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	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	Whole School Text: 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

phonics tricky words alphabet use of dictionary

Reception

Practise Play listening skills games, computer sound games and listen to the environment around us to develop listening skills

Introduce

Hear and say the initial sound in words e.g. initial sound of their name, initial letter of words in the environment such as T for Tesco.

Introduce

Begin to introduce Little Wandle Phonics scheme Phase 2 sounds

Introduce

Through heavily modelled sessions, orally segment sounds in simple words and blend them together

Introduce

Through heavily modelled sessions, segment sounds in written form and blend together.

Assess

Assess blending and segmenting. Implement blending 1:1 keep up sessions as necessary.

Assess

games, computer sound games and listen to the environment around us to develop listening skills

Practise and Develop

Hear and say the initial sound in words e.g. initial sound of their name, initial letter of words in the environment such as T for Tesco.

Practise

Continue to introduce Little Wandle Phonics scheme Phase 2 sounds

Practise

With teacher support and scaffolding, segment sounds in simple words and blend them together using the sounds taught so far

Assess

Little Wandle sounds introduced + tricky words.
Assess every 6 weeks. Keep-up interventions implemented as necessary.

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. Play listening skills games, computer sound games and listen to the environment around us to develop listening skills

Practise

Continue to introduce Little Wandle Phonics scheme Phase 2 sounds

Practise

With teacher support, segment sounds in simple words and blend them together using the sounds taught so far

Assess

Little Wandle sounds introduced + tricky words.
Assess every 6 weeks. Keep-up interventions implemented as necessary.

Introduce

Begin to introduce Phase 3 sounds

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.

Practise

Read some common exception words as they appear in the

Continue to introduce Little Wandle Phonics scheme Phase 2 sounds

Develop

With some independence, segment sounds in simple words and blend them together using the sounds taught so far

Develop

Continue to introduce Phase 3 sounds

Develop Segment sounds in simple words and blend them together using the sounds taught so far –

Assess

Little Wandle sounds introduced + tricky words.
Assess every 6 weeks. Keep-up interventions implemented as necessary.

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.

Develop Read more common exception words as they appear in the reading scheme consolidating previously learnt words Continue to practise Little Wandle Phonics scheme Phase 2 and 3 sounds through daily phonics sessions.

Embed

With growing independence, segment sounds in simple words and blend them together using the sounds taught so far

Assess

Little Wandle sounds introduced + tricky words.
Assess every 6 weeks. Keep-up interventions

implemented as

necessary.

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.

Develop

Continue to read more common exception words as they appear in the reading scheme, consolidating previously learnt words

Throughout the Year Continue

3 x weekly reading practise sessions as children are ready:

- 1) Decoding
- 2) Prosody

Through daily lessons, practise and reinforce learning of Phase 2 and 3 sounds

Introduce

Begin to introduce Phase 4 sounds of Little Wandle.

Embed

Independently and confidently, segment sounds in simple words and blend them together using the sounds taught so far

Assess

Little Wandle sounds introduced + tricky words.
Assess every 6 weeks. Keep-up interventions implemented as necessary.

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.

Embed

Develop

Continue to read more common exception words as they appear in the reading scheme, consolidating previously learnt words

Throughout the Year Continue

Little Wandle sounds reading scheme introduced + tricky **Practise** consolidating words. Read some common previously learnt words Assess every 6 weeks. exception words as Keep-up interventions Throughout the Year they appear in the implemented as Continue reading scheme 3 x weekly reading necessary. Introduce As Little Wandle practise sessions as **Introduce** phonics books are children are ready: Link sounds to letters. introduced read words 1) Decoding naming and sounding 2) Prosody and simple sentences. the letters of the 3) Comprehension alphabet taught so far Introduce during the day not just Following from Practise in the phonics session. assessments, begin to As Little Wandle introduce further 3 x phonics books are Introduce weekly reading practise introduced read words Read some common sessions as children and simple sentences exception words as are ready: they appear in the 1) Decoding **Practise** reading scheme 2) Prosody Be able to read their Comprehension own name. Introduce Through adult Introduce modelling and **Practise** As Little Wandle discussion, children With adult support, phonics books are begin to read labels in become familiar with introduced read words book language and the environment and simple sentences layout through Little Wandle wordless **Practise** books. Be able to read their own name. Introduce 3 x weekly reading Introduce practise sessions using With adult support, wordless books. begin to read labels in the environment Introduce Be able to read their own name. **Consolidate from** Decode / word-Decode / word-**Assess** reading: reading: phonics Year R and Continue. Apply phonic phonics tricky words knowledge and skills Continue to apply tricky words phonic knowledge and alphabet alphabet

Comprehension 3 x weekly reading Throughout the Year practise sessions as Continue children are ready: **Develop** 3 x weekly reading As Little Wandle 1) Decoding practise sessions as phonics books are 2) Prosody children are ready: introduced read words 3) Comprehension 1) Decoding and simple sentences 2) Prosody Develop Develop As Little Wandle 3) Comprehension With some phonics books are independence, begin to introduced read words **Practise** read labels in the As Little Wandle and simple sentences environment phonics books are introduced read words With greater and simple sentences independence, begin to read labels in the Develop environment With some independence, begin to read labels in the environment **Practise Assess Develop** Apply phonic Apply phonic Apply phonic

use of dictionary

use of dictionary

skills as the route to decode words.

as the route to decode words.

knowledge and skills as the route to decode words.

knowledge and skills as the route to decode words.

knowledge and skills as the route to decode words.

Year 1

Introduce

Apply phonic knowledge and skills for all 40+ phonemes;

Introduce 'Speedy Sounds' as per Little Wandle scheme.

Introduce

Read accurately by blending sounds in unfamiliar words using the GPCs they know.

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.

Introduce

Read some of the common exception words for Y1

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.

Practise

Apply phonic knowledge and skills for all 40+ phonemes;

Practise

'Speedy Sounds' as per Little Wandle scheme.

Practise

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Practise

Read common exception words for Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.

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.

Continue and Assess

Continue the Little Wandle phonics scheme working through phase 4.

Practise Speedy sounds as per Little Wandle with the correct sound to graphemes for all 40+ phonemes,

sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Practise

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Practise

Read common exception words for Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.

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.

Revise and **Practise**Read words containing taught GPCs and -ing, -ed.

Practise and assess

Continue the Little Wandle phonics

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

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Develop

Read common
exception words for
Year 1, noting unusual
correspondences
between spelling and
sound and where these
occur in the word.

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.

Develop

Read words containing taught GPCs and -s, - es.

Revise and **Practise**Read words containing

Embe

Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Embed

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Develop

Read common exception words for Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.

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.

Revise and **Practise**

Read words containing taught GPCs and -er, est. Develop Read words containing taught GPC's and -ing, - ed, -s, -es. Consolidate from Year R, Continue and Assess Continue the Little Wandle phonics

scheme.
Consolidate phase 3 learning.

Assessments every 6 weeks.

Practise and Develop Daily keep up session for those children in danger of falling behind.

Introduce

Read words of more than one syllable that contain the taught GPCs;

Continue from Year R

- 3 x weekly reading practise groups:
- 1) Decoding
- 2) Prosody
- 3) Comprehension

Continue from Year R

Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.

Introduce Phase 5
Little Wandle

Assess

Daily, informal assessments to inform keep up interventions the same day.

Assessments every 6 weeks.

Practise

Read other words of more than one syllable that contain taught GPCs.

Introduce GPCs and words containing a range of endings e.g. - es, -er, - ing, ed.

Practise and **Develop**

Daily keep up session for those children in danger of falling behind.

Continue from Year R

- 3 x weekly reading practise groups:
 - 1) Decoding
 - 2) Prosody
 - 3) Comprehension

Continue

Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.

scheme working through phase 5 and revisiting phases 3 and 4 as necessary.

Assessments every 6 weeks.

Practise

Read other words of more than one syllable that contain taught GPCs.

Practise GPCs and words containing a range of endings e.g. - es, -er, - ing, ed.

Practise and **Develop**

Daily keep up session for those children in danger of falling behind.

Introduce

Alien words

Continue from Year R

3 x weekly reading practise groups:

- 1) Decoding
- 2) Prosody
- 3) Comprehension

Continue

Re-read books to gain confidence with word reading; page count increases to encourage reading stamina. taught GPC's and -ing, - ed.

Practise and Assess Continue the Little Wandle phonics

Wandle phonics scheme working through phase 5 and revisiting phase 4 as necessary.

Assessments every 6 weeks.

Develop

Read other words of more than one syllable that contain taught GPCs.

Practise

GPCs and words containing a range of endings e.g. -es, -er, ing, ed.

Practise and Develop

Daily keep up session for those children in danger of falling behind.

Practise

Alien words

Continue from Year R

3 x weekly reading practise groups:

- 1) Decoding
- 2) Prosody
- 3) Comprehension

Continue

Practise and Assess
Continue the Little
Wandle phonics
scheme working
through phase 5 and
revisiting phase 4 as
necessary.

Assessments every 6 weeks.

Embed

Read other words of more than one syllable that contain taught GPCs.

Introduce

To be able to read words with contractions e.g. I'm, can't, we'll.

Introduce

To understand that an apostrophe in a contraction represents omitted letters.

Revise GPCs and words containing a range of endings e.g. -es, -er, ing, ed, est.

Practise and **Develop**

Daily keep up session for those children in danger of falling behind.

Embed

Alien words

					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: 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 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.

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earContinue to evelop pleasure in eading, motivation to ead, vocabulary and inderstanding. Itroduce With adult modelling se their growing honic knowledge and ocabulary knowledge o recognise words and hrases which locate information found explicitly in the text. Itroduce With adult modelling ind scaffolding, after ecoding the text, dentify the word in the entence which inswers a retrieval uestion	Throughout out the year Continue to develop pleasure in reading, motivation to read, vocabulary and understanding. 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 Practise With adult modelling and scaffolding, after decoding the text, identify the word in the sentence which answers a retrieval question	Throughout out the year Continue to develop pleasure in reading, motivation to read, vocabulary and understanding. 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 Practise With adult modelling and scaffolding, after decoding the text, identify the word in the sentence which answers a retrieval	Throughout out the year Continue to develop pleasure in reading, motivation to read, vocabulary and understanding. 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 Develop With growing independence, after decoding the text, identify the word in the sentence which answers a retrieval	Throughout out the year Continue to develop pleasure in reading, motivation to read, vocabulary and understanding. 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 Develop and Embed After decoding a sentence, discuss the vocabulary, identifying which words might answer a retrieval	Throughout out the year Continue to develop pleasure in reading, motivation to read, vocabulary and understanding. 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 Embed and Assess After decoding a sentence, discuss the vocabulary, identifying which words might answer a retrieval
and continue isten to and iscussing a wide ange of stories at a evel beyond that at which they can read adependently. atroduce Vith adult support, anderstand and explain	Introduce Listen to and discussing a wide range of poems at a level beyond that at which they can read independently. Practise With adult support, understand and explain	Develop Listen to and discussing a wide range of stories at a level beyond that at which they can read independently. Develop With adult guidance,	Develop Listen to and discussing a wide range of stories at a level beyond that at which they can read independently. Practise With adult guidance,	Practise Reading, listening to and discussing a wide range of stories at a level beyond that at which they can read independently. Develop and Embed With growing	question. Develop Reading, listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently. Embed and Assess Independently and with
eaan ntiishoodhifa ntiin eeleen u cooliisisaayh	ading, motivation to ad, vocabulary and derstanding. Troduce th adult modelling e their growing onic knowledge and cabulary knowledge recognise words and rases which locate ormation found plicitly in the text. Troduce th adult modelling d scaffolding, after coding the text, entify the word in the intence which swers a retrieval estion Tonsolidate from Yer and continue sten to and scussing a wide age of stories at a rel beyond that at inch they can read dependently. Troduce th adult support,	pleasure in reading, motivation to ad, vocabulary and derstanding. produce th adult modelling e their growing onic knowledge and cabulary knowledge recognise words and rases which locate ormation found plicitly in the text. produce th adult modelling d scaffolding, after coding the text, entify the word in the intence which swers a retrieval estion pleasure in reading, motivation to read, vocabulary and understanding. 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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 Practise With adult modelling and scaffolding, after decoding the text, identify the word in the sentence which answers a retrieval question Practise With adult support and understanding.	pleasure in reading, motivation to ad, vocabulary and derstanding. pleasure in reading, motivation to read, vocabulary and understanding. produce th adult modelling et etheir growing onic knowledge and cabulary knowledge recognise words and rases which locate ormation found plicitly in the text. produce th adult modelling dosaffolding, after coding the text, entify the word in the ntence which swers a retrieval estion produce th adult modelling dosaffolding, after decoding the text, identify the word in the ntence which swers a retrieval estion produce th adult modelling dosaffolding, after decoding the text, identify the word in the sentence which answers a retrieval epston to and discussing a wide rage of stories at a rel beyond that at aich they can read independently. produce th adult modelling use their growing understanding. 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Practise With adult modelling and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text Practise With adult modelling after decoding the text, identify the word in the sentence which answers a retrieval question Develop Listen to and discussing a wide range of stories at a level beyond that at	pleasure in reading, motivation to read, vocabulary and understanding. roduce th adult modelling et heir growing onic knowledge and cabulary knowledge recognise words and rasses which locate ormation found plicitly in the text. roduce th adult modelling discribing the text, intiffy the word in the sentence which estion estion and continue ten to and continue ten to and coussing a wide geof stories at a rel beyond that at ich they can read independently. roduce th adult support, derstand and explain y facts about what is read to them from a rirety of texts, interty of texts, included to them from a rirety of texts, included to them from a rirety of texts, include to them from a rirety of texts, included to them from a rirety of texts, included to them from a rirety of texts, include to them from a rirety of texts, include to them from a rirety of texts, included in adult support, and so captolicity or texts, includently on a vocabulary knowledge and understanding. 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. Practise With adult modelling and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text. Introduce Listen to and discussing a wide range of poems at a level beyond that at which they can read independently. Practise With adult support, understand and explain key facts about what is read to them from a variety of texts, indentify the word in the senten	pleasure in reading, motivation to read, vocabulary and understanding. roduce th adult modelling et heir growing gonic knowledge and carbation found abmandabulary knowledge and rases which locate or recognise words and phrases which locate information found explicitly in the text. roduce th adult modelling da scaffolding, after coding the text, entify the word in the settion wiscussing a wide ge of stories at a ele beyond that at itch they can read independently. roduce th adult support, deferstand and explain it feet stand at ot them from a reity of texts, eread to them from a reity of texts, reity of texts, reity of texts, read to them from a reity of texts, reity of texts

from a variety of texts,

including poems, non-

variety of texts,

including poems, non-

including poems, non-

fiction and stories e.g.

read to them from a

variety of texts,

including poems, non-

variety of texts,

including poems, non-

fiction and stories e.g.

	key characters, places and events; Introduce Discuss word meanings, linking new meanings to those already known. Consolidate from Year R and Continue Talk about the title and how it relates to the events in the text. Introduce Retrieve answers to simple literal who, what, when, and how questions.
Inferential understanding: prediction	Introduce Understand the feelings of characters
sequencing	in texts they listen to

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. Introduce With support, use the pictures in texts as clues to what is happening in the story. Introduce

fiction and stories e.g. key characters, places and events:

Introduce

Drawing on what they already know or on background information and vocabulary provided by the teacher.

Practise

Talk about the title and how it relates to the events in the text;

Practise

Retrieve answers to simple literal who, what, where, when and how questions.

fiction and stories e.g. key characters, places and events:

Practise

Draw on what they already know or on background information and vocabulary provided by the teacher

Practise

Talk about the title and how it relates to the events in the text.

Practise

Retrieve answers to simple literal who, what, where, when, which and how questions.

key characters, places and events:

Develop

Draw on what they already know or on background information and vocabulary provided by the teacher.

Develop

Talk about the title and how it relates to the events in the text;

Develop

Retrieve answers to simple literal who. what, where, when, which and how questions.

fiction and stories e.g. key characters, places and events:

Develop

Draw on what they already know or on background information and vocabulary provided by the teacher.

Develop

Talk about the title and how it relates to the events in the text:

Develop

Retrieve answers to simple literal who, what, where, when, which and how auestions.

including poems, nonfiction and stories e.g. key characters, places and events.

Draw on what they already know or on background information and vocabulary provided by the teacher.

Embed and Assess

Talk about the title and how it relates to the events in the text:

Retrieve answers to simple literal who, what, where, when, which and how questions.

sequencing events summary nuanced vocabulary

> Begin to be able to recognise the feelings in the mood of a

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.

Practise

With support, use the pictures in texts as clues to what is happening in the story. **Practise**

Begin to be able to recognise the feelings in the mood of a setting, such as a scary

Practise

Understand the feelings of characters in texts they listen to e.a. How does The Blue Penguin's friend feel? – when the text does not explicitly say SO.

Practise

With some support, use the pictures in texts as clues to what is happening in the story.

Practise

Begin to be able to recognise the feelings in the mood of a

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.

Develop

With some support, use the pictures in texts as clues to what is happening in the story.

Develop

Begin to be able to recognise the feelings in the mood of a setting, such as a scary

Develop

Understand the feelings of characters in texts they listen to e.a. How does the poem make you feel? when the text does not explicitly say so.

Develop

Independently, use the pictures in texts as clues to what is happening in the story.

Develop

Begin to be able to recognise the feelings in the mood of a setting, such as a scary forest or a funny event

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.

Independently, use the pictures in texts as clues to what is happening in the story.

Begin to be able to recognise the feelings in the mood of a setting, such as a scary forest or a funny event

	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:	Introduce Through adult	Practise In modelled Little	Develop When reading own	Develop	Embed	Embed
prediction	Through adult discussion of the class	Wandle reading	When reading own shared reading books,	During shared and whole class texts,	During shared, whole class and reading	and Assess During shared, whole class
sequencing	text, discuss the	practise groups,	which could be read	discuss the	practise groups,	and reading practise
events	significance of the title	discuss the	aloud to them, discuss	significance of the title	discuss the	groups, discuss the
summary nuanced	and events e.g. why is	significance of the title	the significance of the	and events. Does the	significance of the title	significance of the title
vocabulary	this a suitable title for	and events e.g. why is	title and events	title give us information about the text?	and events. Why is there a lightbulb in the	and events. Why is
	The Jolly Postman? What makes him 'jolly'	'Eggs on Toast' a suitable tile for the	Practise Through	about the text?	title? Does it give us	there a lightbulb in the title? Does it give us
	in the story.	story? Which events	discussion, make	Develop	information about the	information about the
	•	take place and lead to	simple inferences when	Through simple	text?	text?
	Introduce	the title?	a book is read to them	questioning, make		
	Make simple	Donatha	e.g. <mark>need example</mark>	simple inferences when	Develop	Embed and Assess
	inferences when a book is read to them	Practise Make simple	Practise	a book is read to them	Through simple	Through simple questioning, make
	e.g. how does the	inferences when a	With some support,	e.g. <mark>need example.</mark>	questioning, make simple inferences when	simple inferences when
	postman feel when he	book is read to them	predict what might	Develop	a book is read to them	a book is read to them
	arrives at the wolf's	e.g. why do you think	happen next in a	With greater	e.g. need example.	e.g. need example.
	house?	the author uses	sequenced story,	independence, predict		
		word? How do you	based on what has	what might happen	Embed	Assess
	Introduce With adult modelling,	think the owl babies feel?	been read so far.	next in a sequenced story, based on what	Confidently, predict what might happen	Confidently, predict
	predict what might	ieer?	Practise	has been read so far.	next in a sequenced	what might happen next in a sequenced
	happen next in a	Practise	With some support,	nao boon road oo lar.	story, based on what	story, based on what
	sequenced story,	With some support,	explain their	Develop	has been read so far.	has been read so far.
	based on what has	predict what might	understanding of what	and Assess With some		
	been read so far	happen next in a	is read to them, beyond	independence, explain	Develop	Develop and Assess
	Introduce	sequenced story, based on what has	that which is explicitly stated. E.g. What	their understanding of what is read to them,	Independently, explain their understanding of	Independently and confidently, explain
	Begin to explain their	been read so far.	would you have buried	beyond that which is	what is read to them,	their understanding of
	understanding of what		in the garden in a fire?	explicitly stated.	beyond that which is	what is read to them,
	is read to them, beyond	Practise and Assess	Why?		explicitly stated.	beyond that which is
	that which is explicitly	With support, explain		Develop	Develop	explicitly stated.

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

 Begin to have favourite
texts which they ask for
repeatedly.
Introduce
Begin to discuss a
favourite character or a
favourite story.

Introduce

With adult modelling, may be able to say why things happened in the text.

Introduce

Remember the words they have heard e.g. repeating refrains and rhyming words. I

Introduce Begin, with support, to be able explain how the pictures relate to the story.

Introduce

Begin, with adult modelling, point to parts of the text in answer to questions.

With adult modelling, may be able to say why things happened in the text.

Practise

Remember the words they have heard e.g. repeating refrains and rhyming words.

Practise

Begin, with some support, to be able explain how the pictures relate to the story.

Practise

Begin, with adult modelling, point to parts of the text in answer to questions.

With support, may be able to say why things happened in the text.

Practise

Remember the words they have heard e.g. repeating refrains and rhyming words.

Practise

Begin, with some support, to be able explain how the pictures relate to the story.

Practise

With some support, point to parts of the text in answer to questions.

character or a favourite story.

Develop

With some support. may be able to say why things happened in the text.

Develop

Remember the words they have heard e.g. repeating refrains and rhyming words.

Develop

Begin, with some support, to be able explain how the pictures relate to the story.

Develop

With adult support, point to parts of the text in answer to questions.

able to say why things happened in the text. Introduce Sometimes read a familiar text aloud to themselves.

Develop

Remember the words they have heard e.g. repeating refrains and rhyming words.

Develop

Independently, be able explain how the pictures relate to the story.

Develop

With some support, point to parts of the text in answer to questions.

Independently, may be able to say why things happened in the text.

Practise

Sometimes read a familiar text aloud to themselves.

Remember the words they have heard e.g. repeating refrains and rhyming words.

Independently, be able explain how the pictures relate to the story.

Independently, point to parts of the text in answer to questions.

Respond to text:

evaluation response to author authorial effect and intent effect of vocabulary

Year 1

Throughout out the yearlisten to, share and discuss a wide range of high-quality books (poetry / picture books / stories / information texts) which are beyond those they can read by themselves, to develop a love of reading;

Throughout out the vear

listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / information texts) which are beyond those they can read by themselves, to develop a love of reading;

Throughout out the vear

listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / information texts) which are beyond those they can read by themselves, to develop a love of reading;

vear

listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / information texts) which are beyond those they can read by themselves, to develop a love of reading;

Throughout out the Throughout out the

yearlisten to, share and discuss a wide range of high-quality books (poetry / picture books / stories / information texts) which are beyond those they can read by themselves, to develop a love of reading:

Develop

Throughout out the vear

listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / information texts) which are beyond those they can read by themselves, to develop a love of reading;

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.

Introduce

With adult modelling, listen to new words in texts read aloud to them, which broaden their vocabulary

Introduce

Talk about words they know or like.

Introduce

With adult support, draw links between the text and some of their own experiences.

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.

Introduce

Through adult questioning and support, discuss the significance of the title.

Practise

With support, participate in discussion about what is read to them, taking turns and listening to what others say.

Practise

With support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.

Practise

Talk about words they know or like.

Practise

Draw links between the text and some of their own experiences.

Introduce and Practise

With support, learn some ways to find information in non-fiction texts.

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.

Practise

With some support, participate in discussion about what is read to them, taking turns and listening to what others say.

Practise

With some support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.

Develop

Talk about words they know or like.

Practise

Through adult questioning, draw links between the text and some of their own experiences.

Practise

With support, learn some ways to find information in nonfiction texts. Consider the contents page

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.

Develop

With decreasing support, participate in discussion about what is read to them, taking turns and listening to what others say.

Develop

With some support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.

Embed

Talk about words they know or like.

Develop

With increasing independence, draw links between the text and some of their own experiences.

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.

Develop

Listen to, share and discuss a wide range of high-quality information texts books which are beyond those they can read by themselves.

Independently, participate in discussion about what is read to them, taking turns and listening to what others say.

Develop

With some confidence, listen to and use new words in texts read aloud to them, which broaden their vocabulary.

Develop

Talk about words they know or like, identifying words which could be substituted.

Embed

Draw links between the text and some of their own experiences.

Embed

With support, learn some ways to find information in nonfiction texts. Consider the contents page, identify the key word to search for in the text.

Develop

Listen to, share and discuss a wide range of high-quality non-fiction books which are beyond those they can read by themselves.

Embed

Independently and confidently, participate in discussion about what is read to them, taking turns and listening to what others say

Develop

With increasing confidence, listen to and use new words in texts read aloud to them, which broaden their vocabulary.

Embed and **Assess**

Talk about words they know or like, identifying words which could be substituted.

Embed and Assess

Draw links between the text and some of their own experiences.

Embed and **Assess**

With support, learn some ways to find information in nonfiction texts. Consider the contents page, identify the key word to search for in the text.

Develop

Listen to, share and discuss a wide range of high-quality story books which are beyond those they can

		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	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.	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	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

words in the

snack, milk.

Introduce

environment e.g.

common exception words

in the order as introduced

by the Little Wandle

scheme

Practise and Assess

Continue to learn

Wandle scheme

common exception

words in the order as

introduced by the Little

exception words with

Practise and Assess

Continue to learn

common exception

automaticity.

			With support, recognise and read some common exception words. Practise and Assess Continue to learn common exception words in the order as introduced by the Little			words in the order as introduced by the Little Wandle scheme
			Wandle scheme			
Fluency and phrasing: reading at 90%	Consolidate from Year R and continue Apply phonic	Assess Apply phonic knowledge and skills	Practise Apply phonic knowledge and skills	Assess Apply phonic knowledge and skills	Develop Apply phonic knowledge and skills	Assess Apply phonic knowledge and skills
accuracy without overt segmenting and	knowledge and skills as the route to decode words.	as the route to decode words.	as the route to decode words.	as the route to decode words.	as the route to decode words.	as the route to decode words.
blending		Practise	Introduce and	Develop and Assess	Embed	Assess
automaticity phrasing	Introduce	Read accurately by	Practise	Respond speedily with	Respond speedily with	Respond speedily with
appropriate to	Read accurately by	blending sounds in	Respond speedily with	the correct sound to	the correct sound to	the correct sound to
meaning	blending sounds in	unfamiliar words	the correct sound to	graphemes for all 40+	graphemes for all 40+	graphemes for all 40+
d	unfamiliar words	containing GPCs that	graphemes for all 40+	phonemes, including, where applicable,	phonemes, including,	phonemes, including, where applicable,
*25 wpm	containing GPCs that have been taught.	have been taught.	phonemes, including, where applicable,	alternative sounds for	where applicable, alternative sounds for	alternative sounds for
	nave been taagnt.	Practise	alternative sounds for	graphemes.	graphemes.	graphemes.
	Consolidate from	Read common	graphemes.	9.4	9	9.00
	Year R and continue	exception words from	0 1	Develop	Embed	Assess
	Continue to read	Year 1, noting unusual	Practise	Read accurately by	Read accurately by	Read accurately by
	common exception	correspondences	Read accurately by	blending sounds in	blending sounds in	blending sounds in
	words from Year R,	between spelling and	blending sounds in	unfamiliar words	unfamiliar words	unfamiliar words
	noting unusual	sound and where these occur in the word.	unfamiliar words	containing GPCs that have been taught.	containing GPCs that	containing GPCs that have been taught.
	correspondences between spelling and	occur in the word.	containing GPCs that have been taught.	nave been laught.	have been taught.	nave been taugnt.
	sound and where these	Practise and Assess	nave been taught.	Develop	Embed	Assess
	occur in the word.	Read aloud accurately	Practise	Read common	Read common	Read common
		books that are	Read common	exception words from	exception words from	exception words from
	Introduce	consistent with their	exception words from	Year 1, noting unusual	Year 1, noting unusual	Year 1, noting unusual
	Read the common	developing phonic	Year 1, noting unusual	correspondences	correspondences	correspondences
	exception words for	knowledge and that do	correspondences	between spelling and sound and where these	between spelling and sound and where these	between spelling and
	Year 1	not require them to use other strategies to work	between spelling and sound and where these	occur in the word.	occur in the word.	sound and where these occur in the word.
	Introduce	out words.	occur in the word.	oodii iii tiio word.	Coodi ili tilo Wold.	Coodi ili tilo Wold.
				Develop and Assess	Embed and Assess	Assess
		Introduce		Read aloud accurately	Read aloud accurately	

Use body percussion or instruments to hold the beat.

Introduce

Recognise and join in with predictable phrases

Introduce

Say or sing the alphabet in sequence.

Recite some familiar complete rhymes and songs by heart.

Practise

Recite some familiar complete rhymes and songs by heart.

Practise

Use body percussion or instruments to hold the beat.

Practise

Recognise and join in with predictable phrases.

Practise

Say or sing the alphabet in sequence.

Introduce

Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.

Introduce

Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.

Introduce

Re-read favourite books to themselves, to gain confidence with

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

Practise

Recite some familiar complete rhymes and songs by heart.

Practise

Recognise and join in with predictable phrases.

Develop

Say or sing the alphabet in sequence.

Practise

Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.

Introduce

Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.

Practise

Read aloud, checking that it 'sounds right'

books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Develop

Recite some familiar complete rhymes and songs by heart.

Develop

Recognise and join in with predictable phrases

Embed

Say or sing the alphabet in sequence.

Practise

Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.

Practise

Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.

Practise

Read aloud, checking that it 'sounds right' and that the text makes sense to them; with books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Develop

Recite some familiar complete rhymes and songs by heart.

Develop

Recognise and join in with predictable phrases.

Develop

Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.

Develop

Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.

Develop

Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation. 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.

Embed

Recite some familiar complete rhymes and songs by heart.

Develop

Use body percussion or instruments to hold the beat.

Embed

Recognise and join in with predictable phrases.

Embed

Say or sing the alphabet in sequence.

Embed

Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.

Embed and **Assess**

Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.

		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	Whole School Text: 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	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	Practise Apply phonic knowledge and skills as the route to decode words. Practise Speedy	Assess Apply phonic knowledge and skills as the route to decode words. Develop	Develop Apply phonic knowledge and skills as the route to decode words. Embed	Assess Apply phonic knowledge and skills as the route to decode words. Assess
Year 1	Introduce Apply phonic knowledge and skills for all 40+ phonemes; Introduce 'Speedy Sounds' as per Little Wandle scheme.	Apply phonic knowledge and skills for all 40+ phonemes; Practise 'Speedy Sounds' as per Little Wandle scheme.	sounds as per Little Wandle with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Speedy sounds as per Little Wandle with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Introduce

Read accurately by blending sounds in unfamiliar words using the GPCs they know.

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.

Introduce

Read some of the common exception words for Y1

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.

Consolidate from Year R, Continue and Assess Continue the Little Wandle phonics scheme. Consolidate phase 3 learning.

Practise

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Practise

Read common exception words for Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.

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.

Continue and Assess Continue the Little Wandle phonics

Wandle phonics scheme working through phase 4.

Introduce Phase 5 Little Wandle

Assess

Daily, informal assessments to inform keep up interventions the same day.

Practise

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Practise

Read common exception words for Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.

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.

Revise and **Practise**Read words containing taught GPCs and -ing, -ed.

Practise and assess

Continue the Little Wandle phonics scheme working through phase 5 and revisiting phases 3 and 4 as necessary.

Assessments every 6 weeks.

Practise

Develop

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Develop

Read common exception words for Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.

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.

Develop

Read words containing taught GPCs and -s, - es.

Revise and **Practise**Read words containing
taught GPC's and -ing,
- ed.

Practise and Assess
Continue the Little
Wandle phonics
scheme working
through phase 5 and

Embed

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Develop

Read common exception words for Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.

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.

Revise and **Practise**Read words containing taught GPCs and -er, est. Develop Read words containing taught GPC's and -ing, - ed, -s, -es.

Practise and Assess
Continue the Little
Wandle phonics
scheme working
through phase 5 and
revisiting phase 4 as

necessary.

Assess

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Assess

Read common exception words for Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.

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.

Embed

Read words containing taught GPCs and -s, es, -ing, -ed, -er and est endings. Assess

Practise the Little Wandle phonics scheme working through to the end of phase 5

Assessments every 6 weeks.

Assess

Assessments every 6 weeks.

Practise and Develop Daily keep up session for those children in danger of falling behind.

Introduce

Read words of more than one syllable that contain the taught GPCs:

Continue from Year R

3 x weekly reading practise groups:

- 4) Decoding
- 5) Prosody
- 6) Comprehension

Continue from Year R

Re-read books to gain confidence with word reading; page count increases to encourage reading stamina. Assessments every 6 weeks.

Practise

Read other words of more than one syllable that contain taught GPCs.

Introduce GPCs and words containing a range of endings e.g. - es, -er, - ing, ed.

Practise and Develop
Daily keep up session
for those children in
danger of falling
behind.

Continue from Year R

3 x weekly reading practise groups:

- 4) Decoding
- 5) Prosody
- 6) Comprehension

Continue

Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.

Read other words of more than one syllable that contain taught GPCs.

Practise GPCs and words containing a range of endings e.g. - es, -er, - ing, ed.

Practise and Develop
Daily keep up session
for those children in
danger of falling
behind.

Introduce

Alien words

Continue from Year R

3 x weekly reading practise groups:

- 4) Decoding
- 5) Prosody
- 6) Comprehension

Continue

Re-read books to gain confidence with word reading; page count increases to encourage reading stamina. revisiting phase 4 as necessary.

Assessments every 6 weeks.

Develop

Read other words of more than one syllable that contain taught GPCs.

Practise

GPCs and words containing a range of endings e.g. -es, -er, ing, ed.

Practise and Develop

Daily keep up session for those children in danger of falling behind.

Practise

Alien words

Continue from Year R

3 x weekly reading practise groups:

- 4) Decoding
- 5) Prosody
- 6) Comprehension

Continue

Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.

Assessments every 6 weeks.

Embed

Read other words of more than one syllable that contain taught GPCs.

Introduce

To be able to read words with contractions e.g. I'm, can't, we'll.

Introduce

To understand that an apostrophe in a contraction represents omitted letters.

Revise GPCs and words containing a range of endings e.g. -es, -er, ing, ed, est.

Practise and Develop Daily keep up session

for those children in danger of falling behind.

Embed

Alien words

Continue from Year R

3 x weekly reading practise groups:

- 4) Decoding
- 5) Prosody
- 6) Comprehension

Continue

Read other words of more than one syllable that contain taught GPCs.

Practise

To be able to read words with contractions e.g. I'm, can't, we'll.

Practise

To understand that an apostrophe in a contraction represents omitted letters

Embed GPCs and words containing a range of endings e.g. - es, -er, - ing, ed, est.

Practise

confidence and keep up with peers with phonics interventions as necessary i.e. 1-1 tutoring and daily reading

Assess

Alien words

Continue from Year R

3 x weekly reading practise groups:

- 1) Decoding
- 2) Prosody
- 3) Comprehension

Continue

Re-read books to gain confidence with word reading; page count

					Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.	increases to encourage reading stamina.
Decode / word-	Consolidate from	Introduce	Practise	Practise	Develop	Develop
reading:	Year 1 and Assess	With adult support,	With some support,	With some	Accurately read words	Accurately read words
phonics	Apply phonic	begin to read	read most words	independence, read	of two or more	of two or more
tricky words	knowledge and skills	accurately words of two	quickly and accurately,	accurately words of two	syllables that contain	syllables that contain
alphabet	as the route to decode	or more syllables that	without overt sounding	or more syllables that	the same graphemes.	the same graphemes.
use of dictionary	words.	contain the same	and blending, when	contain the same		
V0	Compositions from	graphemes.	these have been	graphemes.	Develop	Embed
Year 2	Consolidate from Year 1	Practise	frequently encountered.	Dovolon	To read words	To read words
	Respond speedily with	Read words containing	encountered.	Develop Read words containing	containing common suffixes independently.	containing common suffixes independently.
	the correct sound to	common suffixes, with	Practise	common suffixes, with	Introduce	Embed
	graphemes for all 40+	some support	With some support,	increasing	Read further common	Read further common
	phonemes, including,	come capport	read accurately words	independence.	exception words,	exception words,
	where applicable,	Introduce, Practise	of two or more		noting unusual	noting unusual
	alternative sounds for	and Assess	syllables that contain	Introduce	correspondences	correspondences
	graphemes.	Begin to read	the same graphemes.	Read most words	between spelling and	between spelling and
		accurately by blending		quickly and accurately,	sound and where these	sound and where these
	Consolidate from	the sounds in words	Practise	without overt sounding	occur in the word.	occur in the word.
	Year 1	that contain the	Read words containing	and blending, when		
	Read accurately by	graphemes taught so	common suffixes, with	these have been	Practise and Assess	Embed
	blending sounds in	far, especially	minimal support.	frequently	Read aloud books	Read aloud books
	unfamiliar words	recognizing alternative		encountered.	closely matched to	closely matched to
	containing GPCs that	sounds for graphemes.	Introduce and Assess		their improving phonic	their improving phonic
	have been taught.		read aloud books	Practise and Assess	knowledge, sounding	knowledge, sounding
	Onneall data from	Practise	closely matched to	Read aloud books	out unfamiliar words	out unfamiliar words
	Consolidate from Year 1	Re-read familiar books	their improving phonic	closely matched to	accurately,	accurately,
	Read common	to build up their fluency and confidence in word	knowledge, sounding out unfamiliar words	their improving phonic knowledge, sounding	automatically and without undue	automatically and without undue
	exception words,	reading.	accurately,	out unfamiliar words	hesitation.	hesitation.
	noting unusual	reading.	automatically and	accurately,	nositation.	nesitation.
	correspondences	Assess	without undue	automatically and	Develop	Embed
	between spelling and	Use reading skills to	hesitation.	without undue	Re-read familiar books	Re-read familiar books
	sound and where these	answer questions		hesitation.	to build up their fluency	to build up their fluency
	occur in the word.	about a text.	Practise		and confidence in word	and confidence in word
			Re-read familiar books	Develop	reading.	reading.
	Consolidate from	Develop	to build up their fluency	Re-read familiar books		
	Year 1 and continue			to build up their fluency		Embed

	Read other words of more than one syllable that contain taught GPCs. Consolidate from Year 1 Read words with contractions e.g. I'm, can't, we'll. Introduce, Practise and Assess Understand that an apostrophe in contractions represents omitted letters. Introduce and Practise Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Introduce Re-read familiar books to build up their fluency and confidence in word reading. Introduce Begin to read some words containing common suffixes.	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.	and confidence in word reading.	and confidence in word reading. Assess Use reading skills to answer question about a text	Practise and Develop Read most words quickly and accurately, without overt sounding and blending, when these have been frequently encountered.	Read most words quickly and accurately, without overt sounding and blending, when these have been frequently encountered. Assess Use reading skills to answer question about a text
Comprehend, locate and retrieve: vocabulary	Throughout out the year Continue to develop pleasure in reading, motivation to read,	Throughout out the year Continue to develop pleasure in reading, motivation to read,	Throughout out the year Continue to develop pleasure in reading, motivation to read,	Throughout out the year Continue to develop pleasure in reading, motivation to read,	Throughout out the year Continue to develop pleasure in reading, motivation to read,	Throughout out the year Continue to develop pleasure in reading, motivation to read,

characters settings events information justify using text vocabulary and understanding.

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.

Introduce

With adult modelling and scaffolding, after decoding the text, identify the word in the sentence which answers a retrieval question

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.

Introduce

With adult support, understand and explain key facts about what is read to them from a variety of texts, including poems, nonfiction and stories e.g. key characters, places and events;

Introduce

Discuss word meanings, linking new

vocabulary and understanding.

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

Practise

With adult modelling and scaffolding, after decoding the text, identify the word in the sentence which answers a retrieval question

Introduce

Listen to and discussing a wide range of poems at a level beyond that at which they can read independently.

Practise

With adult support, understand and explain key facts about what is read to them from a variety of texts, including poems, nonfiction and stories e.g. key characters, places and events;

Introduce

Drawing on what they already know or on background information

vocabulary and understanding.

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

Practise

With adult modelling and scaffolding, after decoding the text, identify the word in the sentence which answers a retrieval question

Develop

Listen to and discussing a wide range of stories at a level beyond that at which they can read independently.

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;

Practise

Draw on what they already know or on background information

vocabulary and understanding.

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

Develop

With growing independence, after decoding the text, identify the word in the sentence which answers a retrieval question

Develop

Listen to and discussing a wide range of stories at a level beyond that at which they can read independently.

Practise

With adult guidance, explain key facts about what is read to them from a variety of texts, including poems, nonfiction and stories e.g. key characters, places and events;

Develop

Draw on what they already know or on background information and vocabulary vocabulary and understanding.

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

Develop and **Embed**

After decoding a sentence, discuss the vocabulary, identifying which words might answer a retrieval question.

Practise

Reading, listening to and discussing a wide range of stories at a level beyond that at which they can read independently.

Develop and **Embed**

With growing independence, explain key facts about what is read to them from a variety of texts, including poems, nonfiction and stories e.g. key characters, places and events:

Develop

Draw on what they already know or on

vocabulary and understanding.

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

Embed and Assess

After decoding a sentence, discuss the vocabulary, identifying which words might answer a retrieval question.

Develop

Reading, listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently.

Embed and Assess

Independently and with confidence, explain key facts about what is read to them from a variety of texts, including poems, nonfiction and stories e.g. key characters, places and events.

Embed

Draw on what they already know or on

	meanings to those already known. Consolidate from Year R and Continue Talk about the title and how it relates to the events in the text. Introduce Retrieve answers to simple literal who, what, when, and how	and vocabulary provided by the teacher. Practise Talk about the title and how it relates to the events in the text; Practise Retrieve answers to simple literal who,	and vocabulary provided by the teacher Practise Talk about the title and how it relates to the events in the text. Practise Retrieve answers to simple literal who, what, where, when,	provided by the teacher. Develop Talk about the title and how it relates to the events in the text; Develop Retrieve answers to simple literal who, what, where, when,	background information and vocabulary provided by the teacher. Develop Talk about the title and how it relates to the events in the text; Develop Retrieve answers to	background information and vocabulary provided by the teacher. Embed and Assess Talk about the title and how it relates to the events in the text; Embed Retrieve answers to
	questions.	what, where, when and how questions.	which and how questions.	which and how questions.	simple literal who, what, where, when, which and how questions.	simple literal who, what, where, when, which and how questions.
Comprehend, locate and retrieve: vocabulary characters settings events information justify using text Year 2	Throughout the yearcheck the text makes sense as they read. Consolidate from Year 1 After decoding a sentence, discuss the vocabulary, identifying which words might answer a retrieval question. Introduce Model scanning a short paragraph or text, searching for key words to locate answers Introduce With adult support, begin to recognise simple recurring literary language. Introduce	Throughout the year check the text makes sense as they read. Practise Model scanning a short paragraph or text, searching for key words to locate answers Introduce With adult modelling, begin to analyse the wording of a question in order to choose what to look for in a text. Practise With some support, recognise simple recurring literary language. Practise With some support, locate and discuss favourite words and phrases	Throughout the year check the text makes sense as they read. Develop With decreasing support, scan a short paragraph or text, searching for key words to locate answers Practise With some independence, recognise simple recurring literary language. Practise With some independence, locate and discuss favourite words and phrases Practise With some support, analyse the wording of	Throughout the year check the text makes sense as they read. Practise and Assess With growing independence, scan a short paragraph or text, searching for key words to locate answers Develop With increasing independence, recognise simple recurring literary language. Develop With increasing independence, locate and discuss favourite words and phrases Practise With some confidence, analyse the wording of a question in order to	Throughout the yearcheck the text makes sense as they read. Embed With growing independence, scan a short paragraph or text, searching for key words to locate answers Develop Independently, recognise simple recurring literary language. Develop Independently, locate and discuss favourite words and phrases Develop Independently, analyse the wording of a question in order to	Throughout the year check the text makes sense as they read. Embed and Assess Independently and confidently scan a short paragraph or text, searching for key words to locate answers Embed Independently, recognise simple recurring literary language. Embed Independently, locate and discuss favourite words and phrases Embed Independently, analyse the wording of a question in order to

	Begin to locate and	Introduce	a question in order to	choose what to look for	choose what to look for	choose what to look for
	discuss favourite words	With adult modelling,	choose what to look for	in a text.	in a text.	in a text.
		sometimes can find	in a text.		iii a toxu	a toxu
		answers where the	6. 1671		Develop	Embed
		question word does not	Practise	Develop	Independently, find	Independently, find
		match the text word.	With support,	With some confidence,	answers where the	answers where the
			sometimes can find	find answers where the	question word does not	question word does not
		Introduce	answers where the	question word does not	match the text word.	match the text word.
		Begin to learn to:	question word does not	match the text word.		
		navigate different	match the text word.	Burnetten	Develop	Embed
		paragraphs of	materi the text word.	Practise With some confidence	Independently navigate	Independently and
		information texts,	Practise	navigate different	different paragraphs of	confidently navigate
		locate the most	With some support	paragraphs of	information texts,	different paragraphs of
		suitable paragraph e.g.	navigate different	information texts,	locate the most	information texts,
		by reading	paragraphs of	locate the most	suitable paragraph e.g.	locate the most
		subheadings or using	information texts,	suitable paragraph e.g.	by reading	suitable paragraph e.g.
		other visual	locate the most	by reading	subheadings or using	by reading
		information, in order to	suitable paragraph e.g.	subheadings or using	other visual	subheadings or using
		retrieve solutions.	by reading	other visual	information, in order to	other visual
			subheadings or using	information, in order to	retrieve solutions.	information, in order to
		Introduce	other visual	retrieve solutions.		retrieve solutions.
		Begin to read and	information, in order to	Departies	Develop	
		recite a repertoire of	retrieve solutions.	Practise Continue to read and	Independently read	Embed
		poems including		recite a repertoire of	and recite a repertoire	Independently read
		classical poetry.	Practise	poems including	of poems including	and recite a repertoire
			Continue to read and	classical poetry.	classical poetry.	of poems including
		Practise	recite a repertoire of	olacoloai peeli y		classical poetry.
		With some support,	poems including	Develop	Develop	
		draw on vocabulary	classical poetry.	With growing	With some	Embed
		knowledge to		confidence, draw on	independence, draw on	Independently, draw on
		understand texts and	Practise	vocabulary knowledge	vocabulary knowledge	vocabulary knowledge
		solve problems	With some support,	to understand texts and	to understand texts and	to understand texts and
			draw on vocabulary	solve problems	solve problems	solve problems
			knowledge to			
			understand texts and			
			solve problems			
Inferential	Introduce	Practise	Develop	Develop	Embed	Embed
understanding:	Through adult	In modelled Little	When reading own	During shared and	During shared, whole	and Assess During
prediction	discussion of the class	Wandle reading	shared reading books,	whole class texts,	class and reading	shared, whole class
sequencing	text, discuss the	practise groups,	which could be read	discuss the	practise groups,	and reading practise
events	significance of the title	discuss the	aloud to them, discuss	significance of the title	discuss the	groups, discuss the
summary	and events e.g. why is	significance of the title		and events. Does the	significance of the title	significance of the title

nuanced vocabulary

Year 1

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 stated. E.g. Why is the tower where it is?

Introduce

Discuss word meanings, linking new meanings to those already known. 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

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?

Introduce

Draw on what they already know or on background information and vocabulary provided by the teacher.

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?

Practise

Draw on what they already know or on background information and vocabulary provided by the teacher.

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

Draw on what they already know or on background information and vocabulary provided by the teacher.

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

Draw on what they already know or on background information and vocabulary provided by the teacher.

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.

Embed

Draw on what they already know or on background information and vocabulary provided by the teacher.

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

Consolidate from Year 1 and Continue

Predict what might happen next, on the basis of what has been read so far.

Introduce

Begin to learn about cause and effect e.g. what has prompted a character's behaviour.

Introduce

Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.

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

Predict what might happen next, on the basis of what has been read so far.

Practise

With support, learn about cause and effect e.g. Winnie the Pooh's and Tigger's behaviour

Introduce

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, 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

Predict what might happen next, on the basis of what has been read so far.

Practise

With some support, learn about cause and effect e.g. what has prompted a character's behaviour.

Practise

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 growing confidence, guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. How does Anna feel?

Develop

Predict what might happen next, on the basis of what has been read so far.

Develop

With some confidence, understand about cause and effect e.g. what has prompted a character's behaviour.

Practise

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

Independently, guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. How does Florence feel when she sees the soldiers?

Develop

predict what might happen next, on the basis of what has been read so far.

Develop

With confidence, understand about cause and effect.

Develop 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, guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. Is a butterfly patient?

Embed

Independently predict what might happen next, on the basis of what has been read so far.

Embed

Independently, understand about cause and effect.

Embed

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

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

With adult support, draw links between the text and some of their own experiences.

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.

Introduce

Through adult questioning and support, discuss the significance of the title.

Draw links between the text and some of their own experiences.

Introduce and Practise

With support, learn some ways to find information in non-fiction texts.

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.

Practise

Through adult questioning and support, discuss the significance of the title.

Through adult questioning, draw links between the text and some of their own experiences.

Practise

With support, learn some ways to find information in nonfiction texts. Consider the contents page

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.

Practise

Through adult questioning and support, discuss the significance of the title.

With increasing independence, draw links between the text and some of their own experiences.

Develop

With support, learn some ways to find information in nonfiction texts. Consider the contents page, identify the key word to search for in the text.

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.

Develop

With growing independence, discuss the significance of the title.

Embed

Draw links between the text and some of their own experiences.

Embed

With support, learn some ways to find information in nonfiction texts. Consider the contents page, identify the key word to search for in the text.

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.

Embed

With growing independence, discuss the significance of the title.

Embed and **Assess**

Draw links between the text and some of their own experiences.

Embed and **Assess**

With support, learn some ways to find information in nonfiction texts. Consider the contents page, identify the key word to search for in the text.

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.

Embed and **Assess**

With independence, discuss the significance of the title.

Respond to text:

evaluation response to author authorial effect and intent effect of vocabulary

Year 2

Consolidate from

Year 1 Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.

Consolidate from Year 1

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

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

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

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

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 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

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.

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.

Introduce

With adult support, begin to recognise simple recurring literary language e.g. Once upon a time.

Introduce

Begin to discuss favourite words/ phrases in any of the texts this term that interest them. independent reading ability.

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.

Practise

With some support, recognise simple recurring literary language e.g. we're going on a bear hunt.

Practise

With some support, discuss favourite words/ phrases in texts from this term that interest them.

Introduce

With some support, begin to discuss the sequence of events in stories; retell these events orally, once the story has become familiar.

Introduce

With adult modelling, talk about how different items of information in non-fiction texts are related; independent reading ability.

Practise

participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.

Practise

With some confidence recognise simple recurring literary language e.g. once, long ago.

Practise

With minimal support, discuss favourite words/ phrases in tests from this term that interest them

Practise

With some support, discuss the sequence of events in stories; retell these events orally, once the story has become familiar.

Practise

With adult modelling, talk about how different items of information in non-fiction texts are related independent reading ability.

Develop

participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.

Develop

With increasing independence, recognise simple recurring literary language e.g. once, long ago; far, far away

Develop

With growing confidence, discuss favourite words/ phrases from texts this term that interest them.

Practise

With some support, discuss the sequence of events in stories; retell these events orally, once the story has become familiar.

Develop

With increasing confidence, talk about how different items of information in non-fiction texts are related

independent reading ability.

Develop

participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.

Develop

Independently, recognise simple recurring literary language e.g. once, long ago; far, far away; we shall have snow.

Develop

Independently, discuss favourite words/ phrases from any of the texts this term that interest them.

Develop

With growing confidence, discuss the sequence of events in stories; retell these events orally, once the story has become familiar

Embed

With increasing confidence, talk about how different items of information in non-fiction texts are related

independent reading ability.

Embed

participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.

Embed

Independently, recognise simple recurring literary language e.g. once, long ago.

-mhed

Independently, discuss favourite words/
phrases from any of the texts this term that interest them.

Embed

Independently, discuss the sequence of events in stories; retell these events orally, once the story has become familiar.

mbed and Assess

With confidence, talk about how different items of information in non-fiction texts are related

Fluency and phrasing: reading at 90

reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning

*70 wpm

Consolidate from Year R and continue

Apply phonic knowledge and skills as the route to decode words.

Introduce

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

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.

Introduce

Read the common exception words for Year 1

Introduce

Use body percussion or instruments to hold the beat.

Introduce

Recognise and join in with predictable phrases

Introduce

Say or sing the alphabet in sequence.

Assess

Apply phonic knowledge and skills as the route to decode words.

Practise

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Practise

Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.

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.

Introduce

Recite some familiar complete rhymes and songs by heart.

Practise

Recite some familiar complete rhymes and songs by heart.

Practise

Practise

Apply phonic knowledge and skills as the route to decode words.

Introduce and Practise

Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Practise

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Practise

Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.

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

Practise

Assess

Apply phonic knowledge and skills as the route to decode words.

Develop and **Assess**

Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Develop

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Develop

Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.

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.

Develop

Develop

Apply phonic knowledge and skills as the route to decode words.

Embed

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Embed

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Embed

Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.

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

Develop

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.

Assess

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Assess

Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.

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.

Embed

Use body percussion or instruments to hold the beat.

Practise

Recognise and join in with predictable phrases.

Practise

Say or sing the alphabet in sequence.

Introduce

Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.

Introduce

Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.

Introduce

Re-read favourite books to themselves, to gain confidence with word reading and fluency. Recite some familiar complete rhymes and songs by heart.

Practise

Recognise and join in with predictable phrases.

Develop

Say or sing the alphabet in sequence.

Practise

Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.

Introduce

Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.

Practise

Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.

Practise

Re-read favourite books to themselves, to gain confidence with word reading and fluency Recite some familiar complete rhymes and songs by heart.

Develop

Recognise and join in with predictable phrases

Embed

Say or sing the alphabet in sequence.

Practise

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Recite some familiar complete rhymes and songs by heart.

Develop

Use body percussion or instruments to hold the beat.

Embed

Recognise and join in with predictable phrases.

Embed

Say or sing the alphabet in sequence.

Embed

Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.

Embed and **Assess**

Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.

Embed

Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.

Embec

						Re-read favourite books to themselves, to gain confidence with word reading and fluency.
Fluency and	Consolidate from	Practise	Practise	Develop	Develop	Embed
phrasing:	Year 1 and continue	Apply phonemic	Apply phonemic	Apply phonemic	Apply phonemic	Apply phonemic
reading at 90%	Apply phonemic	knowledge and skills	knowledge and skills	knowledge and skills	knowledge and skills	knowledge and skills
accuracy without	knowledge and skills	until automatic	until automatic	until automatic	until automatic	until automatic
overt	until automatic	decoding has become embedded and reading	decoding has become	decoding has become embedded and reading	decoding has become embedded and reading	decoding has become embedded and reading
segmenting and blending	decoding has become embedded and reading	is fluent.	embedded and reading is fluent.	is fluent.	is fluent.	is fluent.
automaticity	is fluent.	is nuclit.	is nuclit.	is nuclit.	is nuclit.	is nuclit.
phrasing		Practise	Practise	Develop	Develop	Embed
appropriate to	Introduce	With support, read	With some support,	With increasing	Independently, read	Independently, read
meaning	Begin to read	unfamiliar words	read unfamiliar words	confidence, read	unfamiliar words	unfamiliar words
	unfamiliar words	containing all common	containing all common	unfamiliar words	containing all common	containing all common
*70 wpm	containing all common	graphemes, accurately	graphemes, accurately	containing all common	graphemes, accurately	graphemes, accurately
.,	graphemes, accurately	and without undue	and without undue	graphemes, accurately	and without undue	and without undue
Year 2	and without undue hesitation, by sounding	hesitation, by sounding them out in books that	hesitation, by sounding them out in books that	and without undue hesitation, by sounding	hesitation, by sounding them out in books that	hesitation, by sounding them out in books that
	them out in books that	are matched closely to	are matched closely to	them out in books that	are matched closely to	are matched closely to
	are matched closely to	word reading	word reading	are matched closely to	word reading	word reading
	word reading	knowledge.	knowledge.	word reading	knowledge.	knowledge.
	knowledge.			knowledge.		
		Practise	Develop		Embed	Embed and Assess
	Introduce	With some support,	With confidence, recite	Develop	Independently, recite	Independently, recite
	Begin to recite familiar	recite familiar poems	familiar poems by	Independently, recite	familiar poems by	familiar poems by
	poems by heart.	by heart.	heart.	familiar poems by heart.	heart.	heart.
	Introduce	Practise	Practise		Embed	Embed and Assess
	Read some Y2 CE	Read more Y2 CE	Read many Y2 CE	Develop	Read many Y2 CE	Read many Y2 CE
	words automatically by	words automatically by	words automatically by	Read many Y2 CE	words automatically by	words automatically by
	sight.	sight	sight.	words automatically by	sight.	sight.
	Introduce	Practise	Practise and Develop	sight.	Embed	Assess
	With adult modelling,	With support, read	Read increasing	Embed	Read most words	Read most words
	read some words	many words quickly	number of words	Read most words	quickly and accurately	quickly and accurately
	quickly and accurately	and accurately when	quickly and accurately	quickly and accurately	when they have been	when they have been
	when they have been	they have been	when they have been	when they have been	frequently	frequently
	frequently	frequently	frequently	frequently	encountered, without	encountered, without
	encountered, without	encountered, without	encountered, without	encountered, without		

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

Consolidate from Year 2 and Introduce

Revise exception words taught so far, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Introduce with support

Decode most new words outside their spoken vocabulary

Introduce

With support, children apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet;

Practise and Assess

Read further exception words (some from Y3-4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word.

Practise

Decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.

Develop

With support, children apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet:

Develop

With growing confidence and independence, decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.

With growing independence, read

further exception words (some from Y3-4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word.

Practise

With some confidence. apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.

Practise

With growing confidence and independence, decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.

With independence, read many of the exception words (some from Y3-4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word.

Develop

With confidence, apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.

Embed and Assess

With increasing confidence, read further exception words, some from Y3-4 list, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Embed and Assess

Independently and with confidence, decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.

Embed and Assess

With confidence, apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.

Comprehend, locate and retrieve: vocabulary characters settings events information justify using text

Throughout the year

Listen to and discuss a wide range of fiction, non-fiction and poetry texts, giving own opinions and respecting those of others.

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Listen to and discuss a wide range of fiction, non-fiction and poetry texts, giving own opinions and respecting those of others.

Year 3

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.

Consolidate from Year 2

With adult support, locate information in categories from the contents page in reference books.

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.

Consolidate from Year 2

Adult led modelling to the use of a dictionary to search for definitions of unknown words.

Consolidate from Year 2

With support, locate the meaning of unknown words using a glossary in reference books

Practise

Through adult led discussion and modelling, discuss the different layout of texts and be able to locate information, making sense of the text.

Practise

With peer support, using the contents page to locate information in reference books.

Practise

With some support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Practice

The use of a dictionary to search for definitions of unknown words.

Practise

Continue to locate the meaning of unknown words using a glossary in reference books.

Practise

With support, become more familiar with retrieving facts and information where question words and text language vary.

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.

Practise

With peer support, using the contents page to locate information in reference books.

Practise

With some confidence, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Practice

The use of a dictionary to search for definitions of unknown words.

Practise and assess Continue to legate the

Continue to locate the meaning of unknown words using a glossary in reference books

Practise

With support, become more familiar with

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.

Develop

With greater independence and speed, use the contents page to locate information in reference books.

Develop

With increasing confidence, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Develop

With growing independence use dictionary to search for definitions of unknown words.

Develop

With reduced support, locate the meaning of unknown words using a glossary in reference books

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.

Embed

With speed and accuracy, use the contents page to locate information from reference books with more complex detail.

Develop

Confidently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Develop

With growing independence use dictionary to search for definitions of unknown words.

Develop

Independently locate words that are unknown and use a glossary to identify the meaning.

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.

Embed and assess

With speed and accuracy, use the contents page to locate information from reference books with more complex detail.

Embed

Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Embed and assess

With growing independence use dictionary to search for definitions of unknown words.

Embed and assess

Independently locate words that are unknown and use a glossary to identify the meaning.

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. Introduce With adult modelling, check the accuracy of what they are retrieving by reading around the words or phrases they find. Introduce

With adult modelling. locate and discuss words and phrases they find interesting.

Practise With support, check the accuracy of what they are retrieving by reading around the words or phrases they

find.

Practise With some support, locate and discuss words and phrases they find interesting.

Assess Use their developing reading and comprehension skills independently.

retrieving facts and information where question words and text language vary.

Practise

With some support, check the accuracy of what they are retrieving by reading around the words or phrases they find.

Introduce

With support, ask questions which improve their own understanding

Practise

With some support, locate and discuss words and phrases they find interesting. **Develop** With some confidence, become more familiar with retrieving facts and information where question words and text language vary.

Develop

With some confidence, check the accuracy of what they are retrieving by reading around the words or phrases they find.

Practise

With some support, ask questions which improve their own understanding.

Develop

With some confidence. locate and discuss words and phrases they find interesting.

Assess

Develop

Use their developing reading and comprehension skills independently.

Develop

With increasing confidence, become more familiar with retrieving facts and information where question words and text language vary.

Develop

With confidence, check the accuracy of what they are retrieving by reading around the words or phrases they find.

Develop

Confidently, scan for alternative synonyms or phrases.

Develop

With some confidence, ask questions which improve their own understanding.

Develop

Confidently, locate and discuss words and phrases they find interesting

Independently, retrieve facts and information where question words and text language vary.

Independently, check the accuracy of what they are retrieving by reading around the words or phrases they find.

Independently, scan for alternative synonyms or phrases.

Independently, ask questions which improve their own understanding.

Independently, locate and discuss words and phrases they find interesting.

Assess

Use their developing reading and comprehension skills independently

Inferential understanding: prediction sequencing events

summary

Year 2 Make some inferences. answering 'how' and 'why' questions which

Consolidate from

Introduce With adult modelling and scaffolding, justify their inferences with textual evidence, as a familiar exercise

Practise With adult modelling draw inferences such as inferring characters' feelings, thought and motives from their

With some confidence. draw inferences such as inferring characters' feelings, thought and motives from their

Develop

With increasing confidence, draw inferences such as inferring characters' feelings, thought and

Independently, draw inferences such as inferring characters' feelings, thought and motives from their

nuanced vocabulary

Year 3

may reach beyond the text:

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;

Introduce

With adult support, extend inference as a guess to drawing inferences such as inferring characters' feelings, thoughts and motives for their actions;

Consolidate from Year 2

Predict what might happen next, on the basis of what has been read so far

Introduce

With adult modelling and scaffolding, predict what might happen from *implied* details or from other stories they know.

Introduce

With adult modelling, be able to identify main

Practise

With support, predict what might happen from details stated and implied or from other stories they know.

Practise

With support, identify main ideas drawn from more than one paragraph and summarise them.

Introduce

With adult modelling, identify themes across the text.

Introduce

With adult modelling, begin to justify their inferences by locating textual evidence.

Introduce

With adult modelling, use dictionaries to check meanings of new vocabulary

Assess

Use inference skills taught so far independently.

actions, and justifying inferences with evidence

Practise

With some support, predict what might happen from details stated and implied or from other stories they know.

Practise

With some support, identify main ideas drawn from more than one paragraph and summarise them.

Practise

With continuing support, talk about what words mean in context.

Practise

With support, identify themes across the text

Practise

With support, begin to justify their inferences by locating textual evidence.

Practise

With some support, use dictionaries to check meanings of new vocabulary.

actions, and justifying inferences with evidence

Develop

With growing confidence, predict what might happen from details stated and implied or from other stories they know

Develop

With some confidence, identify main ideas drawn from more than one paragraph and summarise them.

Develop

With some confidence, talk about what words mean in context.

Practise

With some support, identify themes across the text e.g. greed in Piped Piper.

Practise

With some support, justify their inferences by locating textual evidence.

Practise With some support, use dictionaries to check meanings of new vocabulary.

Assess

motives from their actions, and justifying inferences with evidence

Develop

With confidence, predict what might happen from details stated and implied or from other stories they know.

Develop

Confidently, identify main ideas drawn from more than one paragraph and summarise them.

Develop

with increasing confidence, talk about what words mean in context.

Develop

With some confidence, identify themes across the text e.g. friendship in Mouse and Cat

Develop

With some confidence, justify their inferences by locating textual evidence.

Develop

With confidence, use dictionaries to check meanings of new vocabulary.

actions, and justifying inferences with evidence

Embed

Independently, predict what might happen from details stated and implied or from other stories they know.

Embed

Independently, identify main ideas drawn from more than one paragraph and summarise them.

Embed

Independently, talk about what words mean in context.

Embed

Independently, identify themes across the text e.g. bravery Embed Confidently, justify their inferences by locating textual evidence.

Embed

Independently, use dictionaries to check meanings of new vocabulary.

Assess

Use inference skills taught so far independently.

	ideas and themes drawn from more than one paragraph and summarise these. Consolidate from Year 2 and Introduce With support, talk about what words mean in context.			Use inference skills taught so far independently.		
Respond to text: evaluation response to author authorial effect and intent effect of vocabulary Year 3	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, plays, non- fiction and reference/text books;	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, plays, non- fiction and reference/text books;	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, plays, non- fiction and reference/text books;	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, plays, non- fiction and reference/text books;	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, plays, non- fiction and reference/text books;	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, plays, non- fiction and reference/text books;
	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 Introduce With adult modelling, discuss words and phrases which capture their interest. Introduce	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. Practise With support, discuss words and phrases which capture their interest. Practise	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. Practise With some confidence, discuss words and phrases which capture their interest. Practise	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 Develop With increasing confidence, discuss words and phrases which capture their interest. Develop	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. Develop Confidently, discuss words and phrases which capture their interest. Develop Confidently, express preferences for text type	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. Embed Confidently, discuss words and phrases which capture their interest Embed

I VV	Vith adult modelling,	With support, express	With some support,	With some confidence,		Independently, express
	xpress preferences	preferences for text	express preferences	express preferences	Develop	preferences for text
	or text type	type.	for text type.	for text type.	With some confidence,	type.
10	on toke typo	typo.	Tor toxt typo.	Tor toxt typo.	identify how language,	ιуρо.
		Introduce	Practise	Develop	structure and	Embed
		With adult modelling,	With support, identify	With some support,	presentation contribute	Confidently, identify
		begin to identify how	how language,	identify how language,	to meaning.	how language,
		language, structure	structure and	structure and	to meaning.	structure and
		and presentation	presentation contribute	presentation contribute	Develop	presentation contribute
		contribute to meaning.	to meaning.	to meaning.	With some confidence,	to meaning.
		contribute to meaning.	to meaning.	to meaning.	increase their	to meaning.
		Assess Use their	Introduce	Practise	familiarity with texts	Embed
		developing reading,	With support, increase	With some support,	•	Confidently, increase
		comprehension skills,	their familiarity with	increase their	including fairy stories, myths and legends	their familiarity with
		authorial effect	•	familiarity with texts	Retell these orally	•
		knowledge	texts including fairy stories, myths and	including fairy stories,	Retell tilese orally	texts including fairy stories,
		independently	legends	myths and legends		Retell these orally
		independently	legenas	myths and legends		Retell these orally
				Assess		
				Use their developing		
				reading,		
				comprehension skills,		
				authorial effect		
				knowledge		
				independently.		
Fluency and C	Consolidate from	Introduce	Practise	Develop	Embed	Assess
	ear 2	With adult modelling,	With adult modelling,	With growing	Children can	Children can
_	ecite familiar poems	children can recite	children can recite	independence, children	confidently recite some	confidently recite some
	y heart;	some poems (or	some poems (or	can recite some poems	poems (or songs) by	poems (or songs) by
overt	,	songs) by heart, in	songs) by heart, in	(or songs) by heart, in	heart, in groups and	heart, in groups and
	Consolidate from	groups and sometimes	groups and sometimes	groups and sometimes	sometimes alone,	sometimes alone,
	ear 2	alone, building	alone, building	alone, building	building confidence	building confidence
_	Continue to apply	confidence and	confidence and	confidence and	and fluency;	and fluency;
	honemic knowledge	fluency;	fluency;	fluency;	,	• /
	nd skills until	<i>.</i>	• ,	• ,	Practise and assess	Practise and assess
	utomatic decoding	Practise and assess	Practise and assess	Practise and assess	read age-appropriate	read age-appropriate
_	as become embedded	read age-appropriate	read age-appropriate	read age-appropriate	books accurately and	books accurately and
* 150-200+ wpm ar	nd reading is fluent	books accurately and	books accurately and	books accurately and	at a speed that is	at a speed that is
•		at a speed that is	at a speed that is	at a speed that is	sufficient for them to	sufficient for them to
Year 3	Consolidate from	sufficient for them to	sufficient for them to	sufficient for them to	focus on	focus on
	ear 2	focus on	focus on	focus on	understanding, rather	understanding, rather
re	ead unfamiliar words	understanding, rather	understanding, rather	understanding, rather	than on decoding	than on decoding
cc	ontaining all common				individual words;	individual words;

graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge;

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;

Introduce

With adult modelling, read new words outside their spoken vocabulary, making a good guess at pronunciation.

Consolidate from Year 2 and Continue

With adult modelling, when reading aloud, speak audibly and with growing fluency.

Consolidate from Year 2 and Introduce

With support read all sight all Y2 CE words and some exception words for Y3-4.

Introduce

With adult modelling gradually internalise

than on decoding individual words;

Practise

With some support, read new words outside their spoken vocabulary, making a good guess at pronunciation.

Practise

With encouragement, when reading aloud, speak audibly and with growing fluency.

Practise

With some support, read all sight all Y2 CE words and some exception words for Y3-4.

Practise

With encouragement, gradually internalise the reading process to read silently.

than on decoding individual words;

Practise

With some support, read new words outside their spoken vocabulary, making a good guess at pronunciation.

Practise

With encouragement, when reading aloud, speak audibly and with growing fluency.

Practise

With some support, read more exception words for Y3-4.

Practise

With some encouragement, gradually internalise the reading process to read silently than on decoding individual words;

Develop

With some confidence, read new words outside their spoken vocabulary, making a good guess at pronunciation.

Develop

With growing confidence, when reading aloud, speak audibly and with growing fluency.

Practise

With some support, read more exception words for Y3-4.

Practise

With some encouragement, gradually internalise the reading process to read silently

Develop

Confidently, read new words outside their spoken vocabulary, making a good guess at pronunciation.

Develop

Confidently, when reading aloud, speak audibly and with growing fluency.

Develop

Confidently, read many exception words for Y3-4.

Develop

Confidently, internalise the reading process to read silently.

-mbed

Independently, read new words outside their spoken vocabulary, making a good guess at pronunciation.

Embed

Confidently, when reading aloud, speak audibly and with growing fluency

Embed

Confidently, read many sight exception words for Y3-4.

Embed

Independently, internalise the reading process to read silently.

	the reading process to read silently.					
Conkers						
Conkers Year 4						
Texts	The Stolen	Varjak PaW –	Planet Omar	The Green Ship	The Roman	Moon Man-
	Spear-	SF Said	Accidental	 Quintin Blake 	Story – Leila	Tomi Ungere
	Saviour Pirotta		Trouble Magnet		Rasheed	
Decoding Year	Introduce and assess	Introduce and Assess	Introduce and Assess	Introduce and Assess	Introduce and Assess	Assess Revise words
4	Identify and use words	Identify and use words	Identify and use words	Identify and use words	Identify and use words	from previous terms
	with prefixes including	with suffixes -ly to	with "ee" sound to spell	that have "s" sound	that have prefixes bi,	and be able to Identify
	il-, sub-, suffix -ation	create adverbs, -ion, -	an "i", -ous, -ion when	spelled "c" before "I"	plural apostrophes,	and use words
	and some homophones	ous and words ending	words end in t/te and -	and "e", word families	possessive	appropriately.
	Consolidate from	in s/se	ion when words end in	sol and real, word	apostrophes and plural	Embod Apply
	Year 3 and Continue	Practise Apply, with	ss/mit	families phon and sign and prefixes super-, -	possessive apostrophes	Embed Apply, independently, their
	Apply, with some	some support, their	Practise Apply, with	auto and anti	apostropries	growing knowledge of
	support, their growing	growing knowledge of	minimal support, their		Develop Apply, with	morphology, both to
	knowledge of	morphology, both to	growing knowledge of	Develop Apply, with	increasing confidence,	read aloud and to
	morphology, both to	read aloud and to	morphology, both to	some confidence, their	their growing	understand the
	read aloud and to	understand the	read aloud and to	growing knowledge of	knowledge of	meaning of new words
	understand the	meaning of new words	understand the	morphology, both to	morphology, both to	they meet.
	meaning of new words	they meet.	meaning of new words	read aloud and to	read aloud and to	
	they meet.		they meet.	understand the	understand the	Embed Revise and
		Practise Read some		meaning of new words	meaning of new words	read all of the
	Consolidate from	more of the exception	Practise Read many of	they meet.	they meet.	exception words taught
	Year 3	words from the Y3-4	the exception words	Davidan Davidanani of	Davidan Dandarast of	so far from the Y3-4
	Revise and read	list.	from the Y3-4 list.	Develop Read many of the exception words	Develop Read most of the exception words	list.
	exception words taught so far from the Y3-4 list	Practise With some	Practise With minimal	from the Y3-4 list.	taught so far from the	Embed Independently,
	Introduce With adult	support, they decode	support, they decode	Hom the 10 4 list.	Y3-4 list.	they decode more
	support, they decode	more securely to	more securely to	Develop With	10 1 11011	securely to become
	more securely to	become independent,	become independent,	increasing confidence,	Develop	independent, fluent and
	become independent,	fluent and enthusiastic	fluent and enthusiastic	they decode more	Independently, they	enthusiastic readers.
	fluent and enthusiastic	readers.	readers.	securely to become	decode more securely	
	readers.			independent, fluent and	to become	Practise and Assess
		Practise and Assess	Practise and Assess	enthusiastic readers.	independent, fluent and	Revise and develop
	Introduce and Assess	Revise and develop	Revise and develop		enthusiastic readers.	their knowledge of the
	Revise and develop	their knowledge of the	their knowledge of the	Practise and Assess		skills needed for
	their knowledge of the	skills needed for	skills needed for	Revise and develop	Practise and Assess	reading e.g. with
	skills needed for	reading e.g. with	reading e.g. with	their knowledge of the	Revise and develop	precision teaching and

	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.
Comprehend,	Introduce	Introduce	Practise	Develop	Develop	Develop
locate and	With adult support,	With adult support,	With some confidence,	Confidently, identify	Confidently, identify	Confidently, identify
retrieve:	identify how language,	identify how language,	identify how language,	how language,	how language,	how language,
vocabulary	structure and	structure and	structure and	structure and	structure and	structure and
characters	presentation contribute	presentation contribute	presentation contribute	presentation contribute	presentation contribute	presentation contribute
settings	to meaning in texts	to meaning in texts	to meaning in texts	to meaning in texts	to meaning in texts	to meaning in texts
events	Intro due e	Dunation	Dunation	Davidan	Davidan	Employed
information justify using text	Introduce With adult support,	Practise With some support,	Practise With support, check	Develop With growing	Develop Independently, check	Embed Independently, check
justify using text	check that the text	check that the text	that the text makes	confidence, check that	that the text makes	that the text makes
Year 4	makes sense to them,	makes sense to them,	sense to them,	the text makes sense	sense to them,	sense to them,
	discussing their	discussing their	discussing their	to them, discussing	discussing their	discussing their
	understanding and	understanding and	understanding and	their understanding	understanding and	understanding and
	explaining the meaning	explaining the meaning	explaining the meaning	and explaining the	explaining the meaning	explaining the meaning
	of words in context	of words in context	of words in context	meaning of words in	of words in context	of words in context
	texts			context		
	Inter-lead	Practise	Practise	Barrelon	Develop	Embed
	Introduce	With support, work with	With some support, work with texts of	Develop With increasing	Independently, work	Confidently, work with
	With adult support, work with texts of	texts of increasing length, to retrieve	increasing length, to	independence, work	with texts of increasing length, to retrieve	texts of increasing length, to retrieve
	increasing length, to	information across the	retrieve information	with texts of increasing	information across the	information across the
	retrieve information	whole text as well as at	across the whole text	length, to retrieve	whole text as well as at	whole text as well as at
	across the whole text	a local level	as well as at a local	information across the	a local level	a local level
	as well as at a local		level	whole text as well as at		
	level	Practise		a local level	Develop	Embed
		With support, develop	Practise		Independently, develop	Independently, develop
	Introduce	their reading retrieval	With some support,	Develop	their reading retrieval	their reading retrieval
	Children develop their	skills, working across a	develop their reading	With growing	skills, working across a	skills, working across a
	reading retrieval skills,	wider range of	retrieval skills, working	confidence, develop	wider range of fairy tale	_
	working across a wider range of text types with	narrative text with growing familiarity	across a wider range of poetry texts with	their reading retrieval skills, working across a	text with growing familiarity	nonfiction text with growing familiarity.
	growing familiarity;	growing randidatily	growing familiarity	wider range of	Tarrillarity	growing familianty.
	growing fairlinanty,	Practise	growing fairmanty	nonfiction text with	Develop	Embed
	Introduce With adult	With support, skim or	Practise	growing familiarity	Independently, skim or	Confidently and
	support, skim or scan a	scan a whole text first	With some support,		scan a whole text first	independently, skim or
	whole text first to select	to select which	skim or scan a whole	Develop	to select which	scan a whole text first

	which paragraph or section of text an answer may be located in and then use the text to support their answers.	paragraph or section of text an answer may be located in and then use the text to support their answers. Assess Use their developing reading and comprehension skills independently.	text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.	With developing confidence, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers. Assess Use their developing reading and comprehension skills independently.	paragraph or section of text an answer may be located in and then use the text to support their answers	to select which paragraph or section of text an answer may be located in and then use the text to support their answers. Assess Use their developing reading and comprehension skills independently.
Inferential understanding:	Introduce With adult support,	Practise With support,	Practise With some help,	Develop With increasing	Develop Independently,	Embed Independently,
prediction	begin to sequence	sequence events orally	sequence events orally	confidence, sequence	sequence events orally	sequence events orally
sequencing	events orally and	and create story maps	and create story maps	events orally and	and create story maps	and create story maps
events	create story maps	and create story maps	and create story maps	create story maps	and create story maps	and create story maps
summary	Create Story maps	Introduce	Practise and Develop	Create story maps	Embed	Embed and asses
nuanced	Introduce and Practise	With adult modelling,	With growing	Develop	With growing	With growing
vocabulary	With growing	sequence events	confidence, gathering	With growing	independence,	independence,
Vocabulary	confidence, gathering	Sequence events	experience from texts,	independence,	gathering experience	gathering experience
Year 4	experience from texts,	Introduce and	children learn to	gathering experience	from texts, children	from texts, children
Teal 4	children learn to	Practise	identify themes in the	from texts, children	learn to identify themes	learn to identify themes
	identify themes in the	With growing	narratives.	learn to identify themes	in the narratives,	in the narratives,
	narratives.	confidence, gathering	Harratives.	in the narratives,	discussing these and	discussing these and
	Harratives.	experience from texts,	Practise	discussing these and	justifying opinions with	justifying opinions with
	Introduce	children learn to	With support, gathering	justifying opinions with	evidence.	evidence.
	With adult support,	identify themes in the	experience from texts,	evidence.	eviderice.	eviderice.
	predict what might	narratives.	children learn to draw	eviderice.	Embed	Embed and assess
	happen from implied	Harranyoo.	inferences such as	Develop	With support, gathering	With support, gathering
	details	Introduce	inferring characters'	With support, gathering	experience from texts,	experience from texts,
	Gottano	With support, gathering	_	experience from texts,	children learn to draw	children learn to draw
	Introduce	experience from texts,		children learn to draw	inferences such as	inferences such as
	With adult support,	children learn to draw	Introduce	inferences such as	inferring characters'	inferring characters'
	discuss and explain	inferences such as	Begin to justify their	inferring characters'	feelings, thoughts,	feelings, thoughts,
	words and phrases to	inferring characters'	inferences with textual	feelings, thoughts and	motives, justifying with	motives, justifying with
	explore meanings in	feelings, thoughts.	evidence, as a familiar	motives, justifying with	evidence from the text.	evidence from the text.
	context		exercise.	evidence from the text.	2	2
		Practise			Develop	Embed and assess

		With some support, predict what might happen from implied details Practise With some support, discuss and explain words and phrases to explore meanings in context	Practise With confidence, predict what might happen from implied details Practise With some support, discuss and explain words and phrases to explore meanings in context	Practise and assess With some confidence, justify their inferences with textual evidence, as a familiar exercise. Develop With increasing confidence, predict what might happen from implied details Develop With growing confidence, discuss and explain words and phrases to explore meanings in context	Confidently, justify their inferences with textual evidence, as a familiar exercise. Develop Independently, predict what might happen from implied details Practise With growing confidence, discuss and explain words and phrases to explore meanings in context	Independently, justify their inferences with textual evidence, as a familiar exercise Embed Independently, predict what might happen from implied details Embed Independently, discuss and explain words and phrases to explore meanings in context
Respond to text: evaluation response to author authorial effect and intent effect of vocabulary Year 4	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. Introduce With adult support, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest. Introduce With growing confidence, and gathering experience	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. Practise With support, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest. Practise With growing confidence, and gathering experience	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. Practise With some confidence, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest in poetry text. Practise With growing confidence, and	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. Develop With greater confidence, show increasing awareness of authorial choice, discuss words and phrases which capture their interest. Develop With growing confidence, and	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 Develop Independently, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest. Develop With growing confidence, and	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 Develop Independently, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest. Develop With growing confidence, and

from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of fiction.

Consolidation from year 3

Develop their familiarity with texts including myths and legends; retell some of these orally;

Introduce

With adult modelling, identify how language, paragraph structure and layout contribute to meaning in fiction.

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 from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of fiction.

Consolidation from year 3

Develop their familiarity with texts including myths and legends; retell some of these orally;

Practise

With support, identify how language, paragraph structure and layout contribute to meaning in fiction.

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 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.

Consolidation from year 3

Develop their familiarity with texts including myths and legends; retell some of these orally;

Practise

With some support, identify how language, paragraph structure and layout contribute to meaning in poetry.

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 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.

Consolidation from year 3

Develop their familiarity with texts including myths and legends; retell some of these orally;

Develop

With some confidence, identify how language, paragraph structure and layout contribute to meaning in non-fiction text.

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

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

Consolidation from year 3

Develop their familiarity with texts including myths and legends; retell some of these orally;

Develop

With confidence, identify how language, paragraph structure and layout contribute to meaning in reference and text books.

Develop

Confidently, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions

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

Consolidation from year 3

Develop their familiarity with texts including myths and legends; retell some of these orally:

Develop

Independently, identify how language, paragraph structure and layout contribute to meaning in fiction and non-fiction texts

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.

Fluency and phrasing:

reading at 90% accuracy without overt segmenting and blending automaticity

Introduce

With adult modelling, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words

Practise

With some support, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words

Practise

With support, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words

Develop

With increasing confidence, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words

Develop

Confidently, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words

Embed

Confidently, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words phrasing appropriate to meaning *150-200+ wpm

Consolidate from Year 3,

Introduce and Assess Sight-read a wide range of exception words from the Y3-4 list

Introduce

With adult support as decoding becomes more secure, become independent, fluent and enthusiastic readers

Practise and Assess

Sight-read some more of exception words from the Y3-4 list

Practise

With some support, as decoding becomes more secure, become independent, fluent and enthusiastic readers

Practise and Assess

Sight-read many of exception words from the Y3-4 list

Practise

With support, as decoding becomes more secure, become independent, fluent and enthusiastic readers Introduce and

Practise

Read aloud and perform own poetry to demonstrate understanding of intonation, tone, volume and action.

Introduce

With support, notice where commas create phrasing within sentences

Introduce

With support, read with expression, using the punctuation to support meaning, including multi-clause sentences

Introduce and practise

Begin to recite whole poems with growing awareness of the listener **Develop** and **Assess**

Sight-read a widening range of exception words from the Y3-4 list

Develop

With growing confidence, as decoding becomes more secure, become independent, fluent and enthusiastic readers

Practise

With some support, notice where commas create phrasing within sentences

Practise

With some support, read with expression, using the punctuation to support meaning, including multi-clause sentences

Develop and **Assess**

Sight-read a most of exception words from the Y3-4 list

Develop

Confidently, as decoding becomes more secure, become independent, fluent and enthusiastic readers

Develop

Confidently, notice where commas create phrasing within sentences

Practise and Develop

With some confidence, read with expression, using the punctuation to support meaning, including multi-clause sentences

Develop and **Embed**

Read aloud and perform own playscripts to demonstrate understanding of intonation, tone, volume and action.

Embed and Assess
Sight-read all of

Sight-read all of exception words from the Y3-4 list

Embed

Confidently, as decoding becomes more secure, become independent, fluent and enthusiastic readers

Embed

Independently, notice where commas create phrasing within sentences

Develop

Confidently, read with expression, using the punctuation to support meaning, including multiclause sentences

Develop and **Embed**

Read aloud and perform own poetry to demonstrate understanding of intonation, tone, volume and action

Dandelions						
Year 5						
Texts	Here We Are – Oliver Jeffers Stitch Head –	Darwin's Dragon – Lyndsay Galvin	Firework Maker's Daughter – Philip Pullman	Malamander – Thomas Taylor	1000 Year Old Boy – Ross Welford	Brightstorm – Vishti Hardy
	Guy Bass					
Decode / word-reading: phonics tricky words alphabet use of dictionary Year 5	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. Consolidate from Year 4, Practise and Embed Understand alphabetical order Consolidate from Year 4 and Continue With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology). Consolidate from Year 4 and Continue Use a dictionary successful to find meanings of words.	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. Practise With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology). Practise Use a dictionary successful to find meanings of words. Practise With minimal support, ensure that	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 Develop With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology). Develop Use a dictionary successful to find meanings of words. Practise With some confidence, ensure that attention is paid to new	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 Embed With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology). Embed Use a dictionary successful to find meanings of words. Develop With growing confidence, ensure that attention is paid to new vocabulary, both its	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. Develop With growing independence, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation. Practise and Assess Revise and develop their knowledge of the skills needed for reading	Introduce and Assess Read more of the exception words from the Y5-6 list including words with hyphens to join a prefix, challenge words and revision. Embed Confidently and independently, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation. Practise and Assess Revise and develop their knowledge of the skills needed for reading

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

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

Introduce

With adult modelling, begin to learn to locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.

Introduce

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

Consolidate from Year 4.

Revise and Continue
With adult modelling
revise how to skim or
scan a whole text first
to select which
paragraph or section of
text an answer may be
located in and then use
the text to support their
answers.

begin to find quotations from a whole text.

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.

Practise

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

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.

With some support, retrieve key details and begin to find quotations from a whole text.

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.

Practise

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

Practise

With some support continue to skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers

to find quotations from a whole text.

Develop

With increasing confidence, locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.

Develop

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

Develop

With some confidence, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.

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

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.

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.

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.

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

Embed
Independently and
confidently, locate the
author or poet's
viewpoint, either where
it is explicitly stated, or
when it can be
retrieved through using
similar words and
phrases.

Embed

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

Embed

Confidently, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.

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

sequencing events summary nuanced vocabulary

Year 5

With support continue to draw inferences independently, often justifying with textual evidence.

Consolidate from Year 4.

Revise making predictions about what might happen from details stated and implied.

Introduce and Practise

With adult support, orally and in writing summarise main ideas of a text

Introduce

With adult modelling, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.

Introduce

With adult modelling, make comparisons within and across texts, referring to both reference points; independently, often justifying with textual evidence

Practise

With some support, make predictions about what might happen from details stated and implied.

Practise and Develop With growing confidence, orally and in writing summarise main ideas of a text.

Introduce

With adult modelling, be able to identify and discuss themes across a wide range of texts, both fiction, nonnarrative and poetry.

Practise

With some support, discuss and explore the precise meaning of words and phrases in context using teacher led sentences

Practise

With adult modelling, make comparisons within and across texts, referring to both reference points; independently, often justifying with textual evidence.

Practise

With some confidence, make predictions about what might happen from details stated and implied.

Develop and Embed Independently, orally and in writing summarise main ideas of a text.

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.

Develop

With increasing confidence, discuss and explore the precise meaning of words and phrases in context using teacher led sentences

Develop

With adult and peer support, make comparisons within and across texts, referring to both reference points; inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Develop

With a developing confidence, make predictions about what might happen from details stated and implied, both before and after events

Develop

With growing confidence, be able to identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry.

Develop

With some independence, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.

Practise

With adult and peer support, make comparisons within and across texts, referring to both reference points; inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Embed

With a developing confidence, make predictions about what might happen from details stated and implied, both before and after events

Practise, Embed and Assess

Independently, orally and in writing summarise main ideas of a text.

Embed

With growing confidence, be able to identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry.

Embed

With some independence, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.

Embed

inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Develop

With a developing confidence, make predictions about what might happen from details stated and implied, both before and after events

Embed and Assess

With confidence and independence, make predictions about what might happen from details stated and implied, both before and after events

Assess

With growing confidence, be able to identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry.

Assess

With independence, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.

Embad

					With growing independence, make comparisons within and across texts, referring to both reference	With independence and confidence, make comparisons within and across texts, referring to both reference
					points;	points;
Respond to	Introduce	Throughout the year	Throughout the year	Throughout the year	Throughout the year	Throughout the year
text:	With adult support,	Extend their familiarity	Extend their familiarity	Extend their familiarity	Extend their familiarity	Extend their familiarity
evaluation	extend their familiarity	with texts to include	with texts to include			
response to	with texts to include	modern fiction, fiction	modern fiction, fiction	modern fiction and	modern fiction, fiction	modern fiction, fiction
author	modern fiction, fiction	from our literary	from our literary	fiction from our literary	from our literary	from our literary
authorial effect	from our literary	heritage.	heritage and books	heritage.	heritage, and books	heritage and books
and intent	heritage.		from other cultures.		from other cultures.	from other cultures.
effect of	Inter-lead	Practise	Donatha	Develop	Develop	End of
vocabulary	Introduce	With some support,	Practise	With increasing	Develop	Confidently and
Year 5	With adult modelling, discuss and build on	discuss and build on their own and others'	With some confidence, discuss and build on	confidence, discuss and build on their own	Confidently, discuss and build on their own	Confidently and independently, discuss
Teal 3	their own and others'	ideas.	their own and others'	and others' ideas.	and others' ideas.	and build on their own
	opinions	lucas.	ideas.	and others ideas.	and others lucas.	and others' ideas.
	Оринона	Practise	lucas.	Develop	Develop	and others ideas.
	Consolidate from	With some support,	Practise With support,	With increasing	Confidently, maintain	Embed
	Year 4, and Continue	maintain a positive	maintain a positive	confidence, maintain a	positive attitudes to	Confidently, maintain a
	With adult modelling,	attitude to reading texts	attitude to reading texts	positive attitude to	reading texts structured	positive attitude to
	maintain a positive	structured in different	structured in different	reading texts structured	in different ways for a	reading texts structured
	attitude to reading texts	ways for a range of	ways for a range of	in different ways for a	range of purposes i.e.	in different ways for a
	structured in different	purposes i.e. poetry,	purposes i.e. poetry,	range of purposes i.e.	poetry, fiction, non-	range of purposes i.e.
	ways for a range of	fiction, non-fiction	fiction, non-fiction.	poetry, fiction, non-	fiction	poetry, fiction, non-
	purposes i.e. poetry,			fiction		fiction
	fiction, non-fiction	Practise	Practise		Develop	
		During supported	With some confidence	Develop	Confidently, make	Embed
	Introduce	discussion, make	during discussion make	With some confidence,	comparisons within and	Independently, make
	With adult modelling	comparisons within and	comparisons within and	make comparisons	across books.	comparisons within and
	make comparisons within and across texts	across texts.	across texts	within and across books	Dovolon	across books.
	within and across texts	Practise	Practise	DOOKS	Develop With increasing	Embed
	Introduce	With support,	With minimal support,	Develop	confidence, distinguish	Independently,
	With adult modelling,	distinguish between	distinguish between	With some confidence,	between fact and	distinguish between
	distinguish between	fact and opinion.	fact and opinion.	distinguish between	opinion.	fact and opinion
	fact and opinion.			fact and opinion.		
		Practise	Practise		Develop	Embed
				Develop		

	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 Introduce With adult support, begin to understand figurative language e.g. metaphor, personification.
Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to	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.
meaning	Introduce With adult modelling,
*150 wpm	begin to notice more

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. **Practise**

With some support, understand figurative language e.g. similes and alliteration

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.

Practise

With some confidence show an understanding and use figurative language e.g. rhythm and rhyming.

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.

Develop

With increasing confidence, show an understanding and use of figurative language e.g. metaphors and similes

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.

Develop

Confidently, understand and use figurative language e.g. choice of vocabulary and alliteration.

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.

Independently understand and use figurative language e.g. metaphor, personification

Year 5

sophisticated punctuation e.g. of parenthesis, and use expression accordingly.

Consolidate from

Year 4 and Continue With continuing confidence revise and sight-read all Y3-4 exception words with automaticity.

Practise

nere

Continue to read aloud a wider range of ageappropriate poetry and other texts with accuracy and at a reasonable speaking pace.

Practise

With support, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.

Develop

With continuing confidence revise and sight-read all Y3-4 exception words with automaticity.

Practise

Practise

With increasing confidence read aloud a wider range of ageappropriate non-fiction and other texts with accuracy and at a reasonable speaking pace.

Practise

With some support, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.

With continuing confidence revise and sight-read all Y3-4 exception words with automaticity.

Develop

Confidently read aloud a wider range of ageappropriate poetry and other texts with accuracy and at a reasonable speaking pace.

Develop

With some confidence, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.

Introduce

Begin to sight-read some Yr5-6 exception words with some automaticity.

Develop

Develop

Confidently read aloud a wider range of ageappropriate fiction with accuracy and at a reasonable speaking pace.

Develop

With increasing confidence, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.

Practise

Be able to sight-read more Yr5-6 exception words with some automaticity.

Develop

Confidently read aloud a wider range of ageappropriate poetry and other texts with accuracy and at a reasonable speaking pace.

Confidently and independently, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.

Develop

Be able to sight-read many Yr5-6 exception words with increasing automaticity.

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

Decode / word- reading:
phonics
tricky words
alphabet use of dictionary
use of dictionary
Comprehend, locate and

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.

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.

Consolidate from Year 5:

Practise and Embed Revise and develop their knowledge of the skills needed for reading. daily reading and preteaching for whole class reading as appropriate

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 prefix 'over' to verbs and

Practise and Assess

suffix ful.

Revise and develop their knowledge of the skills needed for reading. daily reading and preteaching for whole class reading as appropriate

Practise and Assess

Read some more words from the Year 5-6 list including words which can be nouns or verbs, words with an o sound spelled 'ou' or 'ow', soft spelled ce, prefix dis, over, im, F spelled ph and words with origins other countries e.g. bungalow, veranda,

Practise and Assess

ballet

Revise and develop their knowledge of the skills needed for reading. daily reading and preteaching for whole class reading as appropriate

Practise and Assess Read some more

words from the Year 5-6 list including unstressed vowel sounds, endings cial/tial after a vowel sound, endings cial/tial after a consonant sound. words with letter string 'acc' at the beginning of words, words ending in ably and words ending

Practise and Assess

ible.

Revise and develop their knowledge of the skills needed for reading. daily reading and preteaching for whole class reading as appropriate

Practise and Assess

Read some more words from the Year 5-6 list including adding suffix ibly to create an adverb. changing ent to ence er, or, ar at the end of words, grammar vocabulary e.g. synonym, antonym, colon and mathematical vocabulary **Practise and Assess**

Revise and develop their knowledge of the skills needed for reading. daily reading and preteaching for whole class reading as appropriate

Practise and Assess

Read some more words from the Year 5-6 list including adverbs synonymous with determination. adjectives to describe settings, vocabulary to describe feelings and adjectives to describe character e.g. obnoxious, repugnant, exquisite

Practise and Assess

Revise and develop their knowledge of the skills needed for reading. daily reading and preteaching for whole class reading as appropriate

retrieve: vocabulary characters settings events

information

Introduce

With adult modelling and support during text-discussion, children can maintain focus on the subject, using notes when necessary;

Practise

With some support during text-discussion, children can maintain focus on the subject, using notes when necessary;

Develop

Develop

With decreasing support during textdiscussion, children can maintain focus on the subject, using notes when necessary:

Practise and assess

Assess

With arowina independence during text-discussion. children can maintain focus on the subject, using notes when necessary;

During text-discussion, children can independently maintain focus on the subject, using notes when necessary;

and assess

During text-discussion, children can independently and confidently maintain focus on the subject. using notes when necessary;

justify using text

Consolidate from Year 5

Revise and Continue Demonstrate how to locate information and provide reasoned justifications for their views.

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.

Let their eyes float rapidly down the page until they find the key word or phrase they want.

Introduce

With adult modelling introduce the use of Point, Evidence, Explain (PEE) to provide reasoned justifications for their views

Introduce

With adult modelling, find accurate quotations from a whole text, skimming and scanning the text to locate quotes to support.

Assess via SATs practise

With greater independence, use skimming and scanning to locate and retrieve information.

Scan for pronouns that link to the key question words

Consolidate from Year 5 and Introduce

When retrieval is not immediately obvious, scan for appropriate synonyms to identify an answer.

Practise and assess

With adult support introduce the use of Point, Evidence, Explain (PEE) to provide reasoned justifications for their views

Practise

With adult modelling, find accurate quotations from a whole text, skimming and scanning the text to locate quotes to support.

Introduce

With adult modelling, use the context of the sentence to decide meaning of unknown words.

Use skimming and scanning to locate and retrieve information.

Scan to check information; find answers in text and check even if they think they remember the answer

Practise and embed

When retrieval is not immediately obvious, scan for appropriate synonyms to identify an answer.

Practise

With adult support Point, Evidence, Explain (PEE) to provide reasoned justifications for their views

Practise

With adult support, find accurate quotations from a whole text, skimming and scanning the text to locate quotes to support.

Assess via SATs practise

Develop

Use skimming and scanning to locate and retrieve information.

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.

Embed

With growing independence use Point, Evidence, Explain (PEE) to provide reasoned justifications for their views

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.

Practise

With adult support, use the context of the sentence to decide meaning of unknown words.

Assess via SATs practise

Use skimming and scanning to locate and retrieve information.

Ignore details and look for main ideas. in non-fiction, read only the subheadings or titles of paragraphs.

Embed and Assess With growing independence use Point, Evidence, Explain (PEE) to provide reasoned justifications for their

Embed

views

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.

Develop and embed

Use the context of the sentence to decide meaning of unknown words.

Assess via SATs Test

Embed and assess
Use skimming and
scanning to locate and
retrieve information.

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.

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.

Assess

Use the context of the sentence to decide meaning of unknown words.

Inferentia understa prediction sequencia events summary nuanced vocabular

nding: ng

Consolidate from Year 5

Consolidate understanding of inference - using the clues to reach a conclusion.

Introduce:

With teacher modelling and support, use PEE to justify inferences, identifying suitable quotations to illustrate.

Introduce:

make reasoned predictions from implied details;

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

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?'

Practise:

practise

With teacher modelling and support, use PEE to justify inferences, identifying suitable quotations to illustrate.

Assess via SATs

Practise

With some support, make reasoned predictions from implied details;

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.

Introduce

With adult modelling, use evaluative skills to make simple comparisons across texts around a theme.

Practise

With some support, work out the nuanced meanings of words and phrases in context. For example, 'Why do you think the word 'Wait'

Develop

With growing independence, use PEE to justify inferences, identifying suitable quotations to illustrate.

Practise

With reduced support make reasoned predictions from implied details;

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.

Practise

With reduced support, use evaluative skills to make simple comparisons across texts around a theme.

Practise

Share narrative and non-narrative texts around the theme of WW2.

With confidence and independence, use PEE to justify inferences, identifying suitable quotations to illustrate.

Develop

With increasing confidence, make reasoned predictions from implied details;

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.

Practise

With reduced support, use evaluative skills to make simple comparisons across texts around a theme.

Practise

Share narrative and non-narrative texts around the theme of WW2.

Assess

With confidence and independence, use PEE to justify inferences, identifying suitable quotations to illustrate.

With independence and confidence make reasoned predictions from implied details;

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.

Develop

Share narrative and non-narrative texts around the theme of Post War Britain. Discuss comparisons and justify responses.

Develop

Confidently and independently, work out the nuanced meanings of words and

Develop

With confidence. fluency and independence, children draw hidden inferences, justifying with textual evidence. including quotations which illustrate:

Embed and Assess

With independence and confidence make reasoned predictions from implied details:

Embed and Assess Independently, summarise main ideas across whole text, note developments e.g. of a character or

relationship.

With reduced support, use evaluative skills to make simple comparisons across texts around a theme.

Embed and Assess

Share narrative and non-narrative texts around the theme of Post War Britain. Discuss comparisons and justify responses.

		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 hyperbole and onomatopoeia

explain why? How does the way this is set out on the page help us to find information?

Introduce

With adult support, identify and talk about figurative language and its impact – similes and metaphors

Consolidate from Year 5,

Revise and Continue With support, distinguish between fact and opinion.

Introduce

With adult modelling, explain and discuss their understanding of what they have read, expressing their point of view.

Consolidate from Year 5.

Revise and Continue With adult modelling, provide reasoned justification for views.

With some support identify and talk about figurative language and its impact – inc similes, metaphors, personification, onomatopoeia

Practise With some support, distinguish between fact and opinion.

Practise

With some support, explain and discuss their understanding of what they have read, expressing their point of view.

Practise

With support, provide reasoned justification for views. Assess Use their developing reading, comprehension skills, authorial effect knowledge

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?

Practise and assess With some confidence. identify and talk about figurative language and its impact- inc similes, metaphors, personification and

Practise

hyperbole

With some confidence. distinguish between fact and opinion.

Practise

With some confidence, explain and discuss their understanding of what they have read, expressing their point of view.

Practise

With some confidence, provide reasoned justification for views.

of another text which compares with this one? How is it different?

Develop

With growing confidence, identify and talk about figurative language and its impact -inc similes, metaphors, personification and hyperbole and onomatopoeia

Develop

With increasing confidence, distinguish between fact and opinion.

Develop

With increasing confidence, explain and discuss their understanding of what they have read. expressing their point of view.

Develop

With confidence, provide reasoned justification for views.

Assess

Use their developing reading. comprehension skills, authorial effect knowledge

hyperbole and onomatopoeia

Develop

Confidently, distinguish between fact and opinion.

Develop

Confidently, explain and discuss their understanding of what they have read. expressing their point of view.

Develop

Confidently, provide reasoned justification for views.

Assess via SATs

Use their developing reading. comprehension skills, authorial effect knowledge

Confidently, distinguish between fact and opinion.

Confidently, explain and discuss their understanding of what they have read. expressing their point of view.

Confidently, provide reasoned justification for views.

Fluency and phrasing:

reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning

*150-200+ wpm

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.

Consolidate from Year 5.

Revise and Continue With support, recite a wider range of poetry, sometimes by heart

Consolidate from Year 5.

Revise and Continue With adult modelling, read aloud and perform poems, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.

Consolidate from Year 5.

Revise and Continue With support, notice and respond to punctuation and phrasing when reading aloud.

Introduce and assess With support, automatically read a range of exception

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.

Practise

With some support, read aloud and perform poems, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.

Practise

With some support, notice and respond to punctuation and phrasing when reading aloud.

Practise 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

Practise

Read age-appropriate texts with continued developing fluently from the class book area, school library and differentiated text during whole class reading.

Practise

With some confidence, recite a wider range of poetry, sometimes by heart.

Practise

With some confidence. read aloud and perform poems, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.

Practise

With some confidence. notice and respond to punctuation and phrasing when reading aloud.

Practise 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.

Develop

Read age-appropriate texts with greater fluently from the class book area, school library and differentiated text during whole class reading.

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.

Develop

With increasing confidence, notice and respond to punctuation and phrasing when reading aloud.

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.

Develop

Read age-appropriate texts with increasing fluently from the class book area, school library and differentiated text during whole class reading.

Develop

Confidently, notice and respond to punctuation and phrasing when reading aloud.

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.

Read age-appropriate texts with increased fluently from the class book area, school library and differentiated text during whole class reading.

Confidently, notice and respond to punctuation and phrasing when reading aloud;

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.

words, including some			
of the Y5-6 list and			
similar words which			
occur in texts.			