmbedIntroduce and PractiseDevelop and EmbedWith 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.PractiseDevelopWith increasing confidence, prepare to prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.DevelopDevelop with increasing confidence, prepare to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.DevelopDevelop with ange a faction intonation to end volume so that the meaning is clear to an audience.Develop Confidently demonstrate a familiarity with range and continue through radional data through radional dataDevelop Confidently demonstrate a familiarity with range and continue through radional dataDevelop Confidently demonstrate a familiarity with range of indicain including classic interation including radional prior.Develop Confidently demonstrate a familiarity with range of indicain including classic interation including classic 		3			1	1	1
IntroducePractiseDevelopIndependently, prepare to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.DevelopIndependently, prepare to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.With increasing read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.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.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.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.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.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.With increasing and including classic literatureWith increasing and increasing familiarity intonation, tone and volume so that the meaning is clear to an audience.DevelopDevelopDevelopDevelopConsolidate from Year S. Revise and Continue subienes in fact and opinion.Practise fact and opinion.Practise recer and opinion. <th></th> <th></th> <th></th> <th></th> <th>Embed</th> <th>Introduce and Practise</th> <th>Develop and Embed</th>					Embed	Introduce and Practise	Develop and Embed
IntroduceWith 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.prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.present intonation, tone and volume so that the meaning is clear to an audience.present is to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.present is to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.present is to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.present is to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.present is to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.present is to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.present is to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.present is to an audience.present is to perform, showing understanding through intonation, tone and volume so that the maintain foulding classic literature.present is to perform, showing understanding through intonation, to			Practise	Develop			
With adult modelling, perpare poems to read aloud and to perform, showing understanding through intonation, tone and volumes ob that the meaning is clear to an audience.confidence, prepare poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.perform, showing understanding through understanding through intonation, tone and volume so that the meaning is clear to an audience.perform, showing understanding through understanding through intonation, tone and volume so that the meaning is clear to an audience.perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.perform, showing understanding throu		Introduce					
prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.understanding through intonation, tone and volume so that the meaning is clear to an audience.understanding through intonation, tone and volume so that the meaning is clear to an audience.understanding through intonation, tone and volume so that the meaning is clear to an audience.understanding through intonation, tone and volume so that the meaning is clear to an audience.understanding through intonation, tone and volume so that the meaning is clear to an audience.understanding through intonation, tone and volume so that the meaning is clear to an audience.understanding through intonation, tone and volume so that the meaning is clear to an audience.understanding through intonation, tone and volume so that the meaning is clear to an audience.understanding through intonation, tone and volume so that the meaning is clear to an audience.understanding through intonation, tone and volume so that the meaning is clear to an audience.understanding through intonation, tone and volume so that the meaning is clear to an audience.understanding through intonation, tone and volume so that the meaning is clear to an audience.understanding through intonation, tone and volume so that the meaning is clear to an audience.DevelopDevelopDevelopDevelopDevelopDevelopEmbedEmbed fortion non-fiction e.g. pr				0			
alcud and to perform, showing understanding through intonation, tome and volume so that the meaning is clear to an audience.showing understanding through intonation, tome and volume so that the meaning is clear to an audience.intonation, tome and volume so that the meaning is clear to an audience.intonation, tome and volume so that the meaning is clear to an audience.intonation, tome and volume so that the meaning is clear to an audience.intonation, tome and volume so that the meaning is clear to an audience.intonation, tome and volume so that the meaning is clear to an audience.intonation, tome and volume so that the meaning is clear to an audience.intonation, tome and volume so that the meaning is clear to an audience.intonation, tome and volume so that the meaning is clear to an audience.intonation, tome and volume so that the meaning is clear to an audience.intonation, tome and volume so that the meaning is clear to an audience.intonation, tome and volume so that the meaning is clear to an audience.intonation, tome and volume so that the meaning is clear to an audience.intonation, tome and volume so that the meaning is clear to an audience.intonation, tome and volume so that the meaning is clear to an audience.intonation, tome and volume so that the meaning is clear to an audience.intonation, tome and volume so that the meaning is clear to an audience.intonation, tome and volume so that the meaning is clear to an audience.intonation, tome and volume so that the meaning is clear to an audience.intonation, tome and volume so that the meaning is clear to an a							
showing understanding through intonation, tone and volume so that the meaning is clear to an audience.understanding through meaning is clear to an audience.volume so that the meaning is clear to an audience.intonation, tore and volume so that the meaning is clear to an audience.volume so that the meaning is clear to an audience.intonation, tore and volume so that the meaning is clear to an audience.intonation, tore and wolumes of that the meaning is clear to an audience.volume so that the meaning is clear to an audience.volume so that the meaning is clear to an audience.intonation, tore and wolumes ot that the meaning is clear to an audience.volume so that the meaning					0 0	0 0	
through intonation, tome meaning is clear to an audience.and volume so that the meaning is clear to an audience.intonation, tome and meaning is clear to an audience.meaning is clear to an audience.meaning is clear to an audience.weaning is clear to an audience.volume so that the meaning is clear to an audience.consolidate from Year 5 and Continue S how an ability to distinguish between statements of fact and opinion.Practise PractiseDevelop							
and volume so that the meaning is clear to an audience.meaning is clear to an audience.volume so that the meaning is clear to an audience.audience.audience.meaning is clear to an audience.Consolidate from Year increasing familiarity with range of fiction including traditional stories (findian folkales foundiate from Year consolidate from Year of show a ability to distinguish between statements of fact and opinion.PractiseDevelop Confidently demonstrate a familiarity with range of fiction including datasic and legends from around the world and adventure stories.Develop Confidently with range of fiction including classic iteratureDevelop Confidently with range of fiction including classic iterature.Develop Confidently with range of fiction including classic iterature.Develop Now a classic fiction including classic to aistinguish between statements of fact and opinion.DevelopDevelop Confidently beale to show an ability to distinguish between statements of fact and opinion.DevelopDevelopDevelopDevelopDevelopEmbedIndependently beale to show an ability to distinguish between statements of fact and opinion.DevelopDevelopDevelopDevelopDevelop			5				,
meaning is clear to an audience.audience.meaning is clear to an audience.audience.DevelopDevelopIndependently and confident provideaudience.Consolidate from Year stories (Indian Iofklates folktales from other cultures).PractisePractise confident praving including uspense.Practise confident praving fiction including classic including suspense.Develop Confident praving an increasing familiarity with range of fiction including classic including uspense.Develop amiliarity with range of fiction including classic including uspense.Develop DevelopDevelop Independently be able to show an ability to distinguish between statements of fact and opinion.Develop DevelopDevelop Independently be able to show an ability to distinguish between statements of fact and opinion.Develop DevelopDevelop Independently be able to show an ability to distinguish between statements of fact and opinion.Develop DevelopDevelop Independently be able to show an ability to distinguish between statements of fact and opinion.Develop Non-fiction e.g. non-fiction e.g. non- confidence ensitie focus on the subject during text discussions, using notes when necessaryDevelop With support, maintain focus on the subject during text discussions, using notes when necessaryDevelop With coart information from non-fiction e.g. practiseDevelop With coart maintain focus on the subject during text discussions, using notes when necessaryDevelop With coart maintain focus on the subject during text discussions, using notes when necessaryD		3			0	5	
audience. Consolidate from Year 5 and Continue Continue to demonstrate an increasing familiarity with range of fiction including traditional stories (Indian folktales for other cultures).Practise Practise Consolidate from Year 5 and Continue Show a absility to distinguish between statements of fact and opinion.Develop Confidently demonstrate a familiarity with range of fiction including classic literature.Develop Confidently demonstrate a familiarity with range of fiction including classic literature.Develop Independently be able to show a confident ability to distinguish between statements of fact and opinion.Develop non-fiction e.g. payscripts, newspaper and explanation from non-fiction e.g. payscripts, newspaper aniantain focus on the subject during text discu					audience.	audience.	
Consolidate from Year 5 and ContinuePractise (Mith ani noreasing confidence demonstrate an increasing familiarity with range of fiction including traditional stories (Indian folkales folkales from other cultures).Practise folkales from Year offiction including suspense.Practise folkales folkales from Year Show a developing ability to distinguish between statements of fact and opinion.Develop confidence devining text ad legends from anound the world and adventure stories.Develop Confidentity demonstrate a familiarity with range of fiction including classic literature.Enhed Independently show a familiarity with range of fiction including classic literature.EnhedConsolidate from Year Show an ability to distinguish between statements of fact and opinion.Practise fact and opinion.Practise fact and opinion.Develop Now a confident ability to distinguish between statements of fact and opinion.Develop non-fiction e.g. present information from non-fiction e.g. present information from non-fiction e.g. on-fiction e.g. on-fiction e.g. on-fiction e.g. on-fiction e.g. on-fiction e.g. on-fiction e.g. on-fiction e.g. present information from non-fiction e.g. mon-fiction e.g. on-fiction e.g. non-fiction e.g. present information from non-fiction e.g. on-fiction e.g. on-fiction e.g. on-fiction e.g. on-fiction e.g. on-fiction e.g. present information from non-fiction e.g. present information from		0	audience.	5			audience.
5 and ContinueWith an increasing confidence demonstrate an increasing familiarity with range of fiction including tratuesing familiarity with range of fiction including tratuesing familiarity with range of fiction including classic literature and stories folktales from other cultures).Confidently demonstrate a familiarity with range of fiction including myths and legends from around the world and adventure stories.Confidently demonstrate a familiarity with range of fiction including classic literature.Independently and familiarity with range of fiction including literature.Independently show a familiarity with range of fiction including literature.Consolidate from Year 5 and Continue printon.Practise fact and opinion.Consolidate from Year ability to distinguish between statements of fact and opinion.Consolidate from Year ability to distinguish between statements of fact and opinion.Independently show a fact and opinion.Consolidate from Year 5, Revise and Continue present information from non-fiction e.g. newspaper and reports.Practise resent information from non-fiction e.g. non- chronological reports and explanation focus on the subject during text discussions, using notes when necessaryConsolidate from year present information from non-fiction e.g. practiseDevelop resent information from non-fiction e.g. practiseDevelopIndependently he able to show a ability to distinguish between statements of fact and opinion.Introduce with action.Practise present information from non-fiction e.g. mewspaper reports and present information from non-fiction.Practise Practi							
Continue to demonstrate an increasing familiarity with range of fiction including traditional stories (Indian folktales folktales from other cultures).Consolidate from Year 5 and Continue Show a developing ability to distinguish between statements of fact and opinion.a familiarity with range of fiction including classic including classic and legends from around tworld and adventure stories.a familiarity with range of fiction including classic and legends from around tworld and adventure stories.a familiarity with range of fiction including classic and legends from around tworld and adventure stories.a familiarity with range of fiction including classic and legends from around tworld and adventure stories.a familiarity with range of fiction including classic literature.familiarity with range of <br< th=""><th></th><th></th><th></th><th></th><th></th><th></th><th></th></br<>							
an increasing familiarity with range of fiction including traditional stories (Indian folkales folktales from other cultures).an increasing familiarity with range of fiction including classic literature and stories including traditional stories (Indian folkales folktales from other cultures).an increasing familiarity with range of fiction including classicfiction including myths and legends from around the world and adventure stories.fiction including negret and legends from around the world and adventure stories.fiction including negret and legends from around the world and adventure stories.fiction including classic literature.fiction including classic literature.formation from non-fiction.PractisePractisePractisePractisePractise		5 and Continue					
with range of fiction including traditional stories (including traditional stories (including traditional stories (including classic literature and stories folktales from other cultures).and legends from 'around the world and adventure stories.literature.fiction including classic literature.from other cultures.Consolidate from Year 5 and Continue Show a ability to distinguish between statements of fact and opinion.Practise Show a developing ability to distinguish between statements of fact and opinion.Practise Now a developing ability to distinguish between statements of fact and opinion.Iterature.Iteratur		Continue to demonstrate			, , , , , , , , , , , , , , , , , , , ,		
including traditional stories (Indian folkates folktales from other cultures).including classic iterature and stories including suspense.the world and adventure stories.Develop Show a confident ability to distinguish ability to distinguish between statements of fact and opinion.Iterature.Iterature.Embed Independently be able to statements of fact and opinion.Consolidate from Year Show an ability to distinguish between statements of fact and opinion.Practise Show a developing ability to distinguish between statements of fact and opinion.Practise PractiseDevelop Show a confident ability to distinguish between statements of fact and opinion.Develop Show a confident ability to distinguish between statements of fact and opinion.Develop Non-fiction e.g. present information from non-fiction e.g. prises trainafic focus on the subject during text discussions, us					fiction including classic		fiction including literature
stories (Indian folktales folktales from other cultures).literature and stories including suspense.stories.Develop Show a confident ability Show a confident ability to distinguish between statements of fact and opinion.Develop Show a developing ability to distinguish between statements of fact and opinion.Develop Show a developing ability to distinguish between statements of fact and opinion.Develop Show a confident ability to distinguish between statements of fact and opinion.Embed Independently be able to show an ability to distinguish between statements of fact and opinion.Consolidate from Year 5, Revise and Continue Retrieve, record and present information from non-fiction e.g. newspaper reports and mon-fiction e.g. non-fiction e.g. non-fiction e.g. non-fiction e.g. non-fiction e.g. non-fiction e.g. practiseDevelop Not statements of fact and opinion.Develop Retrieve, record and present information from non-fiction e.g. present information from non-fiction e.g.Develop With confidence, maintain focus on the subject during text discussions, using notes when necessaryDevelopDevelop With confidence, maintain focus on the subject during text discussions, using notes when necessaryDevelopDevelopMith adult modelling, maintain focus on the subject during text discussions, using notes when n		with range of fiction	with range of fiction	and legends from around	literature.	fiction including classic	from other cultures.
folktales from other cultures).including suspense.PractiseShow a developing ability to distinguish between statements of fact and opinion.Show a developing ability to distinguish between statements of fact and opinion.Show a developing ability to distinguish between statements of fact and opinion.Show a developing ability to distinguish between statements of fact and opinion.Develop independently be able to show an ability to distinguish between statements of fact and opinion.Independently be able to show an ability to distinguish between statements of fact and opinion.Independently be able to show an ability to distinguish between statements of fact and opinion.Consolidate from Year 5, Revise and Continue Retrieve, record and present information from non-fiction e.g.Practise PractisePractise Retrieve, record and present information from non-fiction e.g.Develop Retrieve, record and present information from non-fiction e.g.Independently be able to show an ability to distinguish between statements of fact and opinion.Independently be able to show an ability to distinguish between statements of fact and opinion.Introduce With adult modelling, maintain focus on the subject during text discussions, using notes when necessaryPractise PractisePractise PractisePractise PractiseDevelopIndependently be able to show an ability to distinguish between statements of fact and opinion.Independently be able to show an ability to distinguish between statements of fact and opinion.Introduce With adult modelling, maintain focus on the <th></th> <th>including traditional</th> <th>including classic</th> <th>the world and adventure</th> <th></th> <th>literature.</th> <th></th>		including traditional	including classic	the world and adventure		literature.	
cultures).PractisePractiseIndependently be able to show a developing ability to distinguish between statements of 		stories (Indian folktales	literature and stories	stories.	Develop		Embed
cultures).PractisePractiseIndependently be able to show a developing ability to distinguish between statements of fact and opinion.Independently be able to show a ability to distinguish between statements of fact and opinion.Independently be able to show a ability to distinguish between statements of fact and opinion.Independently be able to show a ability to distinguish between statements of fact and opinion.Independently be able to show a ability to distinguish between statements of fact and opinion.show a ability to distinguish between statements of fact and opinion.Independently be able to show a ability to distinguish between statements of fact and opinion.show a ability to distinguish between statements of fact and opinion.Independently be able to show a ability to distinguish between statements of fact and opinion.Independently be able to show a ability to distinguish between statements of fact and opinion.Independently be able to show a ability to distinguish between statements of fact and opinion.Independently be able to show a ability to distinguish between statements of fact and opinion.Independently be able to show a ability to distinguish between statements of fact and opinion.Independently be able to show a ability to distinguish between statements of fact and opinion.Independently be able to show a ability to distinguish between statements of fact and opinion.Independently fact and opinion.Consolidate from Year 5, Revise and Contine reports.Practise PractisePractise PractisePractise PractisePractise Practi		folktales from other	including suspense.		Show a confident ability		Independently be able to
Consolidate from Year 5 and Continue Show an ability to distinguish between statements of fact and opinion.Practise Show a developing ability to distinguish between statements of fact and opinion.Show a developing ability to distinguish between statements of fact and opinion.statements of fact and opinion.statements of fact and opinion.distinguish between statements of fact and opinion.distinguish between statements of fact and opinion.Consolidate from Year opinion.Fractise PractisePractise PractisePractise Retrieve, record and present information from non-fiction e.g. newspaper reports and non-fiction e.g.Show a developing ability to distinguish between statements of fact and opinion.statements of fact and opinion.show an ability to distinguish between statements of fact and opinion.distinguish between statements of fact and opinion.Consolidate from Year 5, Revise and Continue Retrieve, record and present information from non-fiction e.g. newspaper reports and non-fiction e.g. non-fiction e.g.Practise PractiseDevelop With increasing confidence, maintain focus on the subject during text discussions, using notes when necessaryDevelop With confidence, maintain focus on the subject during text discussions, using notes when necessaryDevelopWith confidence, maintain focus on the subject during text discussions, using notes when necessaryPractise PractiseDevelopWith confidence, maintain focus on the subject during text discussions, using notes when necessaryDevelopWith confidently locate information and provide<		cultures).	0	Practise	to distinguish between	Independently be able to	
Consolidate from Year 5 and Continue Show an ability to distinguish between statements of fact and opinion.Show a developing ability to distinguish between statements of fact and opinion.ability to distinguish between statements of fact and opinion.opinion.distinguish between statements of fact and opinion.statements of fact and opinion.s		,	Practise	Show a developing		show an ability to	distinguish between
5 and Continue Show an ability to distinguish between statements of fact and opinion.ability to distinguish between statements of fact and opinion.between statements of fact and opinion.statements of fact and opinion.statements of fact and opinion.opinion.Consolidate from Year 5, Revise and Continue Retrieve, record and present information from non-fiction.Practise non-fiction e.g. newspaper reports and non-fiction e.g. newspaper reports and non-fiction.Practise Retrieve, record and present information from non-fiction e.g. newspaper reports and non-fiction e.g.Develop Retrieve, record and present information from non-fiction e.g. present information from non-fiction e.g.Develop Retrieve, record and present information from non-fiction e.g. present information texts.Develop Retrieve, record and present information from non-fiction e.g. playscripts, newspaper and explanation texts.Develop Retrieve, record and present information from non-fiction e.g. playscripts, newspaper and explanation texts.Develop Retrieve, record and present information from non-fiction e.g. playscripts, newspaper and explanation texts.Develop With increasing confidence, maintain focus on the subject during text discussions, using notes when necessaryDevelop With coaffictive e.g. playscripts, newspaper and explanation texts.Develop With coaffictive, record and present information from non-fiction e.g. playscripts, newspaper and explanation texts.Develop With increasing confidence, maintain necessaryDevelopWith confidence, maintain focus on the subject during text discussions, using no		Consolidate from Year	Show a developing	ability to distinguish	opinion.	distinguish between	5
Show an ability to distinguish between statements of fact and opinion.between statements of fact and opinion.between statements of fact and opinion.fact and opinion.Develop Retrieve, record and present information from non-fiction e.g. playscripts, newspaper and explanation texts.Develop Retrieve, record and present information from non-fiction e.g. playscripts, newspaper and explanation texts.Develop Retrieve, record and present information from non-fiction e.g. playscripts, newspaper and explanation texts.Develop Retrieve, record and present information from non-fiction e.g. playscripts, newspaper antien focus on the subject during text discussions, using notes when necessaryPractise PractiseDevelop Retrieve, record and present information from non-fiction e.g. playscripts, newspaper and explanation texts.Embed Retrieve, record and present information from non-fiction e.g. playscripts, newspaper articlesEmbed Independently, maintain focus on the subject during text discussions, using notes when necessaryEmbed Independently, maintain focus on the subject during text discussions, using notes when necessaryEmbed Confidently locate information and provide		5 and Continue	ability to distinguish	between statements of		statements of fact and	
distinguish between statements of fact and opinion.fact and opinion.PractiseRetrieve, record and present information from non-fiction e.g. newspaper reports and present information from non-fiction.Retrieve, record and present information from non-fiction e.g. biography and NCR.Develop Retrieve, record and present information from non-fiction e.g. playscripts, newspaper articlesEmbed Retrieve, record and present information from non-fiction e.g. playscripts, newspaper arti		Show an ability to	between statements of	fact and opinion.	Develop	opinion.	
statements of fact and opinion.PractisePractisePractiseRetrieve, record and present information from non-fiction e.g. biography and NCR.DevelopRetrieve, record and present information from non-fiction e.g. playscripts, newspaper articlesRetrieve, record and present information from non-fiction e.g. playscripts, newspaper articlesDevelopRetrieve, record and present information from non-fiction e.g. playscripts, newspaper articlesRetrieve, record		distinguish between	fact and opinion.	·			Embed
opinion.PractiseRetrieve, record and present information from non-fiction e.g. newspaper reports and non-fiction.Retrieve, record and present information from non-fiction e.g. newspaper reports and non-fiction.Retrieve, record and present information from non-fiction e.g.Retrieve, record and present information from non-fiction e.g.Intro		0		Practise		Develop	
Consolidate from Year 5, Revise and Continue Retrieve, record and present information from non-fiction.Retrieve, record and present information from non-fiction e.g. newspaper reports and non-chronological reports.present information from non-fiction e.g. non- chronological reports and explanation texts.biography and NCR.present information from non-fiction e.g. playscripts, newspaper articlesnon-fiction e.g. speeches and argument.Introduce With adult modelling, maintain focus on the subject during text discussions, using notes when necessaryPractise during text discussions, using notes when necessaryPractiseDevelop With support, maintain focus on the subject during text discussions, using notesDevelop With some support, maintain focus on the subject during text discussions, using notesDevelop With some support, maintain focus on the subject during text discussions, using notesDevelop With some support, maintain focus on the subject during text discussions, using notesDevelop DevelopDevelop With confidence, maintain focus on the subject during text discussions, using notesEmbed Confidently locate information and provide			Practise	Retrieve, record and			
Consolidate from Year 5, Revise and Continue Retrieve, record and present information from non-fiction.present information from non-fiction e.g. newspaper reports and non-chronological reports.non-fiction e.g. non- chronological reports and explanation texts.non-fiction e.g. non- chronological reports and explanation texts.non-fiction e.g. playscripts, newspaper articlesnon-fiction e.g. playscripts, newspaper articlesspeeches and argument.Introduce With adult modelling, maintain focus on the subject during text discussions, using notes when necessaryPractise using notes when necessaryPractise when necessaryPractise when necessaryNon-fiction e.g. non- chronological reports and explanation texts.Non-fiction e.g. non-fiction e.g. playscripts, newspaper articlesNon-fiction e.g. playscripts, newspaper articlesSpeeches and argument.Introduce With adult modelling, maintain focus on the subject during text discussions, using notes when necessaryPractisePractiseNon-fiction e.g. non-fiction texts.Non-fiction e.g. playscripts, newspaper articlesSpeeches and argument.PractisePractiseWith support, maintain focus on the subject during text discussions, using notes when necessaryPractiseDevelop Confidently locate information and provideSpeeches and argument.ProctisePractisePractiseDevelopWith confidence, maintain focus on the subject during textSpeeches and argument.ProctisePractisePractiseDevelopConfidently locate information and provide						<i>·</i>	•
5, Revise and Continue Retrieve, record and present information from non-fiction.non-fiction e.g. newspaper reports and non-chronological reports.chronological reports and explanation texts.Develop With increasing confidence, maintain focus on the subject during text discussions, using notes when necessaryplayscripts, newspaper articlesPlayscripts, newspaper articlesEmbed Independently, maintain focus on the subject during text discussions, using notes when necessaryEmbed Independently, maintain focus on the subject during text discussions, using notes when necessary5, Revise and Continue Retrieve, record and present information from non-fiction.non-fiction e.g. newspaper reports and non-chronological reports.chronological reports and explanation texts.Develop With increasing confidence, maintain focus on the subject during text discussions, using notes when necessaryplayscripts, newspaper articlesEmbed Independently, maintain focus on the subject during text discussions, using notes when necessary5, Revise and Continue PractisePractiseDevelop Confidently locate information and provideWith confidence, maintain focus on the subject during text discussions, using notes when necessaryEmbed Confidently locate information and provide		Consolidate from Year			biography and Nork.	•	5
Retrieve, record and present information from non-fiction.newspaper reports and non-chronological reports.and explanation texts.With increasing confidence, maintain focus on the subject during text discussions, using notes when necessaryarticlesEmbed Independently, maintain focus on the subject during text discussions, using notes when necessaryNewspaper reports and non-chronological reports.newspaper reports and non-chronological reports.and explanation texts.With increasing confidence, maintain focus on the subject during text discussions, using notes when necessaryarticlesEmbedIntroduce With adult modelling, maintain focus on the subject during text discussions, using notes when necessaryPractiseWith some support, necessaryWith increasing confidence, maintain focus on the subject during text discussions, using notes when necessaryEmbedPractisePractiseDevelopWith confidence, maintain focus on the subject during text discussions, using notes when necessaryEmbed Confidently locate information and provide					Develop	5	opeconeo ana argament.
present information from non-fiction.non-chronological reports.PractiseConfidence, maintain focus on the subject during text discussions, using notes when necessaryDevelopIndependently, maintain focus on the subject during text discussions, using notes when necessaryDevelopMith using notes using notesIndependently, maintain focus on the subject during text discussions, using notes when necessaryDevelopMith using notes using notesIndependently, maintain focus on the subject during text discussions, using notes when necessaryDevelopMith using notes using notes when necessaryIndependently, maintain focus on the subject during text discussions, using notes when necessaryDevelopMith using notes using notes when necessaryIndependently, maintain focus on the subject during text discussions, using notes when necessaryPractisePractisePractisePractiseDevelopWith confidence, using notes when necessaryIndependently, maintain focus on the subject during text discussions, using notes when necessaryDevelopDevelopConfidently locate information and provideDevelopConfidently locate information and provideConfidently locate information and provide			J				Embed
non-fiction.reports.PractiseDevelopfocus on the subjectIntroducePractiseWith support, maintain focus on the subject during textFractiseWith support, maintain focus on the subjectfocus on the subject during text discussions, using notes when necessaryDevelopWith confidence, maintain focus on the subject during textfocus on the subject during text discussions, using notes when necessaryDevelopWith confidence, maintain focus on the subject during textfocus on the subject during text discussions, using notes when necessaryDevelopWith confidence, maintain focus on the subject during textfocus on the subject during text discussions, using notes when necessaryDevelopWith confidence, maintain focus on the subject during textfocus on the subject during text discussions, using notes when necessaryConfidently locate information and provideConfidently locate information and provideFocus on the subject during text discussions, using notes when necessaryConfidently locate information and provideFocus on the subject during text discussions, using notes when necessaryConfidently locate information and provideFocus on the subject during text discussions, using notes when necessaryConfidently locate information and provideFocus on the subject during text discussions, using notes when necessaryConfidently locate information and provideFocus on the subject during text discussions, using notes when necessaryFocus on the subject during text discussions, using notes when necessaryFocus on the subject <th> </th> <th></th> <th></th> <th></th> <th>· · · · · · · · · · · · · · · · · · ·</th> <th></th> <th></th>					· · · · · · · · · · · · · · · · · · ·		
IntroducePractiseWith support, maintain focus on the subject during text discussions, using notes 			5	Practise		Develop	
IntroducePractisefocus on the subjectusing notes when necessarymaintain focus on the subject during textusing notes subject during textmaintain focus on the subject dur			iopoito.				
With adult modelling, maintain focus on the subject during text With some support, maintain focus on the subject during text With some support, maintain focus on the subject during text during text discussions, using notes when necessary necessary subject during text discussions, using notes when necessary subject during text discussions, using notes when necessary necessary Develop Embed Confidently locate information and provide Confidently locate information and provide		Introduce	Practise				5
maintain focus on the subject during text discussions, using notes when necessarymaintain focus on the subject during text discussions, using notes when necessaryusing notes when necessarydiscussions, using notes when necessarydiscussions, using notes when necessarydiscussions, using notes confidently locate information and providediscussions, using notes when necessarydiscussions, using notes when necessarydiscussions, using notes mecessarydiscussions, using notes confidently locate information and providediscussions, using notes confidently locate information and provide							0
subject during text discussions, using notes when necessary subject during text discussions, using notes when necessary necessary Develop when necessary Embed Confidently locate information and provide Practise Practise Develop Develop Information and provide		0,			necessary		necessary
discussions, using notes when necessary when necessary Practise Confidently locate information and provide Develop Confidently locate					Develop		Eachard
when necessary when necessary Practise information and provide Develop information and provide		, 0		necessary		when hecessary	
			<i>,</i> 0	Prosting		Develop	
with increasing Contidently locate		when necessary	when necessary		information and provide		information and provide
				vvitn increasing		Confidently locate	

Consolidate from Year 5, Ravise and Continue Under a formation and provide reasoned justifications for their views.Practise and provide reasoned and provide reasoned pustifications for their views.confidence, demonstrate name of their views.information and provide reasoned pustifications for their views.reference and provide reasoned pustifications for their views.information and provide reasoned pustifications for their views.reference form whole text.reference form whole text.						
Demonstrate how to locate information and provide reasoned justifications for their views.and provide reasoned provide reasoned justifications for their views.Develop views.Contidenty, routinely for their views.Entroduce to this support, routinely for support accurate quotations from a whole text.Develop views.Contidenty, routinely for accurate quotations for whole text.EntroduceEntroduce to this support, routinely for accurate quotations from accurate quotations from accurate quotations from accurate quotations from whole texts.Develop views.Contidenty, routinely for accurate quotations for whole texts.Entroduce to this support, routinely for accurate quotations for whole texts.Develop views.Contidenty, routinely for accurate quotations for whole texts.Develop views.Develop views.Develop views.Develop for accurate quotations for whole texts.Develop views. <td></td> <td></td> <td></td> <td></td> <td></td> <td>,</td>						,
Iccate information and provide reasoned justifications for their views.Develop troitines informations and provide informations and provide informations and provide <br< td=""><td></td><td>0</td><td></td><td>for their views.</td><td></td><td>for their views.</td></br<>		0		for their views.		for their views.
provide reasoned justifications for their views.information and provide reasoned justifications for their views.information and provide reasoned justifications for their views.information and provide reasoned justifications for their views.inforduce Practise With support, routinely find accurate quotations from whole texts.Develop confidently, routinely find accurate quotations for whole texts.Develop Confidently, routinely find accurate quotations for whole texts.Develop Confidently, routinely find accurate quotations support opinions and predictions.Develop Confidently, retrieve and summarise details to support own ievepoint.6Revise And Confired reskies Providend eskies from Year support own ievepoint.Develop reading and contracters and to support own ievepoint.Develop Read fiction from our literary heritage – Traseaure listand, Theire erasino, support ow		,			for their views.	
justifications for their views.reasoned justifications for their views.Practise With support, routinely find accurate quotations from whole text.Confidently, routinely find accurate quotations from whole text.Confidently, routinely find accurate quotations from whole text.Fractise With support, routinely find accurate quotations from whole text.Develop With increasing confidence, retrieve and summarise details to support opinons and predictions.Confidently, routinely find accurate quotations from whole text.Fractise With support, routinely find accurate quotations from whole text.Develop Confidently, retrieve and summarise details to support opinons and predictions.Confidently, routinely find accurate quotations from whole texts.Introduce With adult modeling, retrieve and summarise details to support opinions and predictions.Practise With support, routinely in ad summarise details to support opinions and predictions.Develop With increasing confidence, use skimming, scanning and text-marking to support analysis e.g. of mood /setting /characters and to support own viewpoint. For example, Latt the find scurate support own viewpoint. For example, Latt the find scurate support opinions in and predictions.Confidently, routinely find accurate support own viewpoint. For example, Latt the details to support own viewpoint. For example, Latt the find scurate support opinations of here opinations which require analysis e.g. of mood /setting /characters and to support own viewpoint. For example, Latt the find scurate support opination in and accors a wide range of writing e.g. grander.Confidently, routinely find						
Views.for their views.Practisequadations from wholefind accurate quadationsfrom whole texts.Consolidate from Yea 5IntroduceWith support, routinely find accurate quadations from whole texts.PractiseDevelopConfidently retrieve and support aprimers adelials to support opinions and predictions.DevelopConfidently retrieve and support aprimers adelials to support opinions and predictions.DevelopConfidently retrieve and support aprimers adelials to support opinions and predictions.DevelopConfidently, use software support aprimers adelials to support aprimers adelials to support opinions and predictions.DevelopConfidently, use software support aprimers adelials to support aprimers adelials to support aprimers additions.DevelopConfidently, use software support aprimers addition and predictions.DevelopConfidently, use software support aprimers additions.Embed0Normalize details to support aprimers additions.PractiseWith some confidence, and support aprimers additions.DevelopConfidently, use software support aprimers addition.Develop0PractiseWith support continue to support answers to questions.DevelopConfidently, use software answers to questions.Develop1Confidently use support aprimers additionPractiseWith some confidence, support aprimers additionDevelop1Confidently use support aprimers to questions.PractiseDevelopConfidently, use support aprimers addition1Confidently use s			views.			
Consolidate from Yar 5Introduce With support, routinely find accurate quotations from whole texts.With some support, routinely find accurate quotations from whole texts.Exts.Introduce Confidency, retrieve and summarise details to support opinions and predictions.Embed Confidency, retrieve and summarise details to support opinions and predictions.Introduce With adult modeling, retrieve and summarise details to support opinions and predictions.Practise With some support, opinions and predictions.With increasing confidence, use summarise details to support opinions and predictions.Develop With increasing confidence, use summarise details to support opinions and predictions.EmbedPractise with support, retrieve and text-marking to support opinions and predictions.Practise use skimming, scanning and text-marking to support opinions in any servers to questions which require analysis e.g. of mood /setting (characters and to support own viewpoint. For example. wieppin how the personalities of Mabel and Topaz differ. Use wieppin how the personalities of Mabel and Topaz differ. Use support own civespoint fried as many descriptive right as many descriptive right as many descriptive right and sizes or go, the characters and to support own civespoint fried as many descriptive right as analysis e.g. of mood discting e.g. of mood viewpoint.Embed Confidency, retrieve and support own viewpoint. For example. weispoint for own viewpoint. <td>,</td> <td></td> <td></td> <td></td> <td></td> <td></td>	,					
Consolidate from Year 5Introduce With support, routinely find accurate quotations from whole text.Develop 	views.	for their views.		•		from whole texts.
5With support, routinely accurate quotations from a whole texts.With support, routinely find accurate quotations from whole texts.Develop texts.Develop Confidency, retrieve and summarise details to support opinions and predictions.Confidency, retrieve and summarise details to support opinions and predictions.Confidency, retrieve and summarise details to support opinions and predictions.Confidency, retrieve and summarise details to support opinions and predictions.DevelopConfidency, retrieve and summarise details to support opinions and predictions.Confidency, retrieve and summarise details to support opinions and predictions.Confidency, retrieve and summarise details to support opinions and predictions.DevelopConfidency, retrieve and support opinions and predictions.Confidency, retrieve and support opinions and predictions.Emd1Hintocues textmarking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint. For example, find as many description characters and to support own viewpoint. For example, find as many description characters and to support own viewpoint. For example, fread sind accues there and conventions in and across a wide range of writing e.g. there in and across a wide range of writing e.g. there in and across a wide range of writing e.g. there in and across a wide range of writing e.g. there there and across a wide range of writing e.g. there there and across a wide range of writing e.g. there in and across a wide range of writing e.g. there there and across a wide range of writing e.g. the there and across a				texts.	from whole texts.	
Demonstrate how to find accurate quotations a whole text.Introduce <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>						
accurate quotations from a whole text.from whole texts.Practise PractiseConfidence, retrieve and summarise details to support opinions and predictions.summarise details to support opinions and predictions.support opinions	· ·		•			
a whole text.PractiseSupport opinions and predictions.Support opinions and predictions.predictions.IntroduceVith aughort opinions and predictions.PractiseSupport opinions and predictions.Support opinions and predictions.Predictions.Consolidate from Year 5, Revise and Contrinue taswers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint.PractiseSupport opinions and predictions.DevelopConfidently, 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.DevelopConfidently, 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.DevelopConfidently, 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.DevelopConfidently, use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting and syste e.g. of mood /setting and syste e.g. of mood /setting in date mark theorems in the beauty of the garden.Develop Read fiction from our tireray heritage - TractiseConfidently, use support own viewpoint. For example, there and is support own viewpoint.Develop Read fiction from our tireray heritage - TractiseDevelop Read fiction from our tireray heritage - TractiseDevelop Read fiction from our tireray heritage - TractiseDevelop Re			texts.			
Introduce With adult modeling, tertieve and summarise details to support opinions and predictions.Practise and summarise details to support opinions and predictions.With some support, opinions and predictions.support, predictions.predictions.Develop Confidence, use skinning, 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.Practise 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, texting characters and to support own viewpoint. For example, readiation and across a wide range of writing e.g. the more ulterary heritageBevelop reasure stand, The and across a wide range of writing e.g. the mere of relugees and migration.PractiseWith some support port answers to questions which require and standard and across a wide range of writing e.g. the mere of relugees and migration.Support own viewpoint. For example, text the radia da cross a wide range of writing e.g. the mere of relugees and migration.With some support reasure stand, The wees, the danger?Support own reasure stand, The character sand to support own viewpoint. For example, to as a stude range of writing e.g. the mere of relugees and migration.Practise text marking to support own viewpoint. For example, to as a stude range of writing e.g. the the developing reading and corres and wither mad ac	•	from whole texts.		,		
Introduce with adult modelling, retrieve and summarise details to support opinions and predictions.With support apinions and predictions.Predictions.Develop Nither cases opinions and predictions.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, evidence from the text to support your answer.With support com viewpoint. For example. For example. find as many descriptive chapter as you can using dark or blackPractiseDevelop Nith 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, is three details used to description the text to support own viewpoint. For example, is three details used to description the text to support your answers.EmbedIndependently, use skimming, scanning and text-marking to support support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint. For example, find as many descriptive chapter as you can using dark or blackDevelop reasure latant. The Head fiction from our literary heritage – Tom our literary heritage – T	a whole text.					predictions.
With adult modelling, retrieve and summarise detailsand summarise detailsdetails to support opinions and predictions.DevelopIndependently, useConsolidate from Year 5, Revise and Conting skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support nown viewpoint. For example, personalities of Mabel and Topaz differ. Use evidence from the text.Data text-marking to support analysis e.g. of mood /setting /characters and to support nown viewpoint. For example, find as many descriptive references in this chapter as you can using dark or blackDevelop 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, find as many descriptive references in this support your answer.Develop mod /setting /characters and to support own viewpoint. For example, that de these three paragraphs explain how the personalities of Mabel and Topaz differ. Use evidence from the textDevelop mod /setting /characters and to support own viewpoint. For example, find as many descriptive references in this chapter as you can using dark or blackDevelop mod /setting /characters and to support own viewpoint. For example, wiewpoint, For example, wase, the danger?Develop mod /setting /characters and to support own viewpoint. For example, what de these three paragraphs redeveloping reading and comprehension skillsDevelop mod /setting /characters and to support own viewpoint. For example, what de these three paragraphs redeveloping reading and compr					predictions.	
retrieve and summarise details to support opinions and predictions. Consolidate from Year 5, Revise and Continue 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 answers to questions which require analysis e.g. of mood /setting /characters and to support nawers to questions which require analysis e.g. of mood /setting /characters and to support nawers 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 using dark or black Introduce Interduce and datacess a wide range of writing e.g. the range of writing e.g. the mess and conventions in and across a wide range of writing e.g. the range of writing e.g. the mage since from our literary heritage – Introduce Interduce and were since sinc		With support, retrieve		predictions.		
details to support opinons and predictions. Consolidate from Year 5, Revise and Continue 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 answers to questions which require analysis e.g. of mood / setting /characters and to support support support sourd is e.g. of mood / setting /characters and to support answers to questions which require analysis e.g. of mood / setting /characters and 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 support sour interary heritagePractise PractiseWith increasing confidence, use support sourd is esplored 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 support your answer.predictions.Practise PractiseWith increasing confidence, use support sourd is 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 from our literary heritagePractise PractiseWith increasing confidence, use support sourd is 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 from our literary heritagePractise PractiseWith increasing confidence, use suport own viewpoint. For example, ex		and summarise details				
 opinions and predictors. Consolidate from Year 5, Revise and Continue Skimming, scanning skimming, scanning skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting 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 support your answer. Introduce Identify and discuss themes and conventions in and across a wide range of writing e.g. the theme of relugees and in a darcoss a wide range of writing e.g. the theme of relugees and migration. 			opinions and predictions.			
Consolidate from Year 5, Revise and Continuer 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 soure or 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.Practise With support continue to use skimming, scanning and text-marking to support soure analysis e.g. of mood /setting /characters and to support soure wite viewpoint. For example, explain how the personalities of Mabel and Topaz differ. Use terdences in this chapter as you can using dark or blackPractise wite viewpoint. For example, explain how the personalities of Mabel and Topaz differ. Use there during and across a wide range of writing e.g. the theme of refugees and mad across a wide range of writing e.g. the theme of refugees and in and across a wide range of writing e.g. the theme of refugees and in and across a wide range of writing e.g. the theme of refugees and in and across a wide range of writing e.g. the theme of refugees and in and across a wide range of writing e.g. the theme of refugees and in and across a wide range of writing e.g. the theme of refugees and in and across a wide range of writing e.g. the theme of refugees and in and across a wide range of writing e.g. the theme of refugees and migration.With support continue to use skimming, scanning and support own viewpoint. For example, explain how the personalities of Mabel and Topaz differ. Use themes and conventions in and across a wide range of writing e.g. the theme of refugees and migration.		predictions.				
5, Revise and Continue 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.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, explain how the personalities of Mabel and Topaz differ. Use evidence from the text to support your answer.With support continue to use skimming, scanning and text-marking to support own viewpoint. For example, explain how the personalities of Mabel and Topaz differ. Use evidence from the text to support your answer.With support cont use skimming, scanning and text-marking to support own viewpoint. For example, explain why Frank fried's remark.text-marking to support own viewpoint. For example, explain why Frank fried's remark.text-marking to support own viewpoint. For example, explain why Frank three details used to describe the captain.text-marking to support analysis e.g. of mood /setting /characters and to support own viewpoint. For example, List the three details used to describe the captain.text-marking to support analysis e.g. of mood /setting /characters and to support own viewpoint. For example, what do three details used to describe the captain.text-marking to support support own viewpoint. For example, what he divertee paragraphic three details used to describe the captain.text-marking to support support own viewpoint. For example,				,	o 11	
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 answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint. For example, characters and to support own viewpoint. For example, references in this exdense from the text to support your answer.as eskimming, 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, trified as many descriptive references in this chapter as you can using dark or blackand text-marking to support own viewpoint. For example, characters and to support own viewpoint. For example, there as no conventions in and across a wide range of writing e.g. the migration.and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint.c.e.g. of mood /setting /characters and to support own viewpoint. For example, three details used to describe the captain.//characters and to support own viewpoint. For example, three details used to describe the captain.//characters and to support own viewpoint. For example, three details used to describe the captain.//characters and to support own viewpoint. For example, three details used to describe the captain.//characters and to support own viewpoint. For example, three details used to describe the captain.//characters and to support own viewpoint. For example, three details used to describe the captain.//characters and to support own viewpoint.						
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.	-,			0 11		0 0
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.support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint. For example, taylain why Frank.e.g. of mood /setting /characters and to support own viewpoint. For example, List the three details used to describe the captain.support own viewpoint. For example, List the three details used to describe the captain.support own viewpoint. For example, List the three details used to describe the captain.support own viewpoint. For example, List the threadet and to support own viewpoint. For example, List the threadet and to support own viewpoint. For example, explain why Frank.support own viewpoint. For example, List the 	Revise how to use					
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.		and text-marking to	support answers to		/characters and to	
 which require analysis e.g. of mood /setting /characters and bo support own viewpoint. For example, explain how the personalities of Mabel and Topaz differ. Use evidence from the text to support your answer. Introduce Identify and discuss themes and conventions in and across a wide range of writing e.g. the theme of refugees and migration. Jesting /characters and bo support own viewpoint. For example, explain how the personalities of Mabel and Topaz differ. Use evidence from the text to support your answer. Jesting /characters and bo support own viewpoint. For example, explain how the personalities of Mabel and Topaz differ. Use evidence from the text to support your answer. Jesting /characters and personalities of Mabel and Topaz differ. Use evidence from the text to support your answer. Introduce Introduce and across a wide range of writing e.g. the theme of refugees and migration. Jesting /characters and to support own viewpoint. For example, explain how the personalities of Mabel and Topaz differ. Use evidence as you can using dark or black Introduce Introduce Introduce indentify and discuss themes and conventions in and across a wide range of writing e.g. the theme of refugees and migration. Introduce Introdu	o 11					
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./setting /characters and to support own viewpoint. For example, find as many descriptive references in this chapter as you can using dark or black/setting /characters and to support own viewpoint. For example, explain why the personalities of Mabel and Topaz differ. Use evidence from the text to support your answer./setting /characters and to support own viewpoint. For example, chapter as you can using dark or black/setting /characters and to support own viewpoint. For example, chapter as you can using dark or black/setting /characters and to support own viewpoint. For example, chapter as you can using dark or black/setting /characters and to support own viewpoint. For example, chapter as you can using dark or black/setting /characters and to support own viewpoint. For example, example, List the thread tiction from our literary heritage – Treasure Island, The Hobbit, Jungle BookFor example, theres and conventions in and across a wide range of writing e.g. the themes of refugees and migration./setting /characters and to support own viewpoint. For example, characters and to support own viewpoint. For example, ead fiction from our literary heritage – Treasure Island, The Hobbit, Jungle BookFor example, there details used to describe the captain.to find joy or happiness in the beauty of the garden.and her character/personality?Introduce Identify and discuss themes of refugees and migration./setting /characters and <br< td=""><td>•</td><td></td><td></td><td></td><td></td><td></td></br<>	•					
/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.to support own viewpoint. For example, find as many descriptive references in this chapter as you can using dark or blacktwe woint. For example, explain how the personalities of Mabel and Topaz differ. Use evidence from the text to support your answer.to support own viewpoint. For example, find as many descriptive references in this chapter as you can using dark or blacktwe woint. For example, explain why Frank choses to ignore his friend's remark.three details used to describe the captain.in the beauty of the garden.character/personality?Introduce Identify and discuss themes and conventions in and across a wide range of writing e.g. the theme of refugees and migration.three details used to describe the captain.three details used to describe the captain.in the beauty of the garden.in the beauty of the garden.character/personality?/character/personality?Collect as much inform our literary heritage – Treasure Island, The waves, the danger?three details used to describe the captain.in the beauty of the garden.in the beauty of the describe the captain.in the beauty of the describe the captain.in the beauty of the garden.character/personality?Introduce Identify and discuss themes and conventions in and across a wide range of writing e.g. the theme of refugees and migration.viewpoint. For example, explain the the explain the waves, the danger?three details used to describe the c						
support own viewpoint. For example, explain how the personalities of Mabel and Topaz differ. Use evidence from the text to support your answer.viewpoint. For example, find as many descriptive references in this chapter as you can using dark or blackexplain why Frank chooses to ignore his friend's remark.describe the captain.Develop Read fiction from our literary heritage – Treasure Island, The Hobbit, Jungle BookGollect as much information and evidence as you can.Collect as much information and evidence as you can.Introduce Identify and discuss themes and conventions in and across a wide range of writing e.g. the theme of refugees and migration.Introduce a wide range of writing e.g. the theme of refugees and migration.Introduce literary heritageSeeses use their developing reading and comprehension skillsDevelop Read fiction from our literary heritage – Tom's Midnight GardenCollect as much information and evidence as you can.Introduce leantify and discuss themes of refugees and migration.Introduce range of writing e.g. the theme of refugees and migration.Practise migration.Practise waves, the danger?Assess Use their developing reading and comprehension skillsDevelop Note of the developing reading and comprehension skillsCollect as much information and evidence as you can.	0					
 viewpoint. For example, explain how the personalities of Mabel and Topaz differ. Use evidence from the text to support your answer. find as many descriptive references in this chapter as you can using dark or black <i>Introduce</i> Read Dickens fiction from our literary heritage <i>Introduce</i> Identify and discuss themes and conventions in and across a wide range of writing e.g. the theme of refugees and migration. 					5	
explain how the personalities of Mabel and Topaz differ. Use evidence from the text to support your answer.references in this chapter as you can using dark or blackreferences in this chapter as you can using dark or blackfriend's remark. Practise What is the effect of the rule of 3, The wind, the waves, the danger?Develop Read fiction from our literary heritage - Treasure Island, The Hobbit, Jungle BookDevelop Read fiction from our literary heritage - Treasure Island, The Hobbit, Jungle BookDevelop Read fiction from our literary heritage - Treasure Island, The Hobbit, Jungle BookDevelop Read fiction from our literary heritage - Treasure Island, The Hobbit, Jungle BookDevelop Read fiction from our literary heritage - Treasure Island, The Hobbit, Jungle BookDevelop Read fiction from our literary heritage - Treasure Island, The Hobbit, Jungle BookDevelop Read fiction from our literary heritage - Treasure Island, The Hobbit, Jungle BookDevelop Read fiction from our literary heritage - Treasure Island, The Hobbit, Jungle BookDevelop Read fiction from our literary heritage - Treasure Island, The Hobbit, Jungle BookDevelop Read fiction from our literary heritage - The state of writing e.g. black historyDevelop Read fiction from our literary heritage - The state of writing e.g. black historyDevelop Read fiction from our literary heritage - Treasure Island, The Hobbit, Jungle BookDevelop Read fiction from our literary heritage - The state of writing e.g. black historyDevelop Read fiction from our literary heritage - The state of writing e.g. black historyDevelop Read f				describe the captain.	garden.	
personalities of Mabel and Topaz differ. Use evidence from the text to support your answer.chapter as you can using dark or blackPractiseRead fiction from our literary heritage – Treasure Island, The Hobbit, Jungle BookRead fiction from our literary heritage – Treasure Island, The Hobbit, Jungle BookRead fiction from our literary heritage – Treasure Island, The Hobbit, Jungle BookRead fiction from our literary heritage – Treasure Island, The Hobbit, Jungle BookRead fiction from our literary heritage – Treasure Island, The Hobbit, Jungle BookRead fiction from our literary heritage – Treasure Island, The Hobbit, Jungle BookDevelop Midnight GardenDevelop lidentify and discuss in and across a wide range of writing e.g. gender inequalityIntroduce Identify and discuss themes and conventions in and across a wide range of writing e.g. the theme of refugees and migration.Read fiction from our literary heritage – Treasure Island, The Hobbit, Jungle BookRead fiction from our literary heritage – Treasure Island, The Hobbit, Jungle BookDevelop lidentify and discuss themes and conventions in and across a wide range of writing e.g. black historyDevelop lidentify and discuss themes and conventions in and across a wide range of writing e.g. the theme of refugees and migration.Midight GardenDevelop lidentify and discuss themes and conventions in and across a wide range of writing e.g. the theme of refugees and migration.Midight GardenDevelop lidentify and discuss themes and conventions in and across a wide range of writing e.g.Midight GardenDevelop lidentify and discuss th	viewpoint. For example,	find as many descriptive	5			
and Topaz differ. Use evidence from the text to support your answer.		references in this	friend's remark.			evidence as you can.
evidence from the text to support your answer.Introduce Read Dickens fiction from our literary heritageWhat is the effect of the rule of 3, The wind, the waves, the danger?Treasure Island, The Hobbit, Jungle BookMidnight GardenDevelop 						
evidence from the text to support your answer.Introduce Read Dickens fiction from our literary heritageWhat is the effect of the rule of 3, The wind, the waves, the danger?Treasure Island, The Hobbit, Jungle BookMidnight GardenIdentify and discuss themes and conventions in and across a wide range of writing e.g. the theme of refugees and migration.What is the effect of the rule of 3, The wind, the waves, the danger?Treasure Island, The Hobbit, Jungle BookMidnight GardenIdentify and discuss themes and conventions in and across a wide range of writing e.g. the theme of refugees and migration.Assess use their developing reading and comprehension skillsMidnight GardenIdentify and discuss themes and conventions in and across a wide range of writing e.g. the theme of refugees and migration.Assess via SATs Use their developing reading and comprehension skillsMidnight GardenIdentify and discuss themes and conventions in and across a wide range of writing e.g. the theme of refugees and migration.Midnight GardenIdentify and discuss themes and conventions in and across a wide range of writing e.g. the theme of refugees and migration.Midnight GardenIdentify and discuss themes and conventions in and across a wide range of writing e.g. the theme of refugees and migration.Midnight GardenIdentify and discuss themes and conventions in and across a wide range of writing e.g. Use their developing reading and comprehension skillsMidnight GardenIdentify and discuss themes and conventions in and across a wide range of writing e.g.		using dark or black				Develop
Support your answer. Introduce Read Dickens fiction from our literary heritage rule of 3, 1ne wind, the waves, the danger? Hobbit, Jungle Book Develop Identify and discuss themes and conventions in and across a wide range of writing e.g. the theme of refugees and migration. Introduce Assess Develop Identify and discuss themes and conventions in and across a wide range of writing e.g. Develop Identify and discuss themes and conventions in and across a wide range of writing e.g. Hobbit, Jungle Book Develop Identify and discuss themes and conventions in and across a wide range of writing e.g. Develop Identify and discuss themes and conventions in and across a wide range of writing e.g. Develop Identify and discuss Homes and conventions In and across a wide range of writing e.g. Intervalue Develop Identify and discuss In and across a wide range of writing e.g. Intervalue Intervalue </td <td>evidence from the text to</td> <td></td> <td></td> <td></td> <td>Midnight Garden</td> <td></td>	evidence from the text to				Midnight Garden	
Read Dickens fiction from our literary heritagewaves, the danger?Assess Use their developing reading and comprehension skills independently.Develop Identify and discuss themes and conventions in and across a wide range of writing e.g. black historyin and across a wide range of writing e.g. 	support your answer.	Introduce	rule of 3, The wind, the	Hobbit, Jungle Book		
from our literary heritage Assess Identify and discuss range of writing e.g. Introduce Identify and discuss reading and range of writing e.g. Identify and discuss in and across a wide range of writing e.g. range of writing e.g. in and across a wide range of writing e.g. the theme of refugees and black history in grading on. writing e.g. the theme of refugees and writing e.g.		Read Dickens fiction	waves, the danger?			
Introduce Identify and discuss reading and reading and in and across a wide range of writing e.g. black history black history Assess via SATs Use their developing reading and comprehension skills in and across a wide range of writing e.g. black history Assess via SATs Use their developing reading and comprehension skills in and across a wide range of writing e.g. black history Assess via SATs Use their developing reading and comprehension skills in and across a wide reading and comprehension skills in and across a wide range of writing e.g. black history Assess via SATs Use their developing reading and comprehension skills in and across a wide in and across a		from our literary heritage				
Introduce Identify and discuss reading and comprehension skills independently. In and across a wide range of writing e.g. black history Introduce Identify and discuss comprehension skills independently. range of writing e.g. black history Introduce In and across a wide range of writing e.g. the theme of refugees and migration. In and across a wide range of writing e.g. black history Assess via SATs					themes and conventions	
themes and conventions in and across a wide range of writing e.g. the theme of refugees and migration.		Introduce				gender mequality
themes and conventions in and across a wide range of writing e.g. the theme of refugees and migration.		Identify and discuss			0 0 0	
in and across a wide range of writing e.g. the theme of refugees and migration.				independently.	black history	
range of writing e.g. the theme of refugees and migration.						
migration. reading and comprehension skills		range of writing e.g. the				
migration. reading and comprehension skills						
comprehension skills						
independently.		Ŭ				
					independently.	

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

		Assess Use their developing reading, comprehension skills, authorial effect knowledge	lifeline"?	that tells us that the narrator sleeps during his journey by mail. Assess Use their developing reading, comprehension skills, authorial effect knowledge	why does the description of the Old Mistress as 'slight' contradict with her actions towards Nathaniel? Assess via SATs Use their developing reading, comprehension skills, authorial effect knowledge	
Respond to text:	Consolidate from Year 5, Revise and Continue 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 Introduce begin challenging others' views courteously. Consolidate from Year 5, Revise and Continue Discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader Introduce 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? Introduce With adult support, identify and talk about figurative language and	 Practise 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. Practise 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? Practise With some support identify and talk about figurative language and its impact – inc similes, metaphors, personification, onomatopoeia 	 Practise 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. Practise With some confidence, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader Introduce 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? 	Develop 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. Develop With some confidence, 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? Develop With growing	Develop 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 Develop 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. Develop With confidence, identify and talk about figurative language and its impact - inc similes, metaphors, personification and hyperbole and onomatopoeia Develop Confidently, distinguish between fact and opinion.	Embed 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 Embed 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. Embed Confidently, identify and talk about figurative language and its impact - inc similes, metaphors, personification and hyperbole and onomatopoeia Embed Confidently, distinguish between fact and opinion.

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

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