

Crockham Hill Reading Progression Document 2023-24

Acorns EYFS/ Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Settling in and Getting on	Light and Dark Christmas stories	Winter Space	Growing and Changing	Animals and their homes	The Sea
Text Reception	Whose hat is this? Zog and the flying doctors? The Little Red Hen Supertato The Gingerbread Man Power of reading - What the ladybird heard?	Elmer Nursery Rhymes Room on the Broom Christmas Books	Jack Frost Stickman Lost and Found If you were a penguin Whatever Next How to catch a star Rocket Rocket Zoom Aliens Love Underpants Zoom to the Moon	Jack and the Beanstalk The Tiny Seed Oliver's Vegetables The Very Hungry Caterpillar A fruit is a suitcase for seeds The Bad-Tempered Ladybird Billy's Sunflower Power of reading - Handa's Surprise Power of reading – The Gigantic Turnip	Croc and Bird Rumble in the Jungle The Gruffalo The Tiger Who Came to Tea Giraffes Can't Dance Goldilocks & The Three Bears Three Little Pigs Dear Zoo Three Billy Goats Gruff Power of reading - We're going on a bear hunt	The Rainbow Fish Barry the Fish with Fingers Commotion in the ocean Sharing a shell Tiddler Pirate Boy Power of reading – Billy's Bucket
Texts Year 1	<u>Whole School Text:</u> Here We Are by Oliver Jeffers Pattan's Punpkin - Chitra Soundar	The Emperor's Egg - Martin Jenkins	The Egg Box Dragon – Richard Adams	Beegu – Alexis Deacon	Our King Charles – Eleanor Gray The King's Hats – Shelia May Bird	The Secret of Black Rock
Decode / word-reading:	Consolidate from Preschool and	Develop and Embed Play listening skills	Continue to Develop and Embed	Practise	Develop	Embed

<p>phonics tricky words alphabet use of dictionary</p> <p>Reception</p>	<p>Practise Play listening skills games, computer sound games and listen to the environment around us to develop listening skills</p> <p>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.</p> <p>Introduce Begin to introduce Little Wandle Phonics scheme Phase 2 sounds</p> <p>Introduce Through heavily modelled sessions, orally segment sounds in simple words and blend them together</p> <p>Introduce Through heavily modelled sessions, segment sounds in written form and blend together.</p> <p>Assess Assess blending and segmenting. Implement blending 1:1 keep up sessions as necessary.</p> <p>Assess</p>	<p>games, computer sound games and listen to the environment around us to develop listening skills</p> <p>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.</p> <p>Practise Continue to introduce Little Wandle Phonics scheme Phase 2 sounds</p> <p>Practise With teacher support and scaffolding, segment sounds in simple words and blend them together using the sounds taught so far</p> <p>Assess Little Wandle sounds introduced + tricky words. Assess every 6 weeks. Keep-up interventions implemented as necessary.</p> <p>Practise Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.</p>	<p>Play listening skills games, computer sound games and listen to the environment around us to develop listening skills</p> <p>Practise Continue to introduce Little Wandle Phonics scheme Phase 2 sounds</p> <p>Practise With teacher support, segment sounds in simple words and blend them together using the sounds taught so far</p> <p>Assess Little Wandle sounds introduced + tricky words. Assess every 6 weeks. Keep-up interventions implemented as necessary.</p> <p>Introduce Begin to introduce Phase 3 sounds</p> <p>Develop Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.</p> <p>Practise Read some common exception words as they appear in the</p>	<p>Continue to introduce Little Wandle Phonics scheme Phase 2 sounds</p> <p>Develop With some independence, segment sounds in simple words and blend them together using the sounds taught so far</p> <p>Develop Continue to introduce Phase 3 sounds</p> <p>Develop Segment sounds in simple words and blend them together using the sounds taught so far –</p> <p>Assess Little Wandle sounds introduced + tricky words. Assess every 6 weeks. Keep-up interventions implemented as necessary.</p> <p>Develop Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.</p> <p>Develop Read more common exception words as they appear in the reading scheme consolidating previously learnt words</p>	<p>Continue to practise Little Wandle Phonics scheme Phase 2 and 3 sounds through daily phonics sessions.</p> <p>Embed With growing independence, segment sounds in simple words and blend them together using the sounds taught so far</p> <p>Assess Little Wandle sounds introduced + tricky words. Assess every 6 weeks. Keep-up interventions implemented as necessary.</p> <p>Embed Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.</p> <p>Develop Continue to read more common exception words as they appear in the reading scheme, consolidating previously learnt words</p> <p>Throughout the Year Continue 3 x weekly reading practise sessions as children are ready: 1) Decoding 2) Prosody</p>	<p>Through daily lessons, practise and reinforce learning of Phase 2 and 3 sounds</p> <p>Introduce Begin to introduce Phase 4 sounds of Little Wandle.</p> <p>Embed Independently and confidently, segment sounds in simple words and blend them together using the sounds taught so far</p> <p>Assess Little Wandle sounds introduced + tricky words. Assess every 6 weeks. Keep-up interventions implemented as necessary.</p> <p>Embed Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.</p> <p>Embed Develop Continue to read more common exception words as they appear in the reading scheme, consolidating previously learnt words</p> <p>Throughout the Year Continue</p>
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	<p>Little Wandle sounds introduced + tricky words. Assess every 6 weeks. Keep-up interventions implemented as necessary.</p> <p>Introduce Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.</p> <p>Introduce Read some common exception words as they appear in the reading scheme</p> <p>Introduce Through adult modelling and discussion, children become familiar with book language and layout through Little Wandle wordless books.</p> <p>Introduce 3 x weekly reading practise sessions using wordless books.</p> <p>Introduce Be able to read their own name.</p>	<p>Practise Read some common exception words as they appear in the reading scheme Introduce As Little Wandle phonics books are introduced read words and simple sentences.</p> <p>Introduce Following from assessments, begin to introduce further 3 x weekly reading practise sessions as children are ready: 1) Decoding 2) Prosody 3) Comprehension</p> <p>Introduce As Little Wandle phonics books are introduced read words and simple sentences</p> <p>Practise Be able to read their own name.</p> <p>Introduce With adult support, begin to read labels in the environment</p>	<p>reading scheme consolidating previously learnt words</p> <p>Throughout the Year Continue 3 x weekly reading practise sessions as children are ready: 1) Decoding 2) Prosody 3) Comprehension</p> <p>Practise As Little Wandle phonics books are introduced read words and simple sentences</p> <p>Practise Be able to read their own name.</p> <p>Practise With adult support, begin to read labels in the environment</p>	<p>Throughout the Year Continue 3 x weekly reading practise sessions as children are ready: 1) Decoding 2) Prosody 3) Comprehension</p> <p>Practise As Little Wandle phonics books are introduced read words and simple sentences</p> <p>Develop With some independence, begin to read labels in the environment</p>	<p>3) Comprehension</p> <p>Develop As Little Wandle phonics books are introduced read words and simple sentences</p> <p>Develop With some independence, begin to read labels in the environment</p>	<p>3 x weekly reading practise sessions as children are ready: 1) Decoding 2) Prosody 3) Comprehension</p> <p>Develop As Little Wandle phonics books are introduced read words and simple sentences</p> <p>Embed With greater independence, begin to read labels in the environment</p>
Decode / word-reading: phonics tricky words alphabet use of dictionary	Decode / word-reading: phonics tricky words alphabet use of dictionary	Consolidate from Year R and Continue. Continue to apply phonic knowledge and skills as the route to decode words.	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.

Year 1		<p>Introduce Apply phonic knowledge and skills for all 40+ phonemes;</p> <p>Introduce 'Speedy Sounds' as per Little Wandle scheme.</p> <p>Introduce Read accurately by blending sounds in unfamiliar words using the GPCs they know.</p> <p>Consolidate from Year R and Continue. Continue to read common exception words from Year R, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Introduce Read some of the common exception words for Y1</p> <p>Consolidate from Year R, Continue and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p>	<p>Practise Apply phonic knowledge and skills for all 40+ phonemes;</p> <p>Practise 'Speedy Sounds' as per Little Wandle scheme.</p> <p>Practise Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Practise Read common exception words for Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Practise and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Continue and Assess Continue the Little Wandle phonics scheme working through phase 4.</p>	<p>Practise Speedy sounds as per Little Wandle with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Practise Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Practise Read common exception words for Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Practise and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Revise and Practise Read words containing taught GPCs and -ing, -ed.</p> <p>Practise and assess Continue the Little Wandle phonics</p>	<p>Develop Speedy sounds as per Little Wandle with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Develop Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Develop Read common exception words for Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Develop and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Develop Read words containing taught GPCs and -s, -es.</p> <p>Revise and Practise Read words containing</p>	<p>Embed Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Embed Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Develop Read common exception words for Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Embed and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Revise and Practise Read words containing taught GPCs and -er, -est. Develop Read words containing taught GPC's and -ing, -ed, -s, -es.</p>
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					Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.	Continue from Year R 3 x weekly reading practise groups: <ol style="list-style-type: none"> 1) Decoding 2) Prosody 3) Comprehension Continue Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.
Comprehend, locate and retrieve: vocabulary characters settings events information justify using text	Introduce Ensure that children can recall key facts from a story which has been read to them. Introduce With support, ensure children can find information from a picture. Introduce Locate information which can be found easily in the text Introduce Recognise and read their name on their name card and the register.	Practise Ensure that children can recall key facts from a story which has been read to them. Practise With support, ensure children can find information from a picture. Practise Locate information which can be found easily in the text e.g. Where is Stanley going? Show me how you know. Practise and Develop Recognise and read their name on their name card and the register. Introduce With support, ensure the children to recognise and read aloud words and	Practise Ensure that children can recall key facts from a story which has been read to them. Practise With some support, ensure children can find information from a picture. Practise Locate information which can be found easily in the text e.g. Why did he have no friends? Show me how you know. Embed Recognise and read their name on their name card and the register. Practise With support, ensure the children to recognise and read aloud words and	Develop Ensure that children can recall key facts from a story which has been read to them. Develop With some support, ensure children can find information from a picture. Develop Locate information which can be found easily in the text e.g. Why is Ruby worried? Show me how you know. Develop With some support, ensure the children to recognise and read aloud words and phrases they have learned.	Develop Ensure that children can recall key facts from a story which has been read to them. Develop Ensure children can find information from a picture independently. Develop Locate information which can be found easily in the text e.g. Can you find some rhyming words? Show me how you know. Develop Ensure the children to recognise and read aloud words and phrases they have learned independently.	Embed Ensure that children can recall key facts from a story which has been read to them. Embed Ensure children can find information from a picture independently. Embed Locate information which can be found easily in the text e.g. What colour was the bus? Where was he going? Show me how you know. Embed Ensure the children to recognise read aloud words and phrases they have learned independently.

		phrases they have learned.	phrases they have learned.			
<p>Comprehend, locate and retrieve: vocabulary characters settings events information justify using text</p> <p>Year 1</p>	<p>Throughout out the year Continue to develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>Introduce With adult modelling use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text.</p> <p>Introduce With adult modelling and scaffolding, after decoding the text, identify the word in the sentence which answers a retrieval question</p> <p>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.</p> <p>Introduce With adult support, understand and explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g.</p>	<p>Throughout out the year Continue to develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>Practise With adult modelling use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text</p> <p>Practise With adult modelling and scaffolding, after decoding the text, identify the word in the sentence which answers a retrieval question</p> <p>Introduce Listen to and discussing a wide range of poems at a level beyond that at which they can read independently.</p> <p>Practise With adult support, understand and explain key facts about what is read to them from a variety of texts, including poems, non-</p>	<p>Throughout out the year Continue to develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>Develop With developing confidence use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text</p> <p>Practise With adult modelling and scaffolding, after decoding the text, identify the word in the sentence which answers a retrieval question</p> <p>Develop Listen to and discussing a wide range of stories at a level beyond that at which they can read independently.</p> <p>Develop With adult guidance, explain key facts about what is read to them from a variety of texts, including poems, non-</p>	<p>Throughout out the year Continue to develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>Develop With growing independence use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text</p> <p>Develop With growing independence, after decoding the text, identify the word in the sentence which answers a retrieval question</p> <p>Develop Listen to and discussing a wide range of stories at a level beyond that at which they can read independently.</p> <p>Practise With adult guidance, explain key facts about what is read to them from a variety of texts, including poems, non-</p>	<p>Throughout out the year Continue to develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>Embed With growing independence use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text</p> <p>Develop and Embed After decoding a sentence, discuss the vocabulary, identifying which words might answer a retrieval question.</p> <p>Practise Reading, listening to and discussing a wide range of stories at a level beyond that at which they can read independently.</p> <p>Develop and Embed With growing independence, explain key facts about what is read to them from a variety of texts, including poems, non-</p>	<p>Throughout out the year Continue to develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>Embed and Assess With confidence and independence use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text</p> <p>Embed and Assess After decoding a sentence, discuss the vocabulary, identifying which words might answer a retrieval question.</p> <p>Develop Reading, listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently.</p> <p>Embed and Assess Independently and with confidence, explain key facts about what is read to them from a variety of texts,</p>

	<p>key characters, places and events;</p> <p>Introduce Discuss word meanings, linking new meanings to those already known.</p> <p>Consolidate from Year R and Continue Talk about the title and how it relates to the events in the text.</p> <p>Introduce Retrieve answers to simple literal who, what, when, and how questions.</p>	<p>fiction and stories e.g. key characters, places and events;</p> <p>Introduce Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Practise Talk about the title and how it relates to the events in the text;</p> <p>Practise Retrieve answers to simple literal who, what, where, when and how questions.</p>	<p>fiction and stories e.g. key characters, places and events;</p> <p>Practise Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Practise Talk about the title and how it relates to the events in the text.</p> <p>Practise Retrieve answers to simple literal who, what, where, when, which and how questions.</p>	<p>key characters, places and events;</p> <p>Develop Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Develop Talk about the title and how it relates to the events in the text;</p> <p>Develop Retrieve answers to simple literal who, what, where, when, which and how questions.</p>	<p>fiction and stories e.g. key characters, places and events;</p> <p>Develop Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Develop Talk about the title and how it relates to the events in the text;</p> <p>Develop Retrieve answers to simple literal who, what, where, when, which and how questions.</p>	<p>including poems, non-fiction and stories e.g. key characters, places and events.</p> <p>Embed Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Embed and Assess Talk about the title and how it relates to the events in the text;</p> <p>Embed Retrieve answers to simple literal who, what, where, when, which and how questions.</p>
<p>Inferential understanding: prediction sequencing events summary nuanced vocabulary</p>	<p>Introduce Understand the feelings of characters in texts they listen to e.g. How did Goldilocks feel when she saw the broken chair – when the text does not explicitly say so.</p> <p>Introduce With support, use the pictures in texts as clues to what is happening in the story.</p> <p>Introduce Begin to be able to recognise the feelings in the mood of a</p>	<p>Practise Understand the feelings of characters in texts they listen to e.g. How does Stanley feel looking out to sea? – when the text does not explicitly say so.</p> <p>Practise With support, use the pictures in texts as clues to what is happening in the story.</p> <p>Practise Begin to be able to recognise the feelings in the mood of a setting, such as a scary</p>	<p>Practise Understand the feelings of characters in texts they listen to e.g. How does The Blue Penguin's friend feel? – when the text does not explicitly say so.</p> <p>Practise With some support, use the pictures in texts as clues to what is happening in the story.</p> <p>Practise Begin to be able to recognise the feelings in the mood of a</p>	<p>Develop Understand the feelings of characters in texts they listen to e.g. How do you think Ruby will feel today? – when the text does not explicitly say so.</p> <p>Develop With some support, use the pictures in texts as clues to what is happening in the story.</p> <p>Develop Begin to be able to recognise the feelings in the mood of a setting, such as a scary</p>	<p>Develop Understand the feelings of characters in texts they listen to e.g. How does the poem make you feel? – when the text does not explicitly say so.</p> <p>Develop Independently, use the pictures in texts as clues to what is happening in the story.</p> <p>Develop Begin to be able to recognise the feelings in the mood of a setting, such as a scary forest or a funny event</p>	<p>Embed Understand the feelings of characters in texts they listen to e.g. Why is the naughty bus sad? – when the text does not explicitly say so.</p> <p>Embed Independently, use the pictures in texts as clues to what is happening in the story.</p> <p>Embed Begin to be able to recognise the feelings in the mood of a setting, such as a scary forest or a funny event</p>

	setting, such as a scary forest or a funny event e.g. The 3 Billy Goats Gruff. Introduce With support and modelling, predict what could happen next in the text.	forest or a funny event e.g. Stanley finding a new stick Practise Predict what could happen next in the text	setting, such as a scary forest or a funny event e.g. The penguin being left by the other penguins. Practise Predict what could happen next in the text.	forest or a funny event e.g. Ruby worrying about different things Develop Predict what could happen next in the text.	e.g. How do the poems make you feel? Develop Predict what could happen next in the text.	e.g. how does he feel e=when he rides his bus? Embed Predict what could happen next in the text.
Inferential understanding: prediction sequencing events summary nuanced vocabulary	Introduce Through adult discussion of the class text, discuss the significance of the title and events e.g. why is this a suitable title for The Jolly Postman? What makes him 'jolly' in the story. Introduce Make simple inferences when a book is read to them e.g. how does the postman feel when he arrives at the wolf's house? 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	Practise In modelled Little Wandle reading practise groups, discuss the significance of the title and events e.g. why is 'Eggs on Toast' a suitable tile for the story? Which events take place and lead to the title? Practise Make simple inferences when a book is read to them e.g. why do you think the author uses ____ word? How do you think the owl babies feel? 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	Develop When reading own shared reading books, which could be read aloud to them, discuss the significance of the title and events Practise Through discussion, make simple inferences when a book is read to them e.g. need example 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 have buried in the garden in a fire? Why?	Develop During shared and whole class texts, discuss the significance of the title and events. Does the title give us information about the text? Develop Through simple questioning, make simple inferences when a book is read to them e.g. need example. Develop With greater independence, 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. Develop	Embed During shared, whole class and reading practise groups, 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 Through simple questioning, make simple inferences when a book is read to them e.g. need example. 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. Develop	Embed and Assess During shared, whole class and reading practise groups, discuss the significance of the title and events. Why is there a lightbulb in the title? Does it give us information about the text? Embed and Assess Through simple questioning, make simple inferences when a book is read to them e.g. need example. Assess Confidently, predict what might happen next in a sequenced story, based on what has been read so far. Develop and Assess Independently and confidently, explain their understanding of what is read to them, beyond that which is explicitly stated.

	<p>stated. E.g. Why is the tower where it is?</p> <p>Introduce Discuss word meanings, linking new meanings to those already known.</p>	<p>their understanding of what is read to them, beyond that which is explicitly stated. E.g. how does the poetry make you feel? Why?</p> <p>Introduce Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>Practise Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>Embed Draw on what they already know or on background information and vocabulary provided by the teacher.</p>
<p>Respond to text: evaluation response to author authorial effect and intent effect of vocabulary</p> <p>Reception</p>	<p>Consolidate from Preschool Show pleasure in stories being read to them.</p> <p>Introduce Discuss the features of a book including the title, author, illustrator, blurb.</p> <p>Introduce Understand where they can access books in the school and in the community e.g. discuss what a library is and where our local one is.</p> <p>Consolidate from Preschool Enjoy sharing poems and rhymes together.</p> <p>Introduce Sometimes look at a book out of choice</p> <p>Introduce</p>	<p>Continue Show pleasure in stories being read to them.</p> <p>Continue Discuss the features of a book including the title, author, illustrator, blurb.</p> <p>Continue Enjoy sharing poems and rhymes together.</p> <p>Continue Sometimes look at a book out of choice</p> <p>Practise Begin to have favourite texts which they ask for repeatedly.</p> <p>Practise Begin to discuss a favourite character or a favourite story.</p> <p>Practise</p>	<p>Continue Show pleasure in stories being read to them.</p> <p>Continue Discuss the features of a book including the title, author, illustrator, blurb.</p> <p>Continue Enjoy sharing poems and rhymes together.</p> <p>Continue Often look at a book out of choice</p> <p>Practise Sometimes find favourite texts which they ask for repeatedly</p> <p>Practise With some support, discuss a favourite character or a favourite story.</p> <p>Practise</p>	<p>Continue Show pleasure in stories being read to them.</p> <p>Continue Discuss the features of a book including the title, author, illustrator, blurb.</p> <p>Continue Enjoy sharing poems and rhymes together.</p> <p>Continue Often look at a book out of choice</p> <p>Develop Sometimes find favourite texts which they ask for repeatedly.</p> <p>Develop With some support, discuss a favourite</p>	<p>Continue Show pleasure in stories being read to them.</p> <p>Continue Discuss the features of a book including the title, author, illustrator, blurb.</p> <p>Continue Enjoy sharing poems and rhymes together.</p> <p>Continue Independently look at a book out of choice</p> <p>Develop Independently find favourite texts which they ask for repeatedly</p> <p>Develop Independently, discuss a favourite character or a favourite story.</p> <p>Develop Independently, may be</p>	<p>Continue Show pleasure in stories being read to them</p> <p>Embed Discuss the features of a book including the title, author, illustrator, blurb.</p> <p>Continue Enjoy sharing poems and rhymes together.</p> <p>Continue Independently look at a book out of choice</p> <p>Embed Independently find favourite texts which they ask for repeatedly</p> <p>Embed Independently, discuss a favourite character or a favourite story.</p> <p>Embed</p>

	<p>Begin to have favourite texts which they ask for repeatedly.</p> <p>Introduce Begin to discuss a favourite character or a favourite story.</p> <p>Introduce With adult modelling, may be able to say why things happened in the text.</p> <p>Introduce Remember the words they have heard e.g. repeating refrains and rhyming words. I</p> <p>Introduce Begin, with support, to be able explain how the pictures relate to the story.</p> <p>Introduce Begin, with adult modelling, point to parts of the text in answer to questions.</p>	<p>With adult modelling, may be able to say why things happened in the text.</p> <p>Practise Remember the words they have heard e.g. repeating refrains and rhyming words.</p> <p>Practise Begin, with some support, to be able explain how the pictures relate to the story.</p> <p>Practise Begin, with adult modelling, point to parts of the text in answer to questions.</p>	<p>With support, may be able to say why things happened in the text.</p> <p>Practise Remember the words they have heard e.g. repeating refrains and rhyming words.</p> <p>Practise Begin, with some support, to be able explain how the pictures relate to the story.</p> <p>Practise With some support, point to parts of the text in answer to questions.</p>	<p>character or a favourite story.</p> <p>Develop With some support, may be able to say why things happened in the text.</p> <p>Develop Remember the words they have heard e.g. repeating refrains and rhyming words.</p> <p>Develop Begin, with some support, to be able explain how the pictures relate to the story.</p> <p>Develop With adult support, point to parts of the text in answer to questions.</p>	<p>able to say why things happened in the text. Introduce Sometimes read a familiar text aloud to themselves.</p> <p>Develop Remember the words they have heard e.g. repeating refrains and rhyming words.</p> <p>Develop Independently, be able explain how the pictures relate to the story.</p> <p>Develop With some support, point to parts of the text in answer to questions.</p>	<p>Independently, may be able to say why things happened in the text.</p> <p>Practise Sometimes read a familiar text aloud to themselves.</p> <p>Embed Remember the words they have heard e.g. repeating refrains and rhyming words.</p> <p>Embed Independently, be able explain how the pictures relate to the story.</p> <p>Embed Independently, point to parts of the text in answer to questions.</p>
<p>Respond to text: evaluation response to author authorial effect and intent effect of vocabulary</p> <p>Year 1</p>	<p>Throughout out the yearlisten to, share and discuss a wide range of high-quality books (poetry / picture books / stories / <i>information texts</i>) which are beyond those they can read by themselves, to develop a love of reading;</p>	<p>Throughout out the yearlisten to, share and discuss a wide range of high-quality books (poetry / picture books / stories / <i>information texts</i>) which are beyond those they can read by themselves, to develop a love of reading;</p>	<p>Throughout out the yearlisten to, share and discuss a wide range of high-quality books (poetry / picture books / stories / <i>information texts</i>) which are beyond those they can read by themselves, to develop a love of reading;</p>	<p>Throughout out the yearlisten to, share and discuss a wide range of high-quality books (poetry / picture books / stories / <i>information texts</i>) which are beyond those they can read by themselves, to develop a love of reading;</p>	<p>Throughout out the yearlisten to, share and discuss a wide range of high-quality books (poetry / picture books / stories / <i>information texts</i>) which are beyond those they can read by themselves, to develop a love of reading;</p> <p>Develop</p>	<p>Throughout out the yearlisten to, share and discuss a wide range of high-quality books (poetry / picture books / stories / <i>information texts</i>) which are beyond those they can read by themselves, to develop a love of reading;</p>

	<p>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.</p> <p>Introduce With adult modelling, listen to new words in texts read aloud to them, which broaden their vocabulary</p> <p>Introduce Talk about words they know or like.</p> <p>Introduce With adult support, draw links between the text and some of their own experiences.</p> <p>Introduce Listen to, share and discuss a wide range of high-quality story book which are beyond those they can read by themselves. Through modelling, begin to express their own opinions.</p> <p>Introduce Through adult questioning and support, discuss the significance of the title.</p>	<p>Practise With support, participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Practise With support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p>Practise Talk about words they know or like.</p> <p>Practise Draw links between the text and some of their own experiences.</p> <p>Introduce and Practise With support, learn some ways to find information in non-fiction texts.</p> <p>Practise Listen to, share and discuss a wide range of high-quality poetry books which are beyond those they can read by themselves. Through class and group discussion, begin to express their own opinions.</p>	<p>Practise With some support, participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Practise With some support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p>Develop Talk about words they know or like.</p> <p>Practise Through adult questioning, draw links between the text and some of their own experiences.</p> <p>Practise With support, learn some ways to find information in non-fiction texts. Consider the contents page</p> <p>Practise Listen to, share and discuss a wide range of high-quality rhyming books which are beyond those they can read by themselves. Begin to express their own opinions.</p>	<p>Develop With decreasing support, participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Develop With some support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p>Embed Talk about words they know or like.</p> <p>Develop With increasing independence, draw links between the text and some of their own experiences.</p> <p>Develop With support, learn some ways to find information in non-fiction texts. Consider the contents page, identify the key word to search for in the text.</p> <p>Develop Listen to, share and discuss a wide range of high-quality information texts books which are beyond those they can read by themselves.</p>	<p>Independently, participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Develop With some confidence, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p>Develop Talk about words they know or like, identifying words which could be substituted.</p> <p>Embed Draw links between the text and some of their own experiences.</p> <p>Embed With support, learn some ways to find information in non-fiction texts. Consider the contents page, identify the key word to search for in the text.</p> <p>Develop Listen to, share and discuss a wide range of high-quality non-fiction books which are beyond those they can read by themselves.</p>	<p>Embed Independently and confidently, participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Develop With increasing confidence, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p>Embed and Assess Talk about words they know or like, identifying words which could be substituted.</p> <p>Embed and Assess Draw links between the text and some of their own experiences.</p> <p>Embed and Assess With support, learn some ways to find information in non-fiction texts. Consider the contents page, identify the key word to search for in the text.</p> <p>Develop Listen to, share and discuss a wide range of high-quality story books which are beyond those they can</p>
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		Practise Through adult questioning and support, discuss the significance of the title.	Practise Through adult questioning and support, discuss the significance of the title.	Begin to express their own opinions. Develop With growing independence, discuss the significance of the title.	Begin to express their own opinions. Embed With growing independence, discuss the significance of the title.	read by themselves, Express their own opinions with confidence. Embed and Assess With independence, discuss the significance of the title.
Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning *25 wpm	Introduce Join in with a refrain during group recitation. Consolidate from Preschool Recite some familiar rhymes and songs by heart. Introduce and Practise Begin to recognise, with support, and read their name.	Practise Join in with a refrain during group recitation. Introduce Recite rhymes to a given rhythm, perhaps marching or clapping to the beat. Introduce With support, begin to read words and simple sentences, showing understanding by the way they say it. Introduce Begin to learn common exception words in the order as introduced by the Little Wandle scheme	Develop and Embed Recognise and read their name automatically. Practise Join in with a refrain during group recitation. Practise Recite rhymes to a given rhythm, perhaps marching or clapping to the beat. Practise With support, read words and simple sentences, showing understanding by the way they say it. Introduce, Practise and Embed Sing the alphabet song. Introduce With support, sight-read familiar labels and words in the environment e.g. snack, milk. Introduce	Develop Join in with a refrain during group recitation. Develop Recite rhymes to a given rhythm, perhaps marching or clapping to the beat. Develop With some support, read words and simple sentences, showing understanding by the way they say it. Practise With support, sight-read familiar labels and words in the environment e.g. snack, milk. Practise With support, recognise and read some more common exception words. Practise and Assess Continue to learn common exception words in the order as introduced by the Little Wandle scheme	Develop Join in with a refrain during group recitation. Develop Recite rhymes to a given rhythm, perhaps marching or clapping to the beat. Develop With some support, read words and simple sentences, showing understanding by the way they say it. Develop With some support, sight-read familiar labels and words in the environment e.g. snack, look what I did today. Develop With increasing confidence, recognise and begin to read independently many common exception words with some automaticity. Practise and Assess Continue to learn common exception words in the order as introduced by the Little Wandle scheme	Embed Join in with a refrain during group recitation. Embed Recite rhymes to a given rhythm, perhaps marching or clapping to the beat. Develop With minimal support, read words and simple sentences, showing understanding by the way they say it. Develop With some support, sight-read familiar labels and words in the environment e.g. snack, look what I did today. Develop With increasing confidence, recognise and independently read many common exception words with automaticity. Practise and Assess Continue to learn common exception

			<p>With support, recognise and read some common exception words.</p> <p>Practise and Assess Continue to learn common exception words in the order as introduced by the Little Wandle scheme</p>			words in the order as introduced by the Little Wandle scheme
<p>Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automatically phrasing appropriate to meaning</p> <p>*25 wpm</p>	<p>Consolidate from Year R and continue Apply phonic knowledge and skills as the route to decode words.</p> <p>Introduce Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Consolidate from Year R and continue Continue to read common exception words from Year R, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Introduce Read the common exception words for Year 1</p> <p>Introduce</p>	<p>Assess Apply phonic knowledge and skills as the route to decode words.</p> <p>Practise Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Practise Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Practise and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Introduce</p>	<p>Practise Apply phonic knowledge and skills as the route to decode words.</p> <p>Introduce and Practise Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Practise Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Practise Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Assess Apply phonic knowledge and skills as the route to decode words.</p> <p>Develop and Assess Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Develop Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Develop Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Develop and Assess Read aloud accurately</p>	<p>Develop Apply phonic knowledge and skills as the route to decode words.</p> <p>Embed Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Embed Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Embed Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Embed and Assess Read aloud accurately</p>	<p>Assess Apply phonic knowledge and skills as the route to decode words.</p> <p>Assess Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Assess Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Assess Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Assess</p>

	<p>Use body percussion or instruments to hold the beat.</p> <p>Introduce Recognise and join in with predictable phrases</p> <p>Introduce Say or sing the alphabet in sequence.</p>	<p>Recite some familiar complete rhymes and songs by heart.</p> <p>Practise Recite some familiar complete rhymes and songs by heart.</p> <p>Practise Use body percussion or instruments to hold the beat.</p> <p>Practise Recognise and join in with predictable phrases.</p> <p>Practise Say or sing the alphabet in sequence.</p> <p>Introduce Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Introduce Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Introduce Re-read favourite books to themselves, to gain confidence with</p>	<p>Practise and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Practise Recite some familiar complete rhymes and songs by heart.</p> <p>Practise Recognise and join in with predictable phrases.</p> <p>Develop Say or sing the alphabet in sequence.</p> <p>Practise Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Introduce Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.</p> <p>Practise Read aloud, checking that it 'sounds right'</p>	<p>books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Develop Recite some familiar complete rhymes and songs by heart.</p> <p>Develop Recognise and join in with predictable phrases</p> <p>Embed Say or sing the alphabet in sequence.</p> <p>Practise Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Practise Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.</p> <p>Practise Read aloud, checking that it 'sounds right' and that the text makes sense to them; with</p>	<p>books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Develop Recite some familiar complete rhymes and songs by heart.</p> <p>Develop Recognise and join in with predictable phrases.</p> <p>Develop Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Develop Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.</p> <p>Develop Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p>	<p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Embed Recite some familiar complete rhymes and songs by heart.</p> <p>Develop Use body percussion or instruments to hold the beat.</p> <p>Embed Recognise and join in with predictable phrases.</p> <p>Embed Say or sing the alphabet in sequence.</p> <p>Embed Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Embed and Assess Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.</p>
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		word reading and fluency.	and that the text makes sense to them; with support, notice sentence punctuation. Practise Re-read favourite books to themselves, to gain confidence with word reading and fluency	support, notice sentence punctuation. Practise Re-read favourite books to themselves, to gain confidence with word reading and fluency.	Develop Re-read favourite books to themselves, to gain confidence with word reading and fluency.	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 to themselves, to gain confidence with word reading and fluency.
Bluebells Year 1/2						
Text	<u>Whole School Text:</u> Here We Are by Oliver Jeffers Pattan's Punpkin	The Emperor's Egg	The Egg Box Dragon	Beegu	Our King Charles – Eleanor Gray The King's Hats – Shelia May Bird	The Secret of Black Rock
Decode / word-reading: phonics tricky words alphabet use of dictionary Year 1	Consolidate from Year R and Continue. Continue to apply phonic knowledge and skills as the route to decode words. Introduce Apply phonic knowledge and skills for all 40+ phonemes; Introduce 'Speedy Sounds' as per Little Wandle scheme.	Assess Apply phonic knowledge and skills as the route to decode words. Practise Apply phonic knowledge and skills for all 40+ phonemes; Practise 'Speedy Sounds' as per Little Wandle scheme.	Practise Apply phonic knowledge and skills as the route to decode words. Practise Speedy sounds as per Little Wandle with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Assess Apply phonic knowledge and skills as the route to decode words. Develop Speedy sounds as per Little Wandle with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Develop Apply phonic knowledge and skills as the route to decode words. Embed Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Assess Apply phonic knowledge and skills as the route to decode words. Assess Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

	<p>Introduce Read accurately by blending sounds in unfamiliar words using the GPCs they know.</p> <p>Consolidate from Year R and Continue. Continue to read common exception words from Year R, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Introduce Read some of the common exception words for Y1</p> <p>Consolidate from Year R, Continue and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Consolidate from Year R, Continue and Assess Continue the Little Wandle phonics scheme. Consolidate phase 3 learning.</p>	<p>Practise Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Practise Read common exception words for Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Practise and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Continue and Assess Continue the Little Wandle phonics scheme working through phase 4.</p> <p>Introduce Phase 5 Little Wandle</p> <p>Assess Daily, informal assessments to inform keep up interventions the same day.</p>	<p>Practise Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Practise Read common exception words for Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Practise and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Revise and Practise Read words containing taught GPCs and -ing, -ed.</p> <p>Practise and assess Continue the Little Wandle phonics scheme working through phase 5 and revisiting phases 3 and 4 as necessary.</p> <p>Assessments every 6 weeks.</p> <p>Practise</p>	<p>Develop Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Develop Read common exception words for Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Develop and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Develop Read words containing taught GPCs and -s, -es.</p> <p>Revise and Practise Read words containing taught GPC's and -ing, -ed.</p> <p>Practise and Assess Continue the Little Wandle phonics scheme working through phase 5 and</p>	<p>Embed Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Develop Read common exception words for Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Embed and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Revise and Practise Read words containing taught GPCs and -er, -est. Develop Read words containing taught GPC's and -ing, -ed, -s, -es.</p> <p>Practise and Assess Continue the Little Wandle phonics scheme working through phase 5 and revisiting phase 4 as necessary.</p>	<p>Assess Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Assess Read common exception words for Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Embed Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Assess</p> <p>Practise the Little Wandle phonics scheme working through to the end of phase 5</p> <p>Assessments every 6 weeks.</p> <p>Assess</p>
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	<p>Assessments every 6 weeks.</p> <p>Practise and Develop Daily keep up session for those children in danger of falling behind.</p> <p>Introduce Read words of more than one syllable that contain the taught GPCs;</p> <p>Continue from Year R 3 x weekly reading practise groups: 4) Decoding 5) Prosody 6) Comprehension</p> <p>Continue from Year R Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.</p>	<p>Assessments every 6 weeks.</p> <p>Practise Read other words of more than one syllable that contain taught GPCs.</p> <p>Introduce GPCs and words containing a range of endings e.g. -es, -er, -ing, ed.</p> <p>Practise and Develop Daily keep up session for those children in danger of falling behind.</p> <p>Introduce Alien words</p> <p>Continue from Year R 3 x weekly reading practise groups: 4) Decoding 5) Prosody 6) Comprehension</p> <p>Continue Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.</p>	<p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Practise GPCs and words containing a range of endings e.g. -es, -er, -ing, ed.</p> <p>Practise and Develop Daily keep up session for those children in danger of falling behind.</p> <p>Introduce Alien words</p> <p>Continue from Year R 3 x weekly reading practise groups: 4) Decoding 5) Prosody 6) Comprehension</p> <p>Continue Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.</p>	<p>revisiting phase 4 as necessary.</p> <p>Assessments every 6 weeks.</p> <p>Develop Read other words of more than one syllable that contain taught GPCs.</p> <p>Practise GPCs and words containing a range of endings e.g. -es, -er, -ing, ed.</p> <p>Practise and Develop Daily keep up session for those children in danger of falling behind.</p> <p>Practise Alien words</p> <p>Continue from Year R 3 x weekly reading practise groups: 4) Decoding 5) Prosody 6) Comprehension</p> <p>Continue Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.</p>	<p>Assessments every 6 weeks.</p> <p>Embed Read other words of more than one syllable that contain taught GPCs.</p> <p>Introduce To be able to read words with contractions e.g. I'm, can't, we'll.</p> <p>Introduce To understand that an apostrophe in a contraction represents omitted letters.</p> <p>Revise GPCs and words containing a range of endings e.g. -es, -er, -ing, ed, est.</p> <p>Practise and Develop Daily keep up session for those children in danger of falling behind.</p> <p>Embed Alien words</p> <p>Continue from Year R 3 x weekly reading practise groups: 4) Decoding 5) Prosody 6) Comprehension</p> <p>Continue</p>	<p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Practise To be able to read words with contractions e.g. I'm, can't, we'll.</p> <p>Practise To understand that an apostrophe in a contraction represents omitted letters</p> <p>Embed GPCs and words containing a range of endings e.g. -es, -er, -ing, ed, est.</p> <p>Practise confidence and keep up with peers with phonics interventions as necessary i.e. 1-1 tutoring and daily reading</p> <p>Assess Alien words</p> <p>Continue from Year R 3 x weekly reading practise groups: 1) Decoding 2) Prosody 3) Comprehension</p> <p>Continue Re-read books to gain confidence with word reading; page count</p>
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					Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.	increases to encourage reading stamina.
<p>Decode / word-reading: phonics tricky words alphabet use of dictionary</p> <p>Year 2</p>	<p>Consolidate from Year 1 and Assess Apply phonic knowledge and skills as the route to decode words.</p> <p>Consolidate from Year 1 Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Consolidate from Year 1 Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Consolidate from Year 1 Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Consolidate from Year 1 and continue</p>	<p>Introduce With adult support, begin to read accurately words of two or more syllables that contain the same graphemes.</p> <p>Practise Read words containing common suffixes, with some support</p> <p>Introduce, Practise and Assess Begin to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognizing alternative sounds for graphemes.</p> <p>Practise Re-read familiar books to build up their fluency and confidence in word reading.</p> <p>Assess Use reading skills to answer questions about a text.</p> <p>Develop</p>	<p>Practise With some support, read most words quickly and accurately, without overt sounding and blending, when these have been frequently encountered.</p> <p>Practise With some support, read accurately words of two or more syllables that contain the same graphemes.</p> <p>Practise Read words containing common suffixes, with minimal support.</p> <p>Introduce and Assess read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Practise Re-read familiar books to build up their fluency</p>	<p>Practise With some independence, read accurately words of two or more syllables that contain the same graphemes.</p> <p>Develop Read words containing common suffixes, with increasing independence.</p> <p>Introduce Read most words quickly and accurately, without overt sounding and blending, when these have been frequently encountered.</p> <p>Practise and Assess Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Develop Re-read familiar books to build up their fluency</p>	<p>Develop Accurately read words of two or more syllables that contain the same graphemes.</p> <p>Develop To read words containing common suffixes independently.</p> <p>Introduce Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Practise and Assess Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Develop Re-read familiar books to build up their fluency and confidence in word reading.</p>	<p>Develop Accurately read words of two or more syllables that contain the same graphemes.</p> <p>Embed To read words containing common suffixes independently.</p> <p>Embed Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Embed Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Embed Re-read familiar books to build up their fluency and confidence in word reading.</p> <p>Embed</p>

<p>characters settings events information justify using text</p>	<p>vocabulary and understanding.</p> <p>Introduce With adult modelling use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text.</p> <p>Introduce With adult modelling and scaffolding, after decoding the text, identify the word in the sentence which answers a retrieval question</p> <p>Consolidate from YER R and continue Listen to and discussing a wide range of stories at a level beyond that at which they can read independently.</p> <p>Introduce With adult support, understand and explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events;</p> <p>Introduce Discuss word meanings, linking new</p>	<p>vocabulary and understanding.</p> <p>Practise With adult modelling use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text</p> <p>Practise With adult modelling and scaffolding, after decoding the text, identify the word in the sentence which answers a retrieval question</p> <p>Introduce Listen to and discussing a wide range of poems at a level beyond that at which they can read independently.</p> <p>Practise With adult support, understand and explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events;</p> <p>Introduce Drawing on what they already know or on background information</p>	<p>vocabulary and understanding.</p> <p>Develop With developing confidence use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text</p> <p>Practise With adult modelling and scaffolding, after decoding the text, identify the word in the sentence which answers a retrieval question</p> <p>Develop Listen to and discussing a wide range of stories at a level beyond that at which they can read independently.</p> <p>Develop With adult guidance, explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events;</p> <p>Practise Draw on what they already know or on background information</p>	<p>vocabulary and understanding.</p> <p>Develop With growing independence use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text</p> <p>Develop With growing independence, after decoding the text, identify the word in the sentence which answers a retrieval question</p> <p>Develop Listen to and discussing a wide range of stories at a level beyond that at which they can read independently.</p> <p>Practise With adult guidance, explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events;</p> <p>Develop Draw on what they already know or on background information and vocabulary</p>	<p>vocabulary and understanding.</p> <p>Embed With growing independence use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text</p> <p>Develop and Embed After decoding a sentence, discuss the vocabulary, identifying which words might answer a retrieval question.</p> <p>Practise Reading, listening to and discussing a wide range of stories at a level beyond that at which they can read independently.</p> <p>Develop and Embed With growing independence, explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events;</p> <p>Develop Draw on what they already know or on</p>	<p>vocabulary and understanding.</p> <p>Embed and Assess With confidence and independence use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text</p> <p>Embed and Assess After decoding a sentence, discuss the vocabulary, identifying which words might answer a retrieval question.</p> <p>Develop Reading, listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently.</p> <p>Embed 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.</p> <p>Embed Draw on what they already know or on</p>
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	<p>meanings to those already known.</p> <p>Consolidate from Year R and Continue Talk about the title and how it relates to the events in the text.</p> <p>Introduce Retrieve answers to simple literal who, what, when, and how questions.</p>	<p>and vocabulary provided by the teacher.</p> <p>Practise Talk about the title and how it relates to the events in the text;</p> <p>Practise Retrieve answers to simple literal who, what, where, when and how questions.</p>	<p>and vocabulary provided by the teacher</p> <p>Practise Talk about the title and how it relates to the events in the text.</p> <p>Practise Retrieve answers to simple literal who, what, where, when, which and how questions.</p>	<p>provided by the teacher.</p> <p>Develop Talk about the title and how it relates to the events in the text;</p> <p>Develop Retrieve answers to simple literal who, what, where, when, which and how questions.</p>	<p>background information and vocabulary provided by the teacher.</p> <p>Develop Talk about the title and how it relates to the events in the text;</p> <p>Develop Retrieve answers to simple literal who, what, where, when, which and how questions.</p>	<p>background information and vocabulary provided by the teacher.</p> <p>Embed and Assess Talk about the title and how it relates to the events in the text;</p> <p>Embed Retrieve answers to simple literal who, what, where, when, which and how questions.</p>
<p>Comprehend, locate and retrieve: vocabulary characters settings events information justify using text</p> <p>Year 2</p>	<p>Throughout the year check the text makes sense as they read.</p> <p>Consolidate from Year 1 After decoding a sentence, discuss the vocabulary, identifying which words might answer a retrieval question.</p> <p>Introduce Model scanning a short paragraph or text, searching for key words to locate answers</p> <p>Introduce With adult support, begin to recognise simple recurring literary language.</p> <p>Introduce</p>	<p>Throughout the year check the text makes sense as they read.</p> <p>Practise Model scanning a short paragraph or text, searching for key words to locate answers</p> <p>Introduce With adult modelling, begin to analyse the wording of a question in order to choose what to look for in a text.</p> <p>Practise With some support, recognise simple recurring literary language.</p> <p>Practise With some support, locate and discuss favourite words and phrases</p>	<p>Throughout the year check the text makes sense as they read.</p> <p>Develop With decreasing support, scan a short paragraph or text, searching for key words to locate answers</p> <p>Practise With some independence, recognise simple recurring literary language.</p> <p>Practise With some independence, locate and discuss favourite words and phrases</p> <p>Practise With some support, analyse the wording of</p>	<p>Throughout the year check the text makes sense as they read.</p> <p>Practise and Assess With growing independence, scan a short paragraph or text, searching for key words to locate answers</p> <p>Develop With increasing independence, recognise simple recurring literary language.</p> <p>Develop With increasing independence, locate and discuss favourite words and phrases</p> <p>Practise With some confidence, analyse the wording of a question in order to</p>	<p>Throughout the year check the text makes sense as they read.</p> <p>Embed With growing independence, scan a short paragraph or text, searching for key words to locate answers</p> <p>Develop Independently, recognise simple recurring literary language.</p> <p>Develop Independently, locate and discuss favourite words and phrases</p> <p>Develop Independently, analyse the wording of a question in order to</p>	<p>Throughout the year check the text makes sense as they read.</p> <p>Embed and Assess Independently and confidently scan a short paragraph or text, searching for key words to locate answers</p> <p>Embed Independently, recognise simple recurring literary language.</p> <p>Embed Independently, locate and discuss favourite words and phrases</p> <p>Embed Independently, analyse the wording of a question in order to</p>

	Begin to locate and discuss favourite words	<p>Introduce With adult modelling, sometimes can find answers where the question word does not match the text word.</p> <p>Introduce Begin to learn to: navigate different paragraphs of information texts, locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.</p> <p>Introduce Begin to read and recite a repertoire of poems including classical poetry.</p> <p>Practise With some support, draw on vocabulary knowledge to understand texts and solve problems</p>	<p>a question in order to choose what to look for in a text.</p> <p>Practise With support, sometimes can find answers where the question word does not match the text word.</p> <p>Practise With some support navigate different paragraphs of information texts, locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.</p> <p>Practise Continue to read and recite a repertoire of poems including classical poetry.</p> <p>Practise With some support, draw on vocabulary knowledge to understand texts and solve problems</p>	<p>choose what to look for in a text.</p> <p>Develop With some confidence, find answers where the question word does not match the text word.</p> <p>Practise With some confidence navigate different paragraphs of information texts, locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.</p> <p>Practise Continue to read and recite a repertoire of poems including classical poetry.</p> <p>Develop With growing confidence, draw on vocabulary knowledge to understand texts and solve problems</p>	<p>choose what to look for in a text.</p> <p>Develop Independently, find answers where the question word does not match the text word.</p> <p>Develop Independently navigate different paragraphs of information texts, locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.</p> <p>Develop Independently read and recite a repertoire of poems including classical poetry.</p> <p>Develop With some independence, draw on vocabulary knowledge to understand texts and solve problems</p>	<p>choose what to look for in a text.</p> <p>Embed Independently, find answers where the question word does not match the text word.</p> <p>Embed Independently and confidently navigate different paragraphs of information texts, locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.</p> <p>Embed Independently read and recite a repertoire of poems including classical poetry.</p> <p>Embed Independently, draw on vocabulary knowledge to understand texts and solve problems</p>
Inferential understanding: prediction sequencing events summary	Introduce Through adult discussion of the class text, discuss the significance of the title and events e.g. why is	Practise In modelled Little Wandle reading practise groups, discuss the significance of the title	Develop When reading own shared reading books, which could be read aloud to them, discuss	Develop During shared and whole class texts, discuss the significance of the title and events. Does the	Embed During shared, whole class and reading practise groups, discuss the significance of the title	Embed and Assess During shared, whole class and reading practise groups, discuss the significance of the title

<p>nuanced vocabulary</p> <p>Year 1</p>	<p>this a suitable title for The Jolly Postman? What makes him 'jolly' in the story.</p> <p>Introduce Make simple inferences when a book is read to them e.g. how does the postman feel when he arrives at the wolf's house?</p> <p>Introduce With adult modelling, predict what might happen next in a sequenced story, based on what has been read so far</p> <p>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?</p> <p>Introduce Discuss word meanings, linking new meanings to those already known.</p>	<p>and events e.g. why is 'Eggs on Toast' a suitable tile for the story? Which events take place and lead to the title?</p> <p>Practise Make simple inferences when a book is read to them e.g. why do you think the author uses _____ word? How do you think the owl babies feel?</p> <p>Practise With some support, predict what might happen next in a sequenced story, based on what has been read so far.</p> <p>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?</p> <p>Introduce Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>the significance of the title and events</p> <p>Practise Through discussion, make simple inferences when a book is read to them e.g. need example</p> <p>Practise With some support, predict what might happen next in a sequenced story, based on what has been read so far.</p> <p>Practise With some support, explain their understanding of what is read to them, beyond that which is explicitly stated. E.g. What would you have buried in the garden in a fire? Why?</p> <p>Practise Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>title give us information about the text?</p> <p>Develop Through simple questioning, make simple inferences when a book is read to them e.g. need example.</p> <p>Develop With greater independence, predict what might happen next in a sequenced story, based on what has been read so far.</p> <p>Develop and Assess With some independence, explain their understanding of what is read to them, beyond that which is explicitly stated.</p> <p>Develop Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>and events. Why is there a lightbulb in the title? Does it give us information about the text?</p> <p>Develop Through simple questioning, make simple inferences when a book is read to them e.g. need example.</p> <p>Embed Confidently, predict what might happen next in a sequenced story, based on what has been read so far.</p> <p>Develop Independently, explain their understanding of what is read to them, beyond that which is explicitly stated.</p> <p>Develop Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>and events. Why is there a lightbulb in the title? Does it give us information about the text?</p> <p>Embed and Assess Through simple questioning, make simple inferences when a book is read to them e.g. need example.</p> <p>Assess Confidently, predict what might happen next in a sequenced story, based on what has been read so far.</p> <p>Develop and Assess Independently and confidently, explain their understanding of what is read to them, beyond that which is explicitly stated.</p> <p>Embed Draw on what they already know or on background information and vocabulary provided by the teacher.</p>
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Inferential understanding: prediction sequencing events summary nuanced vocabulary Year 2	Introduce Begin to guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences	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?	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?	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 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?	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?
	Consolidate from Year 1 and Continue Predict what might happen next, on the basis of what has been read so far.	Practise Predict what might happen next, on the basis of what has been read so far.	Develop Predict what might happen next, on the basis of what has been read so far.	Develop Predict what might happen next, on the basis of what has been read so far.	Develop predict what might happen next, on the basis of what has been read so far.	Embed Independently 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. Introduce Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.	Practise With support, learn about cause and effect e.g. Winnie the Pooh's and Tigger's behaviour 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 Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher. Introduce With adult modelling, begin to make some inferences, answering	Practise With some support, learn about cause and effect e.g. what has prompted a character's behaviour. Practise With support, explain their understanding of what is read to them, beyond that which is explicitly stated e.g. explain a moral. Practise Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher Practise With some support, make some inferences,	Develop With some confidence, understand about cause and effect e.g. what has prompted a character's behaviour. Practise With minimal support explain their understanding of what is read to them, beyond that which is explicitly stated e.g. a message in the story. Practise Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher. Develop	Develop With confidence, understand about cause and effect. Develop Independently explain their understanding of what is read to them, beyond that which is explicitly stated e.g. make a sequence of events. Develop Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher. Embed Independently, make some inferences, answering 'how' and	Embed Independently, understand about cause and effect. 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 message Embed Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher. Embed and Assess Independently, make

		'how' and 'why' questions which may reach beyond the text.	answering 'how' and 'why' questions which may reach beyond the text.	With some independence, make some inferences, answering 'how' and 'why' questions which may reach beyond the text.	'why' questions which may reach beyond the text.	some inferences, answering 'how' and 'why' questions which may reach beyond the text.
<p>Respond to text: evaluation response to author authorial effect and intent effect of vocabulary</p>	<p>Throughout out the year listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / <i>information texts</i>) which are beyond those they can read by themselves, to develop a love of reading;</p> <p>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.</p> <p>Introduce With adult modelling, listen to new words in texts read aloud to them, which broaden their vocabulary</p> <p>Introduce Talk about words they know or like.</p> <p>Introduce</p>	<p>Throughout out the year listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / <i>information texts</i>) which are beyond those they can read by themselves, to develop a love of reading;</p> <p>Practise With support, participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Practise With support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p>Practise Talk about words they know or like.</p> <p>Practise</p>	<p>Throughout out the year listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / <i>information texts</i>) which are beyond those they can read by themselves, to develop a love of reading;</p> <p>Practise With some support, participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Practise With some support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p>Develop Talk about words they know or like.</p> <p>Practise</p>	<p>Throughout out the year listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / <i>information texts</i>) which are beyond those they can read by themselves, to develop a love of reading;</p> <p>Develop With decreasing support, participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Develop With some support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p>Embed Talk about words they know or like.</p> <p>Develop</p>	<p>Throughout out the year listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / <i>information texts</i>) which are beyond those they can read by themselves, to develop a love of reading;</p> <p>Develop Independently, participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Develop With some confidence, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p>Develop Talk about words they know or like, identifying words which could be substituted.</p>	<p>Throughout out the year listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / <i>information texts</i>) which are beyond those they can read by themselves, to develop a love of reading;</p> <p>Embed Independently and confidently, participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Develop With increasing confidence, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p>Embed and Assess Talk about words they know or like, identifying words which could be substituted.</p>

	<p>With adult support, draw links between the text and some of their own experiences.</p> <p>Introduce Listen to, share and discuss a wide range of high-quality story book which are beyond those they can read by themselves. Through modelling, begin to express their own opinions.</p> <p>Introduce Through adult questioning and support, discuss the significance of the title.</p>	<p>Draw links between the text and some of their own experiences.</p> <p>Introduce and Practise With support, learn some ways to find information in non-fiction texts.</p> <p>Practise Listen to, share and discuss a wide range of high-quality poetry books which are beyond those they can read by themselves. Through class and group discussion, begin to express their own opinions.</p> <p>Practise Through adult questioning and support, discuss the significance of the title.</p>	<p>Through adult questioning, draw links between the text and some of their own experiences.</p> <p>Practise With support, learn some ways to find information in non-fiction texts. Consider the contents page</p> <p>Practise Listen to, share and discuss a wide range of high-quality rhyming books which are beyond those they can read by themselves. Begin to express their own opinions.</p> <p>Practise Through adult questioning and support, discuss the significance of the title.</p>	<p>With increasing independence, draw links between the text and some of their own experiences.</p> <p>Develop With support, learn some ways to find information in non-fiction texts. Consider the contents page, identify the key word to search for in the text.</p> <p>Develop Listen to, share and discuss a wide range of high-quality information texts books which are beyond those they can read by themselves. Begin to express their own opinions.</p> <p>Develop With growing independence, discuss the significance of the title.</p>	<p>Embed Draw links between the text and some of their own experiences.</p> <p>Embed With support, learn some ways to find information in non-fiction texts. Consider the contents page, identify the key word to search for in the text.</p> <p>Develop Listen to, share and discuss a wide range of high-quality non-fiction books which are beyond those they can read by themselves. Begin to express their own opinions.</p> <p>Embed With growing independence, discuss the significance of the title.</p>	<p>Embed and Assess Draw links between the text and some of their own experiences.</p> <p>Embed and Assess With support, learn some ways to find information in non-fiction texts. Consider the contents page, identify the key word to search for in the text.</p> <p>Develop Listen to, share and discuss a wide range of high-quality story books which are beyond those they can read by themselves. Express their own opinions with confidence.</p> <p>Embed and Assess With independence, discuss the significance of the title.</p>
<p>Respond to text: evaluation response to author authorial effect and intent effect of vocabulary</p> <p>Year 2</p>	<p>Consolidate from Year 1 Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Consolidate from Year 1</p>	<p>Practise With some support, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including classic poetry, at a level beyond their</p>	<p>Practise With minimal support, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including classic poetry and stories at a level beyond their</p>	<p>Develop With growing confidence, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and classic poetry at a level beyond their</p>	<p>Develop Independently, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including stories and non-fiction at a level beyond their</p>	<p>Embed Independently, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary poetry at a level beyond their</p>

	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Introduce With adult support, begin to develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including nonfiction at a level beyond their independent reading ability.</p> <p>Introduce Begin to participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p>Introduce With adult support, begin to recognise simple recurring literary language e.g. Once upon a time.</p> <p>Introduce Begin to discuss favourite words/ phrases in any of the texts this term that interest them.</p>	<p>independent reading ability.</p> <p>Practise With some support, participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p>Practise With some support, recognise simple recurring literary language e.g. we're going on a bear hunt.</p> <p>Practise With some support, discuss favourite words/ phrases in texts from this term that interest them.</p> <p>Introduce With some support, begin to discuss the sequence of events in stories; retell these events orally, once the story has become familiar.</p> <p>Introduce With adult modelling, talk about how different items of information in non-fiction texts are related;</p>	<p>independent reading ability.</p> <p>Practise participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p>Practise With some confidence recognise simple recurring literary language e.g. once, long ago.</p> <p>Practise With minimal support, discuss favourite words/ phrases in texts from this term that interest them</p> <p>Practise With some support, discuss the sequence of events in stories; retell these events orally, once the story has become familiar.</p> <p>Practise With adult modelling, talk about how different items of information in non-fiction texts are related</p>	<p>independent reading ability.</p> <p>Develop participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p>Develop With increasing independence, recognise simple recurring literary language e.g. once, long ago; far, far away</p> <p>Develop With growing confidence, discuss favourite words/ phrases from texts this term that interest them.</p> <p>Practise With some support, discuss the sequence of events in stories; retell these events orally, once the story has become familiar.</p> <p>Develop With increasing confidence, talk about how different items of information in non-fiction texts are related</p>	<p>independent reading ability.</p> <p>Develop participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p>Develop Independently, recognise simple recurring literary language e.g. once, long ago; far, far away; we shall have snow.</p> <p>Develop Independently, discuss favourite words/ phrases from any of the texts this term that interest them.</p> <p>Develop With growing confidence, discuss the sequence of events in stories; retell these events orally, once the story has become familiar</p> <p>Embed With increasing confidence, talk about how different items of information in non-fiction texts are related</p>	<p>independent reading ability.</p> <p>Embed participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p>Embed Independently, recognise simple recurring literary language e.g. once, long ago.</p> <p>Embed Independently, discuss favourite words/ phrases from any of the texts this term that interest them.</p> <p>Embed Independently, discuss the sequence of events in stories; retell these events orally, once the story has become familiar.</p> <p>Embed and Assess With confidence, talk about how different items of information in non-fiction texts are related</p>
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<p>Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning</p> <p>*70 wpm</p>	<p>Consolidate from Year R and continue Apply phonic knowledge and skills as the route to decode words.</p> <p>Introduce Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Consolidate from Year R and continue Continue to read common exception words from Year R, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Introduce Read the common exception words for Year 1</p> <p>Introduce Use body percussion or instruments to hold the beat.</p> <p>Introduce Recognise and join in with predictable phrases</p> <p>Introduce Say or sing the alphabet in sequence.</p>	<p>Assess Apply phonic knowledge and skills as the route to decode words.</p> <p>Practise Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Practise Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Practise and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Introduce Recite some familiar complete rhymes and songs by heart.</p> <p>Practise Recite some familiar complete rhymes and songs by heart.</p> <p>Practise</p>	<p>Practise Apply phonic knowledge and skills as the route to decode words.</p> <p>Introduce and Practise Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Practise Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Practise Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Practise and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Practise</p>	<p>Assess Apply phonic knowledge and skills as the route to decode words.</p> <p>Develop and Assess Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Develop Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Develop Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Develop and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Develop</p>	<p>Develop Apply phonic knowledge and skills as the route to decode words.</p> <p>Embed Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Embed Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Embed Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Embed and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Develop</p>	<p>Assess Apply phonic knowledge and skills as the route to decode words.</p> <p>Assess Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Assess Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Assess Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Embed</p>
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		<p>Use body percussion or instruments to hold the beat.</p> <p>Practise Recognise and join in with predictable phrases.</p> <p>Practise Say or sing the alphabet in sequence.</p> <p>Introduce Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Introduce Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Introduce Re-read favourite books to themselves, to gain confidence with word reading and fluency.</p>	<p>Recite some familiar complete rhymes and songs by heart.</p> <p>Practise Recognise and join in with predictable phrases.</p> <p>Develop Say or sing the alphabet in sequence.</p> <p>Practise Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Introduce Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.</p> <p>Practise Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Practise Re-read favourite books to themselves, to gain confidence with word reading and fluency</p>	<p>Recite some familiar complete rhymes and songs by heart.</p> <p>Develop Recognise and join in with predictable phrases</p> <p>Embed Say or sing the alphabet in sequence.</p> <p>Practise Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Practise Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.</p> <p>Practise Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Practise Re-read favourite books to themselves, to gain confidence with word reading and fluency.</p>	<p>Recite some familiar complete rhymes and songs by heart.</p> <p>Develop Recognise and join in with predictable phrases.</p> <p>Develop Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Develop Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.</p> <p>Develop Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Develop Re-read favourite books to themselves, to gain confidence with word reading and fluency.</p>	<p>Recite some familiar complete rhymes and songs by heart.</p> <p>Develop Use body percussion or instruments to hold the beat.</p> <p>Embed Recognise and join in with predictable phrases.</p> <p>Embed Say or sing the alphabet in sequence.</p> <p>Embed Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Embed and Assess Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.</p> <p>Embed Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Embed</p>
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						Re-read favourite books to themselves, to gain confidence with word reading and fluency.
Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning *70 wpm Year 2	Consolidate from Year 1 and continue Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent. Introduce Begin to read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge. Introduce Begin to recite familiar poems by heart. Introduce Read some Y2 CE words automatically by sight. Introduce With adult modelling, read some words quickly and accurately when they have been frequently encountered, without	Practise Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent. Practise With support, read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge. Practise With some support, recite familiar poems by heart. Practise Read more Y2 CE words automatically by sight Practise With support, read many words quickly and accurately when they have been frequently encountered, without	Practise Apply phonemic knowledge and skills until automatic 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. Develop With confidence, recite familiar poems by heart. Practise Read many Y2 CE words automatically by sight. Practise and Develop Read increasing number of words quickly and accurately when they have been frequently encountered, without	Develop Apply phonemic knowledge and skills 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 Independently, recite familiar poems by heart. Develop Read many Y2 CE words automatically by sight. Embed Read most words quickly and accurately when they have been frequently encountered, without	Develop Apply phonemic knowledge and skills until automatic 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. Embed Independently, recite familiar poems by heart. Embed Read many Y2 CE words automatically by sight. Embed Read most words quickly and accurately when they have been frequently encountered, without	Embed Apply phonemic knowledge and skills until automatic 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 and Assess Independently, recite familiar poems by heart. Embed and Assess Read many Y2 CE words automatically by sight. Assess Read most words quickly and accurately when they have been frequently encountered, without

	<p>overt sounding and blending.</p> <p>Introduce With adult modelling, check that the text makes sense as they read and correcting inaccurate reading</p> <p>Introduce With adult modelling, use expression appropriately to support the meaning of sentences, including those which use subordination.</p>	<p>overt sounding and blending.</p> <p>Practise With support, check that the text makes sense as they read and correcting inaccurate reading</p> <p>Practise With support, use expression appropriately to support the meaning of sentences, including those which use subordination.</p>	<p>overt sounding and blending.</p> <p>Practise With some support, check that the text makes sense as they read and correcting inaccurate reading</p>	<p>overt sounding and blending.</p> <p>Develop With increasing confidence, check that the text makes sense as they read and correcting inaccurate reading</p> <p>Practise With some support, use expression appropriately to support the meaning of sentences, including those which use subordination.</p>	<p>overt sounding and blending.</p> <p>Develop Independently, check that the text makes sense as they read and correcting inaccurate reading</p> <p>Develop With confidence, use expression appropriately to support the meaning of sentences, including those which use subordination.</p>	<p>overt sounding and blending.</p> <p>Embed Independently, check that the text makes sense as they read and correcting inaccurate reading</p> <p>Embed Independently, use expression appropriately to support the meaning of sentences, including those which use subordination.</p>
Conkers Year 3						
Text	<p><u>Whole School Text:</u></p> <p>Here we re – Oliver Jeffers</p> <p>Ug</p>	The Rhythm of the Rain	The Willow Pattern Story	From Bean to Chocolate – The Story of Chocolate	Romans on the Rampage – Jeremy Strong	The Comet
<p>Decode / word-reading: phonics tricky words alphabet use of dictionary</p> <p>Year 3</p>	<p>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.</p>	<p>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.</p>	<p>Introduce and Practise Identify and used words with l/ sound – al, l/ sound -le, adding suffix -ly to -le adding suffix -ally to -ic and homophones.</p>	<p>Introduce and Practise Identify and used words adding suffix -ly exceptions, suffix -er with -tch, k/ sound ch and g/ sound – gue.</p> <p>Develop and Assess</p>	<p>Introduce and Practise Identify and used words with /s/ sound spelled sc, homophones, common exception words and suffix -sion.</p>	<p>Introduce and Practise Identify and used words with the suffix ly, adding suffix -ly exceptions, homophones, common exception and prefixes re-, dis-and mis-</p>

Year 3	<p>Consolidate from Year 2 Through adult led discussion and modelling, discuss the different layout of texts and be able to locate information, making sense of the text.</p>	<p>Practise Through adult led discussion and modelling, discuss the different layout of texts and be able to locate information, making sense of the text.</p>	<p>Develop Through adult led discussion and modelling, discuss the different layout of texts and be able to locate information, making sense of the text and understanding pieces with a different purpose.</p>	<p>Practise With some independence, discuss the different layout of texts and be able to locate information, making sense of the text and understanding pieces with a different purpose.</p>	<p>Embed With greater independence and confidence, discuss the different layout of texts and be able to locate information, making sense of the text and understanding pieces with a different purpose.</p>	<p>Embed and assess With greater independence and confidence, discuss the different layout of texts and be able to locate information, making sense of the text and understanding pieces with a different purpose.</p>
	<p>Consolidate from Year 2 With adult support, locate information in categories from the contents page in reference books.</p>	<p>Practise With peer support, using the contents page to locate information in reference books.</p>	<p>Practise With peer support, using the contents page to locate information in reference books.</p>	<p>Develop With greater independence and speed, use the contents page to locate information in reference books.</p>	<p>Embed With speed and accuracy, use the contents page to locate information from reference books with more complex detail.</p>	<p>Embed and assess With speed and accuracy, use the contents page to locate information from reference books with more complex detail.</p>
	<p>Consolidate from Year 2 and Continue With support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>Practise With some support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>Practise With some confidence, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>	<p>Develop With increasing confidence, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>Develop Confidently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>Embed Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>
	<p>Consolidate from Year 2 Adult led modelling to the use of a dictionary to search for definitions of unknown words.</p>	<p>Practise Continue to locate the meaning of unknown words using a glossary in reference books.</p>	<p>Practice The use of a dictionary to search for definitions of unknown words.</p>	<p>Develop With growing independence use dictionary to search for definitions of unknown words.</p>	<p>Develop With growing independence use dictionary to search for definitions of unknown words.</p>	<p>Embed and assess With growing independence use dictionary to search for definitions of unknown words.</p>
	<p>Consolidate from Year 2 With support, locate the meaning of unknown words using a glossary in reference books</p>	<p>Practise With support, become more familiar with retrieving facts and information where question words and text language vary.</p>	<p>Practise and assess Continue to locate the meaning of unknown words using a glossary in reference books</p> <p>Practise With support, become more familiar with</p>	<p>Develop With reduced support, locate the meaning of unknown words using a glossary in reference books</p>	<p>Develop Independently locate words that are unknown and use a glossary to identify the meaning.</p>	<p>Embed and assess Independently locate words that are unknown and use a glossary to identify the meaning.</p>

	<p>Introduce With adult modelling, retrieve facts and information where question words and text language vary (i.e. where the literal answer is somewhat 'hidden' in the vocabulary used); they scan for alternative synonyms or phrases.</p> <p>Introduce With adult modelling, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>Introduce With adult modelling, locate and discuss words and phrases they find interesting.</p>	<p>Practise With support, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>Practise With some support, locate and discuss words and phrases they find interesting.</p> <p>Assess Use their developing reading and comprehension skills independently.</p>	<p>retrieving facts and information where question words and text language vary.</p> <p>Practise With some support, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>Introduce With support, ask questions which improve their own understanding</p> <p>Practise With some support, locate and discuss words and phrases they find interesting.</p>	<p>Develop With some confidence, become more familiar with retrieving facts and information where question words and text language vary.</p> <p>Develop With some confidence, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>Practise With some support, ask questions which improve their own understanding.</p> <p>Develop With some confidence, locate and discuss words and phrases they find interesting.</p> <p>Assess Use their developing reading and comprehension skills independently.</p>	<p>Develop With increasing confidence, become more familiar with retrieving facts and information where question words and text language vary.</p> <p>Develop With confidence, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>Develop Confidently, scan for alternative synonyms or phrases.</p> <p>Develop With some confidence, ask questions which improve their own understanding.</p> <p>Develop Confidently, locate and discuss words and phrases they find interesting</p>	<p>Embed Independently, retrieve facts and information where question words and text language vary.</p> <p>Embed Independently, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>Embed Independently, scan for alternative synonyms or phrases.</p> <p>Embed Independently, ask questions which improve their own understanding.</p> <p>Embed Independently, locate and discuss words and phrases they find interesting.</p> <p>Assess Use their developing reading and comprehension skills independently</p>
Inferential understanding: prediction sequencing events summary	<p>Consolidate from Year 2 Make some inferences, answering 'how' and 'why' questions which</p>	<p>Introduce With adult modelling and scaffolding, justify their inferences with textual evidence, as a familiar exercise</p>	<p>Practise With adult modelling draw inferences such as inferring characters' feelings, thought and motives from their</p>	<p>Develop With some confidence, draw inferences such as inferring characters' feelings, thought and motives from their</p>	<p>Develop With increasing confidence, draw inferences such as inferring characters' feelings, thought and</p>	<p>Embed Independently, draw inferences such as inferring characters' feelings, thought and motives from their</p>

<p>nuanced vocabulary</p> <p>Year 3</p>	<p>may reach beyond the text;</p> <p>Consolidate from Year 2 Guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. why Owl might be afraid of the dark;</p> <p>Introduce With adult support, extend inference as a guess to drawing inferences such as inferring characters' feelings, thoughts and motives for their actions;</p> <p>Consolidate from Year 2 Predict what might happen next, on the basis of what has been read so far</p> <p>Introduce With adult modelling and scaffolding, predict what might happen from <i>implied</i> details or from other stories they know.</p> <p>Introduce With adult modelling, be able to identify main</p>	<p>Practise With support, predict what might happen from details stated and implied or from other stories they know.</p> <p>Practise With support, identify main ideas drawn from more than one paragraph and summarise them.</p> <p>Introduce With adult modelling, identify themes across the text.</p> <p>Introduce With adult modelling, begin to justify their inferences by locating textual evidence.</p> <p>Introduce With adult modelling, use dictionaries to check meanings of new vocabulary</p> <p>Assess Use inference skills taught so far independently.</p>	<p>actions, and justifying inferences with evidence</p> <p>Practise With some support, predict what might happen from details stated and implied or from other stories they know.</p> <p>Practise With some support, identify main ideas drawn from more than one paragraph and summarise them.</p> <p>Practise With continuing support, talk about what words mean in context.</p> <p>Practise With support, identify themes across the text</p> <p>Practise With support, begin to justify their inferences by locating textual evidence.</p> <p>Practise With some support, use dictionaries to check meanings of new vocabulary.</p>	<p>actions, and justifying inferences with evidence</p> <p>Develop With growing confidence, predict what might happen from details stated and implied or from other stories they know</p> <p>Develop With some confidence, identify main ideas drawn from more than one paragraph and summarise them.</p> <p>Develop With some confidence, talk about what words mean in context.</p> <p>Practise With some support, identify themes across the text e.g. greed in Piped Piper.</p> <p>Practise With some support, justify their inferences by locating textual evidence.</p> <p>Practise With some support, use dictionaries to check meanings of new vocabulary.</p> <p>Assess</p>	<p>motives from their actions, and justifying inferences with evidence</p> <p>Develop With confidence, predict what might happen from details stated and implied or from other stories they know.</p> <p>Develop Confidently, identify main ideas drawn from more than one paragraph and summarise them.</p> <p>Develop with increasing confidence, talk about what words mean in context.</p> <p>Develop With some confidence, identify themes across the text e.g. friendship in Mouse and Cat</p> <p>Develop With some confidence, justify their inferences by locating textual evidence.</p> <p>Develop With confidence, use dictionaries to check meanings of new vocabulary.</p>	<p>actions, and justifying inferences with evidence</p> <p>Embed Independently, predict what might happen from details stated and implied or from other stories they know.</p> <p>Embed Independently, identify main ideas drawn from more than one paragraph and summarise them.</p> <p>Embed Independently, talk about what words mean in context.</p> <p>Embed Independently, identify themes across the text e.g. bravery Embed Confidently, justify their inferences by locating textual evidence.</p> <p>Embed Independently, use dictionaries to check meanings of new vocabulary.</p> <p>Assess Use inference skills taught so far independently.</p>
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	<p>ideas and themes drawn from more than one paragraph and summarise these.</p> <p>Consolidate from Year 2 and Introduce</p> <p>With support, talk about what words mean in context.</p>			Use inference skills taught so far independently.		
<p>Respond to text: evaluation response to author authorial effect and intent effect of vocabulary</p> <p>Year 3</p>	<p>Throughout the Year Children develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, <i>plays</i>, non-fiction and <i>reference/text</i> books;</p> <p>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 and listening to what others say</p> <p>Introduce With adult modelling, discuss words and phrases which capture their interest.</p> <p>Introduce</p>	<p>Throughout the Year Children develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, <i>plays</i>, non-fiction and <i>reference/text</i> books;</p> <p>Practise With encouragement, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Practise With support, discuss words and phrases which capture their interest.</p> <p>Practise</p>	<p>Throughout the Year Children develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, <i>plays</i>, non-fiction and <i>reference/text</i> books;</p> <p>Practise With some support, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Practise With some confidence, discuss words and phrases which capture their interest.</p> <p>Practise</p>	<p>Throughout the Year Children develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, <i>plays</i>, non-fiction and <i>reference/text</i> books;</p> <p>Develop With some confidence, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>Develop With increasing confidence, discuss words and phrases which capture their interest.</p> <p>Develop</p>	<p>Throughout the Year Children develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, <i>plays</i>, non-fiction and <i>reference/text</i> books;</p> <p>Develop Confidently, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Develop Confidently, discuss words and phrases which capture their interest.</p> <p>Develop Confidently, express preferences for text type</p>	<p>Throughout the Year Children develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, <i>plays</i>, non-fiction and <i>reference/text</i> books;</p> <p>Embed Independently, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Embed Confidently, discuss words and phrases which capture their interest</p> <p>Embed</p>

	With adult modelling, express preferences for text type	<p>With support, express preferences for text type.</p> <p>Introduce With adult modelling, begin to identify how language, structure and presentation contribute to meaning.</p> <p>Assess Use their developing reading, comprehension skills, authorial effect knowledge independently</p>	<p>With some support, express preferences for text type.</p> <p>Practise With support, identify how language, structure and presentation contribute to meaning.</p> <p>Introduce With support, increase their familiarity with texts including fairy stories, myths and legends</p>	<p>With some confidence, express preferences for text type.</p> <p>Develop With some support, identify how language, structure and presentation contribute to meaning.</p> <p>Practise With some support, increase their familiarity with texts including fairy stories, myths and legends</p> <p>Assess Use their developing reading, comprehension skills, authorial effect knowledge independently.</p>	<p>Develop With some confidence, identify how language, structure and presentation contribute to meaning.</p> <p>Develop With some confidence, increase their familiarity with texts including fairy stories, myths and legends Retell these orally</p>	<p>Independently, express preferences for text type.</p> <p>Embed Confidently, identify how language, structure and presentation contribute to meaning.</p> <p>Embed Confidently, increase their familiarity with texts including fairy stories, Retell these orally</p>
<p>Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning</p> <p>*150-200+ wpm</p> <p>Year 3</p>	<p>Consolidate from Year 2 recite familiar poems by heart;</p> <p>Consolidate from Year 2 Continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent</p> <p>Consolidate from Year 2 read unfamiliar words containing all common</p>	<p>Introduce With adult modelling, children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency;</p> <p>Practise and assess read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather</p>	<p>Practise With adult modelling, children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency;</p> <p>Practise and assess read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather</p>	<p>Develop With growing independence, children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency;</p> <p>Practise and assess read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather</p>	<p>Embed Children can confidently recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency;</p> <p>Practise and assess read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words;</p>	<p>Assess Children can confidently recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency;</p> <p>Practise and assess read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words;</p>

	<p>graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge;</p> <p>Introduce and assess read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words;</p> <p>Introduce With adult modelling, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>Consolidate from Year 2 and Continue With adult modelling, when reading aloud, speak audibly and with growing fluency.</p> <p>Consolidate from Year 2 and Introduce With support read all sight all Y2 CE words and some exception words for Y3-4.</p> <p>Introduce With adult modelling gradually internalise</p>	<p>than on decoding individual words;</p> <p>Practise With some support, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>Practise With encouragement, when reading aloud, speak audibly and with growing fluency.</p> <p>Practise With some support, read all sight all Y2 CE words and some exception words for Y3-4.</p> <p>Practise With encouragement, gradually internalise the reading process to read silently.</p>	<p>than on decoding individual words;</p> <p>Practise With some support, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>Practise With encouragement, when reading aloud, speak audibly and with growing fluency.</p> <p>Practise With some support, read more exception words for Y3-4.</p> <p>Practise With some encouragement, gradually internalise the reading process to read silently</p>	<p>than on decoding individual words;</p> <p>Develop With some confidence, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>Develop With growing confidence, when reading aloud, speak audibly and with growing fluency.</p> <p>Practise With some support, read more exception words for Y3-4.</p> <p>Practise With some encouragement, gradually internalise the reading process to read silently</p>	<p>Develop Confidently, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>Develop Confidently, when reading aloud, speak audibly and with growing fluency.</p> <p>Develop Confidently, read many exception words for Y3-4.</p> <p>Develop Confidently, internalise the reading process to read silently.</p>	<p>Embed Independently, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>Embed Confidently, when reading aloud, speak audibly and with growing fluency</p> <p>Embed Confidently, read many sight exception words for Y3-4.</p> <p>Embed Independently, internalise the reading process to read silently.</p>
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	the reading process to read silently.					
Conkers Year 4						
Texts	The Stolen Spear-Saviour Pirotta	Varjak PaW – SF Said	Planet Omar Accidental Trouble Magnet	The Green Ship – Quintin Blake	The Roman Story – Leila Rasheed	Moon Man-Tomi Ungere
Decoding Year 4	<p>Introduce and assess Identify and use words with prefixes including il-, sub-, suffix -ation and some homophones</p> <p>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.</p> <p>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.</p> <p>Introduce and Assess Revise and develop their knowledge of the skills needed for</p>	<p>Introduce and Assess Identify and use words with suffixes -ly to create adverbs, -ion, -ous and words ending in s/se</p> <p>Practise Apply, with some support, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p>Practise Read some more of the exception words from the Y3-4 list.</p> <p>Practise With some support, they decode more securely to become independent, fluent and enthusiastic readers.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading e.g. with</p>	<p>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</p> <p>Practise Apply, with minimal support, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p>Practise Read many of the exception words from the Y3-4 list.</p> <p>Practise With minimal support, they decode more securely to become independent, fluent and enthusiastic readers.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading e.g. with</p>	<p>Introduce and Assess Identify and use words that have “s” sound spelled “c” before “l” and “e”, word families sol and real, word families phon and sign and prefixes super-, -auto and anti</p> <p>Develop Apply, with some confidence, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p>Develop Read many of the exception words from the Y3-4 list.</p> <p>Develop With increasing confidence, they decode more securely to become independent, fluent and enthusiastic readers.</p> <p>Practise and Assess Revise and develop their knowledge of the</p>	<p>Introduce and Assess Identify and use words that have prefixes bi, plural apostrophes, possessive apostrophes and plural possessive apostrophes</p> <p>Develop Apply, with increasing confidence, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p>Develop Read most of the exception words taught so far from the Y3-4 list.</p> <p>Develop Independently, they decode more securely to become independent, fluent and enthusiastic readers.</p> <p>Practise and Assess Revise and develop</p>	<p>Assess Revise words from previous terms and be able to Identify and use words appropriately.</p> <p>Embed Apply, independently, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p>Embed Revise and read all of the exception words taught so far from the Y3-4 list.</p> <p>Embed Independently, they decode more securely to become independent, fluent and enthusiastic readers.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and</p>

	reading e.g. with precision teaching and daily reading, as appropriate.	precision teaching and daily reading, as appropriate	precision teaching and daily reading, as appropriate.	skills needed for reading e.g. with precision teaching and daily reading, as appropriate	their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate.	daily reading, as appropriate.
<p>Comprehend, locate and retrieve: vocabulary characters settings events information justify using text</p> <p>Year 4</p>	<p>Introduce With adult support, identify how language, structure and presentation contribute to meaning in texts</p> <p>Introduce With adult support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context texts</p> <p>Introduce With adult support, work with texts of increasing length, to retrieve information across the whole text as well as at a local level</p> <p>Introduce Children develop their reading retrieval skills, working across a wider range of text types with growing familiarity;</p> <p>Introduce With adult support, skim or scan a whole text first to select</p>	<p>Introduce With adult support, identify how language, structure and presentation contribute to meaning in texts</p> <p>Practise With some support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Practise With support, work with texts of increasing length, to retrieve information across the whole text as well as at a local level</p> <p>Practise With support, develop their reading retrieval skills, working across a wider range of narrative text with growing familiarity</p> <p>Practise With support, skim or scan a whole text first to select which</p>	<p>Practise With some confidence, identify how language, structure and presentation contribute to meaning in texts</p> <p>Practise With support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Practise With some support, work with texts of increasing length, to retrieve information across the whole text as well as at a local level</p> <p>Practise With some support, develop their reading retrieval skills, working across a wider range of poetry texts with growing familiarity</p> <p>Practise With some support, skim or scan a whole</p>	<p>Develop Confidently, identify how language, structure and presentation contribute to meaning in texts</p> <p>Develop With growing confidence, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Develop With increasing independence, work with texts of increasing length, to retrieve information across the whole text as well as at a local level</p> <p>Develop With growing confidence, develop their reading retrieval skills, working across a wider range of nonfiction text with growing familiarity</p> <p>Develop</p>	<p>Develop Confidently, identify how language, structure and presentation contribute to meaning in texts</p> <p>Develop Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Develop Independently, work with texts of increasing length, to retrieve information across the whole text as well as at a local level</p> <p>Develop Independently, develop their reading retrieval skills, working across a wider range of fairy tale text with growing familiarity</p> <p>Develop Independently, skim or scan a whole text first to select which</p>	<p>Develop Confidently, identify how language, structure and presentation contribute to meaning in texts</p> <p>Embed Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Embed Confidently, work with texts of increasing length, to retrieve information across the whole text as well as at a local level</p> <p>Embed Independently, develop their reading retrieval skills, working across a wider range of nonfiction text with growing familiarity.</p> <p>Embed Confidently and independently, skim or scan a whole text first</p>

	<p>which paragraph or section of text an answer may be located in and then use the text to support their answers.</p>	<p>paragraph or section of text an answer may be located in and then use the text to support their answers.</p> <p>Assess Use their developing reading and comprehension skills independently.</p>	<p>text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p>	<p>With developing confidence, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p> <p>Assess Use their developing reading and comprehension skills independently.</p>	<p>paragraph or section of text an answer may be located in and then use the text to support their answers</p>	<p>to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p> <p>Assess Use their developing reading and comprehension skills independently.</p>
<p>Inferential understanding: prediction sequencing events summary nuanced vocabulary</p> <p>Year 4</p>	<p>Introduce With adult support, begin to sequence events orally and create story maps</p> <p>Introduce and Practise With growing confidence, gathering experience from texts, children learn to identify themes in the narratives.</p> <p>Introduce With adult support, predict what might happen from implied details</p> <p>Introduce With adult support, discuss and explain words and phrases to explore meanings in context</p>	<p>Practise With support, sequence events orally and create story maps</p> <p>Introduce With adult modelling, sequence events</p> <p>Introduce and Practise With growing confidence, gathering experience from texts, children learn to identify themes in the narratives.</p> <p>Introduce With support, gathering experience from texts, children learn to draw inferences such as inferring characters' feelings, thoughts.</p> <p>Practise</p>	<p>Practise With some help, sequence events orally and create story maps</p> <p>Practise and Develop With growing confidence, gathering experience from texts, children learn to identify themes in the narratives.</p> <p>Practise With support, gathering experience from texts, children learn to draw inferences such as inferring characters' feelings, thoughts.</p> <p>Introduce Begin to justify their inferences with textual evidence, as a familiar exercise.</p>	<p>Develop With increasing confidence, sequence events orally and create story maps</p> <p>Develop With growing independence, gathering experience from texts, children learn to identify themes in the narratives, discussing these and justifying opinions with evidence.</p> <p>Develop With support, gathering experience from texts, children learn to draw inferences such as inferring characters' feelings, thoughts and motives, justifying with evidence from the text.</p>	<p>Develop Independently, sequence events orally and create story maps</p> <p>Embed With growing independence, gathering experience from texts, children learn to identify themes in the narratives, discussing these and justifying opinions with evidence.</p> <p>Embed With support, gathering experience from texts, children learn to draw inferences such as inferring characters' feelings, thoughts, motives, justifying with evidence from the text.</p> <p>Develop</p>	<p>Embed Independently, sequence events orally and create story maps</p> <p>Embed and asses With growing independence, gathering experience from texts, children learn to identify themes in the narratives, discussing these and justifying opinions with evidence.</p> <p>Embed and assess With support, gathering experience from texts, children learn to draw inferences such as inferring characters' feelings, thoughts, motives, justifying with evidence from the text.</p> <p>Embed and assess</p>

		<p>With some support, predict what might happen from implied details</p> <p>Practise With some support, discuss and explain words and phrases to explore meanings in context</p>	<p>Practise With confidence, predict what might happen from implied details</p> <p>Practise With some support, discuss and explain words and phrases to explore meanings in context</p>	<p>Practise and assess With some confidence, justify their inferences with textual evidence, as a familiar exercise.</p> <p>Develop With increasing confidence, predict what might happen from implied details</p> <p>Develop With growing confidence, discuss and explain words and phrases to explore meanings in context</p>	<p>Confidently, justify their inferences with textual evidence, as a familiar exercise.</p> <p>Develop Independently, predict what might happen from implied details</p> <p>Practise With growing confidence, discuss and explain words and phrases to explore meanings in context</p>	<p>Independently, justify their inferences with textual evidence, as a familiar exercise</p> <p>Embed Independently, predict what might happen from implied details</p> <p>Embed Independently, discuss and explain words and phrases to explore meanings in context</p>
<p>Respond to text: evaluation response to author authorial effect and intent effect of vocabulary</p> <p>Year 4</p>	<p>Introduce With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of fiction.</p> <p>Introduce With adult support, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest.</p> <p>Introduce With growing confidence, and gathering experience</p>	<p>Practise With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of fiction.</p> <p>Practise With support, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest.</p> <p>Practise With growing confidence, and gathering experience</p>	<p>Practise With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of poetry.</p> <p>Practise With some confidence, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest in poetry text.</p> <p>Practise With growing confidence, and</p>	<p>Develop With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of non-fiction.</p> <p>Develop With greater confidence, show increasing awareness of authorial choice, discuss words and phrases which capture their interest.</p> <p>Develop With growing confidence, and</p>	<p>Develop With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of reference/text books</p> <p>Develop Independently, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest.</p> <p>Develop With growing confidence, and</p>	<p>Develop With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of fiction, poetry and non-fiction</p> <p>Develop Independently, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest.</p> <p>Develop With growing confidence, and</p>

	<p>from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of fiction.</p> <p>Consolidation from year 3 Develop their familiarity with texts including myths and legends; retell some of these orally;</p> <p>Introduce With adult modelling, identify how language, paragraph structure and layout contribute to meaning in fiction.</p> <p>Introduce With adult modelling, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions</p>	<p>from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of fiction.</p> <p>Consolidation from year 3 Develop their familiarity with texts including myths and legends; retell some of these orally;</p> <p>Practise With support, identify how language, paragraph structure and layout contribute to meaning in fiction.</p> <p>Practise With support, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions</p>	<p>gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of poetry.</p> <p>Consolidation from year 3 Develop their familiarity with texts including myths and legends; retell some of these orally;</p> <p>Practise With some support, identify how language, paragraph structure and layout contribute to meaning in poetry.</p> <p>Practise With some support, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions</p>	<p>gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of non-fiction.</p> <p>Consolidation from year 3 Develop their familiarity with texts including myths and legends; retell some of these orally;</p> <p>Develop With some confidence, identify how language, paragraph structure and layout contribute to meaning in non-fiction text.</p> <p>Develop With growing confidence, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions</p>	<p>gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of reference/text books</p> <p>Consolidation from year 3 Develop their familiarity with texts including myths and legends; retell some of these orally;</p> <p>Develop With confidence, identify how language, paragraph structure and layout contribute to meaning in reference and text books.</p> <p>Develop Confidently, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions</p>	<p>gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of fiction, poetry and non-fiction</p> <p>Consolidation from year 3 Develop their familiarity with texts including myths and legends; retell some of these orally;</p> <p>Develop Independently, identify how language, paragraph structure and layout contribute to meaning in fiction and non-fiction texts</p> <p>Embed Independently and confidently, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions.</p>
Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity	<p>Introduce With adult modelling, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words</p>	<p>Practise With some support, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words</p>	<p>Practise With support, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words</p>	<p>Develop With increasing confidence, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words</p>	<p>Develop Confidently, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words</p>	<p>Embed Confidently, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words</p>

<p>phrasing appropriate to meaning</p> <p>*150-200+ wpm</p> <p>Year 4</p>	<p>Consolidate from Year 3,</p> <p>Introduce and Assess Sight-read a wide range of exception words from the Y3-4 list</p> <p>Introduce With adult support as decoding becomes more secure, become independent, fluent and enthusiastic readers</p>	<p>Practise and Assess Sight-read some more of exception words from the Y3-4 list</p> <p>Practise With some support, as decoding becomes more secure, become independent, fluent and enthusiastic readers</p>	<p>Practise and Assess Sight-read many of exception words from the Y3-4 list</p> <p>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.</p> <p>Introduce With support, notice where commas create phrasing within sentences</p> <p>Introduce With support, read with expression, using the punctuation to support meaning, including multi-clause sentences</p> <p>Introduce and practise Begin to recite whole poems with growing awareness of the listener</p>	<p>Develop and Assess Sight-read a widening range of exception words from the Y3-4 list</p> <p>Develop With growing confidence, as decoding becomes more secure, become independent, fluent and enthusiastic readers</p> <p>Practise With some support, notice where commas create phrasing within sentences</p> <p>Practise With some support, read with expression, using the punctuation to support meaning, including multi-clause sentences</p>	<p>Develop and Assess Sight-read a most of exception words from the Y3-4 list</p> <p>Develop Confidently, as decoding becomes more secure, become independent, fluent and enthusiastic readers</p> <p>Develop Confidently, notice where commas create phrasing within sentences</p> <p>Practise and Develop With some confidence, read with expression, using the punctuation to support meaning, including multi-clause sentences</p> <p>Develop and Embed Read aloud and perform own playscripts to demonstrate understanding of intonation, tone, volume and action.</p>	<p>Embed and Assess Sight-read all of exception words from the Y3-4 list</p> <p>Embed Confidently, as decoding becomes more secure, become independent, fluent and enthusiastic readers</p> <p>Embed Independently, notice where commas create phrasing within sentences</p> <p>Develop Confidently, read with expression, using the punctuation to support meaning, including multiclauses sentences</p> <p>Develop and Embed Read aloud and perform own poetry to demonstrate understanding of intonation, tone, volume and action</p>
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Dandelions Year 5						
Texts	Here We Are – Oliver Jeffers Stitch Head – Guy Bass	Darwin's Dragon – Lyndsay Galvin	Firework Maker's Daughter – Philip Pullman	Malamander – Thomas Taylor	1000 Year Old Boy – Ross Welford	Brightstorm – Vishti Hardy
<p>Decode / word-reading: phonics tricky words alphabet use of dictionary</p> <p>Year 5</p>	<p>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 challenge words.</p> <p>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).</p> <p>Consolidate from Year 4 and Continue Use a dictionary successful to find meanings of words.</p>	<p>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 -ence after soft c (/s/ sound), soft g (/j/ sound) and qu and challenge words.</p> <p>Practise With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).</p> <p>Practise Use a dictionary successful to find meanings of words.</p> <p>Practise With minimal support, ensure that</p>	<p>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 ending in –fer, words with 'silent' letters at the start and challenge words</p> <p>Develop With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).</p> <p>Develop Use a dictionary successful to find meanings of words.</p> <p>Practise With some confidence, ensure that attention is paid to new</p>	<p>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 challenge Words</p> <p>Embed With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).</p> <p>Embed Use a dictionary successful to find meanings of words.</p> <p>Develop With growing confidence, ensure that attention is paid to new vocabulary, both its</p>	<p>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.</p> <p>Develop With growing independence, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading</p>	<p>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.</p> <p>Embed Confidently and independently, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading</p>


	<p>Consolidate from Year 4 and Continue With some support, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.</p> <p>Consolidate from Year 4, Continue and Assess Revise and develop their knowledge of the skills needed for reading</p>	<p>attention is paid to new vocabulary, both its meaning and correct pronunciation.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading</p>	<p>vocabulary, both its meaning and correct pronunciation.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading</p>	<p>meaning and correct pronunciation.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading</p>		
<p>Comprehend, locate and retrieve: vocabulary characters settings events information justify using text</p> <p>Year 5</p>	<p>Introduce With adult modelling and scaffolding, children work with texts of increasing length, to retrieve information from short sections and extracts of text.</p> <p>Consolidate from Year 4 and Introduce With support, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Consolidate from Year 4 and Introduce With adult modelling, ask questions which develop their understanding.</p> <p>Introduce</p>	<p>Practise With adult modelling and scaffolding, children work with texts of increasing length, to retrieve information from short sections and extracts of text.</p> <p>Practise With support, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Practise With some support, ask questions which develop their understanding.</p> <p>Practise With some support, retrieve key details and</p>	<p>Develop With adult modelling and scaffolding, children work with texts of increasing length, to retrieve information across the whole text as well as at a local level;</p> <p>Practise With increasing confidence, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Practise With support, ask questions which develop their understanding.</p> <p>Practise</p>	<p>Develop and Embed With increased confidence, children work with texts of increasing length, to retrieve information across the whole text as well as at a local level;</p> <p>Develop With confidence, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Develop With some confidence, ask questions which develop their understanding.</p> <p>Develop With increasing confidence, retrieve key details and begin</p>	<p>Assess With independence and confidence children work with texts of increasing length, to retrieve information across the whole text as well as at a local level;</p> <p>Develop With some independence, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Develop Confidently, ask questions which develop their understanding.</p> <p>Develop</p>	<p>Embed and Assess With independence and confidence children work with texts of increasing length, to retrieve information across the whole text as well as at a local level;</p> <p>Embed Independently and confidently, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Embed Independently, ask questions which develop their understanding.</p> <p>Embed</p>

	<p>With adult modelling, begin to retrieve key details and begin to find quotations from a whole text.</p> <p>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.</p> <p>Introduce With adult support, begin to understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus</p> <p>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.</p>	<p>begin to find quotations from a whole text.</p> <p>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.</p> <p>Practise With some support, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus</p> <p>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.</p>	<p>With some support, retrieve key details and begin to find quotations from a whole text.</p> <p>Practise With some confidence, locate the author's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.</p> <p>Practise With developing confidence, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p> <p>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</p>	<p>to find quotations from a whole text.</p> <p>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.</p> <p>Develop With increasing confidence, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p> <p>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.</p>	<p>Confidently, retrieve key details and begin to find quotations from a whole text.</p> <p>Develop Confidently, locate the author's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.</p> <p>Develop Confidently, locate the author's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.</p> <p>Develop With increased confidence, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p>	<p>Independently, retrieve key details and begin to find quotations from a whole text.</p> <p>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.</p> <p>Embed Confidently and independently, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p> <p>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.</p>
Inferential understanding: prediction	Consolidate from Year 4,	Practise and Develop Confidently, draw inferences	Embed Independently, draw inferences	Introduce With adult support, begin to draw	Practise and Develop With growing confidence, draw	Embed Confidently, draw inferences such as

<p>sequencing events summary nuanced vocabulary</p> <p>Year 5</p>	<p>With support continue to draw inferences independently, often justifying with textual evidence.</p> <p>Consolidate from Year 4, Revise making predictions about what might happen from details stated and implied.</p> <p>Introduce and Practise With adult support, orally and in writing summarise main ideas of a text</p> <p>Introduce With adult modelling, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.</p> <p>Introduce With adult modelling, make comparisons within and across texts, referring to both reference points;</p>	<p>independently, often justifying with textual evidence</p> <p>Practise With some support, make predictions about what might happen from details stated and implied.</p> <p>Practise and Develop With growing confidence, orally and in writing summarise main ideas of a text.</p> <p>Introduce With adult modelling, be able to identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry.</p> <p>Practise With some support, discuss and explore the precise meaning of words and phrases in context using teacher led sentences</p> <p>Practise With adult modelling, make comparisons within and across texts, referring to both reference points;</p>	<p>independently, often justifying with textual evidence.</p> <p>Practise With some confidence, make predictions about what might happen from details stated and implied.</p> <p>Develop and Embed Independently, orally and in writing summarise main ideas of a text.</p> <p>Practise With adult and peer support, be able to identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry.</p> <p>Develop With increasing confidence, discuss and explore the precise meaning of words and phrases in context using teacher led sentences</p> <p>Develop With adult and peer support, make comparisons within and across texts, referring to both reference points;</p>	<p>inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Develop With a developing confidence, make predictions about what might happen from details stated and implied, both before and after events</p> <p>Develop With growing confidence, be able to identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry.</p> <p>Develop With some independence, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.</p> <p>Practise With adult and peer support, make comparisons within and across texts, referring to both reference points;</p>	<p>inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Embed With a developing confidence, make predictions about what might happen from details stated and implied, both before and after events</p> <p>Practise, Embed and Assess Independently, orally and in writing summarise main ideas of a text.</p> <p>Embed With growing confidence, be able to identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry.</p> <p>Embed With some independence, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.</p> <p>Embed</p>	<p>inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Develop With a developing confidence, make predictions about what might happen from details stated and implied, both before and after events</p> <p>Embed and Assess With confidence and independence, make predictions about what might happen from details stated and implied, both before and after events</p> <p>Assess With growing confidence, be able to identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry.</p> <p>Assess With independence, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.</p> <p>Embed</p>
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					With growing independence, make comparisons within and across texts, referring to both reference points;	With independence and confidence, make comparisons within and across texts, referring to both reference points;
<p>Respond to text: evaluation response to author authorial effect and intent effect of vocabulary</p> <p>Year 5</p>	<p>Introduce With adult support, extend their familiarity with texts to include modern fiction, fiction from our literary heritage.</p> <p>Introduce With adult modelling, discuss and build on their own and others' opinions</p> <p>Consolidate from Year 4, and Continue With adult modelling, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction</p> <p>Introduce With adult modelling make comparisons within and across texts</p> <p>Introduce With adult modelling, distinguish between fact and opinion.</p>	<p>Throughout the year Extend their familiarity with texts to include modern fiction, fiction from our literary heritage.</p> <p>Practise With some support, discuss and build on their own and others' ideas.</p> <p>Practise With some support, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction</p> <p>Practise During supported discussion, make comparisons within and across texts.</p> <p>Practise With support, distinguish between fact and opinion.</p> <p>Practise</p>	<p>Throughout the year Extend their familiarity with texts to include modern fiction, fiction from our literary heritage and books from other cultures.</p> <p>Practise With some confidence, discuss and build on their own and others' ideas.</p> <p>Practise With support, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction.</p> <p>Practise With some confidence during discussion make comparisons within and across texts</p> <p>Practise With minimal support, distinguish between fact and opinion.</p> <p>Practise</p>	<p>Throughout the year Extend their familiarity with texts to include modern fiction and fiction from our literary heritage.</p> <p>Develop With increasing confidence, discuss and build on their own and others' ideas.</p> <p>Develop With increasing confidence, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction</p> <p>Develop With some confidence, make comparisons within and across books</p> <p>Develop With some confidence, distinguish between fact and opinion.</p> <p>Develop</p>	<p>Throughout the year Extend their familiarity with texts to include modern fiction, fiction from our literary heritage, and books from other cultures.</p> <p>Develop Confidently, discuss and build on their own and others' ideas.</p> <p>Develop Confidently, maintain positive attitudes to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction</p> <p>Develop Confidently, make comparisons within and across books.</p> <p>Develop With increasing confidence, distinguish between fact and opinion.</p> <p>Develop</p>	<p>Throughout the year Extend their familiarity with texts to include modern fiction, fiction from our literary heritage and books from other cultures.</p> <p>Embed Confidently and independently, discuss and build on their own and others' ideas.</p> <p>Embed Confidently, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction</p> <p>Embed Independently, make comparisons within and across books.</p> <p>Embed Independently, distinguish between fact and opinion</p> <p>Embed</p>

	<p>Consolidate from Year 4, and Continue With support, discuss and evaluate how authors use language, considering the impact on the reader and how this has been achieved using how, what, where and why questions</p> <p>Introduce With adult support, begin to understand figurative language e.g. metaphor, personification.</p>	<p>With some support, discuss and evaluate how authors use language, considering the impact on the reader and how this has been achieved using how, what, where and why questions.</p> <p>Practise With some support, understand figurative language e.g. similes and alliteration</p>	<p>With some confidence, discuss and evaluate how authors use language, considering the impact on the reader and how this has been achieved using how, what, where and why questions.</p> <p>Practise With some confidence show an understanding and use figurative language e.g. rhythm and rhyming.</p>	<p>With increasing confidence, discuss and evaluate how authors use language, considering the impact on the reader and how this has been achieved using how, what, where and why questions.</p> <p>Develop With increasing confidence, show an understanding and use of figurative language e.g. metaphors and similes</p>	<p>Confidently, discuss and evaluate how authors use language, considering the impact on the reader and how this has been achieved using how, what, where and why questions.</p> <p>Develop Confidently, understand and use figurative language e.g. choice of vocabulary and alliteration.</p>	<p>Independently, discuss and evaluate how authors use language, considering the impact on the reader and how this has been achieved using how, what, where and why questions.</p> <p>Embed Independently understand and use figurative language e.g. metaphor, personification</p>
<p>Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning</p> <p>*150 wpm</p> <p>Year 5</p>	<p>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.</p> <p>Introduce With adult modelling, begin to notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>Consolidate from Year 4 and Continue With continuing confidence revise and sight-read all Y3-4 exception words with automaticity.</p>	<p>Practise Continue to read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace.</p> <p>Practise With support, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>Develop With continuing confidence revise and sight-read all Y3-4 exception words with automaticity.</p> <p>Practise</p>	<p>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.</p> <p>Practise With some support, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>Embed With continuing confidence revise and sight-read all Y3-4 exception words with automaticity.</p>	<p>Develop Confidently read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace.</p> <p>Develop With some confidence, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>Introduce Begin to sight-read some Yr5-6 exception words with some automaticity.</p> <p>Develop</p>	<p>Develop Confidently read aloud a wider range of age-appropriate fiction with accuracy and at a reasonable speaking pace.</p> <p>Develop With increasing confidence, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>Practise Be able to sight-read more Yr5-6 exception words with some automaticity.</p> <p>Develop</p>	<p>Embed Confidently read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace.</p> <p>Embed Confidently and independently, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>Develop Be able to sight-read many Yr5-6 exception words with increasing automaticity.</p> <p>Embed</p>

	<p>Introduce Read silently and then discuss what they have read on a daily basis.</p>	<p>Read silently and then discuss what they have read on a daily basis.</p> <p>Introduce With adult support, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>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.</p>	<p>Practise Read silently and then discuss what they have read on a daily basis.</p> <p>Practise With some support, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>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.</p>	<p>Read silently and then discuss what they have read on a daily basis.</p> <p>Practise With some support, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>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.</p>	<p>Read silently and then discuss what they have read on a daily basis.</p> <p>Develop With some confidence, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>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.</p>	<p>Read silently and then discuss what they have read on a daily basis.</p> <p>Embed and Assess With confidence, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>Embed and Assess Prepare poems and other readings to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>
Year 6						
Texts	<p><u>Whole School Text:</u></p> <p>Here we Are – Oliver Jeffers</p> <p>Journey to Jo'Burg By Beverley Naidoo</p>	The Explorer by Katherine Rundell	Letters from the Lighthouse Emma Carroll	Letters from the Lighthouse Emma Carroll	<p>The Piano (Animation)</p> <p>Ruin (Animation)</p> 	Bugsy Malone - Film

<p>Decode / word-reading: phonics tricky words alphabet use of dictionary</p>	<p>Consolidate from Year 5: Practise 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.</p> <p>Consolidate from Year 5: Practise and Embed Read a wide range of exception words, including from the Y5-6 list and similar words which occur in the texts they read.</p> <p>Consolidate from Year 5: Practise and Embed Revise and develop their knowledge of the skills needed for reading, daily reading and pre-teaching for whole class reading as appropriate</p>	<p>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.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading, daily reading and pre-teaching for whole class reading as appropriate</p>	<p>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</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading, daily reading and pre-teaching for whole class reading as appropriate</p>	<p>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.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading, daily reading and pre-teaching for whole class reading as appropriate</p>	<p>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</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading, daily reading and pre-teaching for whole class reading as appropriate</p>	<p>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</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading, daily reading and pre-teaching for whole class reading as appropriate</p>
<p>Comprehend, locate and retrieve: vocabulary characters settings events information</p>	<p>Introduce With adult modelling and support during text-discussion, children can maintain focus on the subject, using notes when necessary;</p>	<p>Practise With some support during text-discussion, children can maintain focus on the subject, using notes when necessary;</p> <p>Develop</p>	<p>Develop With decreasing support during text-discussion, children can maintain focus on the subject, using notes when necessary;</p> <p>Practise and assess</p>	<p>Assess With growing independence during text-discussion, children can maintain focus on the subject, using notes when necessary;</p>	<p>Embed During text-discussion, children can independently maintain focus on the subject, using notes when necessary;</p> <p>Embed</p>	<p>Embed and assess During text-discussion, children can independently and confidently maintain focus on the subject, using notes when necessary;</p>

justify using text	<p>Consolidate from Year 5 Revise and Continue Demonstrate how to locate information and provide reasoned justifications for their views.</p> <p>Consolidate from Year 5 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.</p> <p>Let their eyes float rapidly down the page until they find the key word or phrase they want.</p> <p>Introduce With adult modelling introduce the use of Point, Evidence, Explain (PEE) to provide reasoned justifications for their views</p> <p>Introduce With adult modelling, find accurate quotations from a whole text, skimming and scanning the text to locate quotes to support.</p> <p>Assess via SATs practise</p>	<p>With greater independence, use skimming and scanning to locate and retrieve information.</p> <p>Scan for pronouns that link to the key question words</p> <p>Consolidate from Year 5 and Introduce When retrieval is not immediately obvious, scan for appropriate synonyms to identify an answer.</p> <p>Practise and assess With adult support introduce the use of Point, Evidence, Explain (PEE) to provide reasoned justifications for their views</p> <p>Practise With adult modelling, find accurate quotations from a whole text, skimming and scanning the text to locate quotes to support.</p> <p>Introduce With adult modelling, use the context of the sentence to decide meaning of unknown words.</p>	<p>Use skimming and scanning to locate and retrieve information.</p> <p>Scan to check information; find answers in text and check even if they think they remember the answer</p> <p>Practise and embed When retrieval is not immediately obvious, scan for appropriate synonyms to identify an answer.</p> <p>Practise With adult support Point, Evidence, Explain (PEE) to provide reasoned justifications for their views</p> <p>Practise With adult support, find accurate quotations from a whole text, skimming and scanning the text to locate quotes to support.</p> <p>Assess via SATs practise</p>	<p>Develop Use skimming and scanning to locate and retrieve information.</p> <p>Pupils will first skim the entire text to find which section/paragraph the answer is in and then scan that section/paragraph for the specific piece of information.</p> <p>Embed With growing independence use Point, Evidence, Explain (PEE) to provide reasoned justifications for their views</p> <p>Develop With adult support, find accurate quotations from a whole text, skimming and scanning the text to locate quotes to support, explaining what these quotes mean.</p> <p>Practise With adult support, use the context of the sentence to decide meaning of unknown words.</p> <p>Assess via SATs practise</p>	<p>Use skimming and scanning to locate and retrieve information.</p> <p>Ignore details and look for main ideas. in non-fiction, read only the subheadings or titles of paragraphs.</p> <p>Embed and Assess With growing independence use Point, Evidence, Explain (PEE) to provide reasoned justifications for their views</p> <p>Embed With adult support, find accurate quotations from a whole text, skimming and scanning the text to locate quotes to support, explaining what these quotes mean.</p> <p>Develop and embed Use the context of the sentence to decide meaning of unknown words.</p> <p>Assess via SATs Test</p>	<p>Embed and assess Use skimming and scanning to locate and retrieve information.</p> <p>Read the first sentence of each paragraph to find out what it is about. read the first and last paragraphs. quickly read the sentences containing key words indicated in bold or italics.</p> <p>Embed and Assess With adult support, find accurate quotations from a whole text, skimming and scanning the text to locate quotes to support, explaining what these quotes mean.</p> <p>Assess Use the context of the sentence to decide meaning of unknown words.</p>
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		Assess via SATs practise				
Inferential understanding: prediction sequencing events summary nuanced vocabulary	<p>Consolidate from Year 5 Consolidate understanding of inference – using the clues to reach a conclusion.</p> <p>Introduce: With teacher modelling and support, use PEE to justify inferences, identifying suitable quotations to illustrate.</p> <p>Introduce: make reasoned predictions from implied details;</p> <p>Consolidate from Year 5, Revise and Continue With adult modelling begin to summarise main ideas across whole text and note developments e.g. of a character or relationship</p> <p>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?’</p>	<p>Practise: With teacher modelling and support, use PEE to justify inferences, identifying suitable quotations to illustrate.</p> <p>Practise With some support, make reasoned predictions from implied details;</p> <p>Practise With support, summarise main ideas across whole text and note developments e.g. of a character or relationship. Consider how a character changes from the beginning to the end of a narrative.</p> <p>Introduce With adult modelling, use evaluative skills to make simple comparisons across texts around a theme.</p> <p>Practise With some support, work out the nuanced meanings of words and phrases in context. For example, ‘Why do you think the word ‘Wait’</p>	<p>Develop With growing independence, use PEE to justify inferences, identifying suitable quotations to illustrate.</p> <p>Practise With reduced support make reasoned predictions from implied details;</p> <p>Practise With some confidence, summarise main ideas across whole text and note developments e.g. of a character or relationship. Consider how a character appears to change and the reasons for this. E.g. Esther in Letters from the Lighthouse.</p> <p>Practise With reduced support, use evaluative skills to make simple comparisons across texts around a theme.</p> <p>Practise Share narrative and non-narrative texts around the theme of WW2.</p>	<p>Embed With confidence and independence, use PEE to justify inferences, identifying suitable quotations to illustrate.</p> <p>Develop With increasing confidence, make reasoned predictions from implied details;</p> <p>Develop With growing confidence, summarise main ideas across whole text, note developments e.g. of a character or relationship. Begin to make comparisons across texts on a particular theme.</p> <p>Practise With reduced support, use evaluative skills to make simple comparisons across texts around a theme.</p> <p>Practise Share narrative and non-narrative texts around the theme of WW2.</p>	<p>Assess With confidence and independence, use PEE to justify inferences, identifying suitable quotations to illustrate.</p> <p>Embed With independence and confidence make reasoned predictions from implied details;</p> <p>Develop With confidence and some independence, summarise main ideas across whole text, note developments e.g. of a character or relationship. Continue to make comparisons across texts on a particular theme.</p> <p>Develop Share narrative and non-narrative texts around the theme of Post War Britain. Discuss comparisons and justify responses.</p> <p>Develop Confidently and independently, work out the nuanced meanings of words and</p>	<p>Develop With confidence, fluency and independence, children draw hidden inferences, justifying with textual evidence, including quotations which illustrate;</p> <p>Embed and Assess With independence and confidence make reasoned predictions from implied details;</p> <p>Embed and Assess Independently, summarise main ideas across whole text, note developments e.g. of a character or relationship.</p> <p>Embed With reduced support, use evaluative skills to make simple comparisons across texts around a theme.</p> <p>Embed and Assess Share narrative and non-narrative texts around the theme of Post War Britain. Discuss comparisons and justify responses.</p> <p>Embed</p>

		has been used so often in this poem?’	Practise With some confidence, work out the nuanced meanings of words and phrases in context. For example, why is the rope described as “a lifeline”.	Develop With increasing confidence, work out the nuanced meanings of words and phrases in context. For example, Find and copy a phrase that tells us that the narrator sleeps during his journey by mail.	phrases in context. For example, why does the description of the Old Mistress as ‘slight’ contradict with her actions to	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
Respond to text: evaluation response to author authorial effect and intent effect of vocabulary	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. 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	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	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	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	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	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 onomatopoeia

	<p>explain why? How does the way this is set out on the page help us to find information?</p> <p>Introduce With adult support, identify and talk about figurative language and its impact – similes and metaphors</p> <p>Consolidate from Year 5, Revise and Continue With support, distinguish between fact and opinion.</p> <p>Introduce With adult modelling, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p>Consolidate from Year 5, Revise and Continue With adult modelling, provide reasoned justification for views.</p>	<p>With some support identify and talk about figurative language and its impact – inc similes, metaphors, personification, onomatopoeia</p> <p>Practise With some support, distinguish between fact and opinion.</p> <p>Practise With some support, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p>Practise With support, provide reasoned justification for views. Assess Use their developing reading, comprehension skills, authorial effect knowledge</p>	<p>achieved that? Do you like the phrase this author has chosen? Can you think of another text which compares with this one? How is it different?</p> <p>Practise and assess With some confidence, identify and talk about figurative language and its impact- inc similes, metaphors, personification and hyperbole</p> <p>Practise With some confidence, distinguish between fact and opinion.</p> <p>Practise With some confidence, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p>Practise With some confidence, provide reasoned justification for views.</p>	<p>of another text which compares with this one? How is it different?</p> <p>Develop With growing confidence, identify and talk about figurative language and its impact -inc similes, metaphors, personification and hyperbole and onomatopoeia</p> <p>Develop With increasing confidence, distinguish between fact and opinion.</p> <p>Develop With increasing confidence, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p>Develop With confidence, provide reasoned justification for views.</p> <p>Assess Use their developing reading, comprehension skills, authorial effect knowledge</p>	<p>hyperbole and onomatopoeia</p> <p>Develop Confidently, distinguish between fact and opinion.</p> <p>Develop Confidently, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p>Develop Confidently, provide reasoned justification for views.</p> <p>Assess via SATs Use their developing reading, comprehension skills, authorial effect knowledge</p>	<p>Embed Confidently, distinguish between fact and opinion.</p> <p>Embed Confidently, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p>Embed Confidently, provide reasoned justification for views.</p>
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<p>Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning</p> <p>*150-200+ wpm</p>	<p>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.</p> <p>Consolidate from Year 5, Revise and Continue With support, recite a wider range of poetry, sometimes by heart</p> <p>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.</p> <p>Consolidate from Year 5, Revise and Continue With support, notice and respond to punctuation and phrasing when reading aloud.</p> <p>Introduce and assess With support, automatically read a range of exception</p>	<p>Practise Read age-appropriate texts with developing fluently from the class book area, school library and differentiated text during whole class reading. Practise With continued support, recite a wider range of poetry, sometimes by heart.</p> <p>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.</p> <p>Practise With some support, notice and respond to punctuation and phrasing when reading aloud.</p> <p>Practise and assess With support, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts</p>	<p>Practise Read age-appropriate texts with continued developing fluently from the class book area, school library and differentiated text during whole class reading.</p> <p>Practise With some confidence, recite a wider range of poetry, sometimes by heart.</p> <p>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.</p> <p>Practise With some confidence, notice and respond to punctuation and phrasing when reading aloud.</p> <p>Practise and assess With some support, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts.</p>	<p>Develop Read age-appropriate texts with greater fluently from the class book area, school library and differentiated text during whole class reading.</p> <p>Develop With growing confidence, read aloud and perform poems, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</p> <p>Develop With increasing confidence, notice and respond to punctuation and phrasing when reading aloud.</p> <p>Develop and assess With some confidence, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts.</p>	<p>Develop Read age-appropriate texts with increasing fluently from the class book area, school library and differentiated text during whole class reading.</p> <p>Develop Confidently, notice and respond to punctuation and phrasing when reading aloud.</p> <p>Develop and assess Confidently, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts.</p>	<p>Embed Read age-appropriate texts with increased fluently from the class book area, school library and differentiated text during whole class reading.</p> <p>Embed Confidently, notice and respond to punctuation and phrasing when reading aloud;</p> <p>Embed and assess Independently, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts.</p>
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	words, including some of the Y5-6 list and similar words which occur in texts.					
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