

Crockham Hill Reading Progression Document 2022-23

EYFS	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
Decode / word-reading: phonics tricky words alphabet use of dictionary	Consolidate from Preschool and Practise Play listening skills games, computer sound games and listen to the environment around us to develop listening skills Introduce Hear and say the initial sound in words e.g. initial sound of their name, initial letter of words in the environment such as T for Tesco. Introduce Begin to introduce Little Wandle Phonics scheme Phase 2 sounds	Develop and Embed Play listening skills games, computer sound games and listen to the environment around us to develop listening skills Practise and Develop Hear and say the initial sound in words e.g. initial sound of their name, initial letter of words in the environment such as T for Tesco. Practise Continue to introduce Little Wandle Phonics scheme Phase 2 sounds	Continue to Develop and Embed 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	Practise 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 –	Develop 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 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.

	<p>Introduce Through heavily modelled sessions, orally segment sounds in simple words and blend them together</p> <p>Introduce Through heavily modelled sessions, segment sounds in written form and blend together.</p> <p>Assess Assess blending and segmenting. Implement blending 1:1 keep up sessions as necessary.</p> <p>Assess Little Wandle sounds introduced + tricky words. Assess every 6 weeks. Keep-up interventions implemented as necessary.</p> <p>Introduce Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.</p> <p>Introduce Read some common exception words as they appear in the reading scheme</p>	<p>Practise With teacher support and scaffolding, segment sounds in simple words and blend them together using the sounds taught so far</p> <p>Assess Little Wandle sounds introduced + tricky words. Assess every 6 weeks. Keep-up interventions implemented as necessary.</p> <p>Practise Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.</p> <p>Practise Read some common exception words as they appear in the reading scheme Introduce As Little Wandle phonics books are introduced read words and simple sentences.</p> <p>Introduce Following from assessments, begin to introduce further 3 x weekly reading practise sessions as children are ready: 1) Decoding 2) Prosody 3) Comprehension</p>	<p>Assess Little Wandle sounds introduced + tricky words. Assess every 6 weeks. Keep-up interventions implemented as necessary.</p> <p>Introduce Begin to introduce Phase 3 sounds</p> <p>Develop Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.</p> <p>Practise Read some common exception words as they appear in the reading scheme consolidating previously learnt words</p> <p>Throughout the Year Continue 3 x weekly reading practise sessions as children are ready: 1) Decoding 2) Prosody 3) Comprehension</p> <p>Practise As Little Wandle phonics books are introduced read words and simple sentences</p> <p>Practise</p>	<p>Assess Little Wandle sounds introduced + tricky words. Assess every 6 weeks. Keep-up interventions implemented as necessary.</p> <p>Develop Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.</p> <p>Develop Read more common exception words as they appear in the reading scheme consolidating previously learnt words</p> <p>Throughout the Year Continue 3 x weekly reading practise sessions as children are ready: 1) Decoding 2) Prosody 3) Comprehension</p> <p>Practise As Little Wandle phonics books are introduced read words and simple sentences</p> <p>Develop With some independence, begin to read labels in the environment</p>	<p>Embed Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.</p> <p>Develop Continue to read more common exception words as they appear in the reading scheme, consolidating previously learnt words</p> <p>Throughout the Year Continue 3 x weekly reading practise sessions as children are ready: 1) Decoding 2) Prosody 3) Comprehension</p> <p>Develop As Little Wandle phonics books are introduced read words and simple sentences</p> <p>Develop With some independence, begin to read labels in the environment</p>	<p>Keep-up interventions implemented as necessary.</p> <p>Embed Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.</p> <p>Embed Develop Continue to read more common exception words as they appear in the reading scheme, consolidating previously learnt words</p> <p>Throughout the Year Continue 3 x weekly reading practise sessions as children are ready: 1) Decoding 2) Prosody 3) Comprehension</p> <p>Develop As Little Wandle phonics books are introduced read words and simple sentences</p> <p>Embed With greater independence, begin to read labels in the environment</p>
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	<p>Introduce Through adult modelling and discussion, children become familiar with book language and layout through Little Wandle wordless books.</p> <p>Introduce 3 x weekly reading practise sessions using wordless books.</p> <p>Introduce Be able to read their own name.</p>	<p>Introduce As Little Wandle phonics books are introduced read words and simple sentences</p> <p>Practise Be able to read their own name.</p> <p>Introduce With adult support, begin to read labels in the environment</p>	<p>Be able to read their own name.</p> <p>Practise With adult support, begin to read labels in the environment</p>			
<p>Comprehend, locate and retrieve: vocabulary characters settings events information justify using text</p>	<p>Introduce Ensure that children can recall key facts from a story which has been read to them.</p> <p>Introduce With support, ensure children can find information from a picture.</p> <p>Introduce Locate information which can be found easily in the text</p> <p>Introduce Recognise and read their name on their name card and the register.</p>	<p>Practise Ensure that children can recall key facts from a story which has been read to them.</p> <p>Practise With support, ensure children can find information from a picture.</p> <p>Practise Locate information which can be found easily in the text e.g. Where is Stanley going? Show me how you know.</p> <p>Practise and Develop Recognise and read their name on their name card and the register.</p> <p>Introduce</p>	<p>Practise Ensure that children can recall key facts from a story which has been read to them.</p> <p>Practise With some support, ensure children can find information from a picture.</p> <p>Practise Locate information which can be found easily in the text e.g. Why did he have no friends? Show me how you know.</p> <p>Embed Recognise and read their name on their name card and the register.</p> <p>Practise</p>	<p>Develop Ensure that children can recall key facts from a story which has been read to them.</p> <p>Develop With some support, ensure children can find information from a picture.</p> <p>Develop Locate information which can be found easily in the text e.g. Why is Ruby worried? Show me how you know.</p> <p>Develop With some support, ensure the children to recognise and read aloud words and phrases they have learned.</p>	<p>Develop Ensure that children can recall key facts from a story which has been read to them.</p> <p>Develop Ensure children can find information from a picture independently.</p> <p>Develop Locate information which can be found easily in the text e.g. Can you find some rhyming words? Show me how you know.</p> <p>Develop Ensure the children to recognise and read aloud words and phrases they have learned independently.</p>	<p>Embed Ensure that children can recall key facts from a story which has been read to them.</p> <p>Embed Ensure children can find information from a picture independently.</p> <p>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.</p> <p>Embed Ensure the children to recognise read aloud words and phrases they have learned independently.</p>

		With support, ensure the children to recognise and read aloud words and phrases they have learned.	With support, ensure the children to recognise and read aloud words and phrases they have learned.			
Inferential understanding: prediction sequencing events summary nuanced vocabulary	<p>Introduce Understand the feelings of characters in texts they listen to e.g. How did Goldilocks feel when she saw the broken chair – when the text does not explicitly say so.</p> <p>Introduce With support, use the pictures in texts as clues to what is happening in the story.</p> <p>Introduce Begin to be able to recognise the feelings in the mood of a setting, such as a scary forest or a funny event e.g. The 3 Billy Goats Gruff.</p> <p>Introduce With support and modelling, predict what could happen next in the text.</p>	<p>Practise Understand the feelings of characters in texts they listen to e.g. How does Stanley feel looking out to sea? – when the text does not explicitly say so.</p> <p>Practise With support, use the pictures in texts as clues to what is happening in the story.</p> <p>Practise Begin to be able to recognise the feelings in the mood of a setting, such as a scary forest or a funny event e.g. Stanley finding a new stick</p> <p>Practise Predict what could happen next in the text</p>	<p>Practise Understand the feelings of characters in texts they listen to e.g. How does The Blue Penguin's friend feel? – when the text does not explicitly say so.</p> <p>Practise With some support, use the pictures in texts as clues to what is happening in the story.</p> <p>Practise Begin to be able to recognise the feelings in the mood of a setting, such as a scary forest or a funny event e.g. The penguin being left by the other penguins.</p> <p>Practise Predict what could happen next in the text.</p>	<p>Develop Understand the feelings of characters in texts they listen to e.g. How do you think Ruby will feel today? – when the text does not explicitly say so.</p> <p>Develop With some support, use the pictures in texts as clues to what is happening in the story.</p> <p>Develop Begin to be able to recognise the feelings in the mood of a setting, such as a scary forest or a funny event e.g. Ruby worrying about different things</p> <p>Develop Predict what could happen next in the text.</p>	<p>Develop Understand the feelings of characters in texts they listen to e.g. How does the poem make you feel? – when the text does not explicitly say so.</p> <p>Develop Independently, use the pictures in texts as clues to what is happening in the story.</p> <p>Develop Begin to be able to recognise the feelings in the mood of a setting, such as a scary forest or a funny event e.g. How do the poems make you feel?</p> <p>Develop Predict what could happen next in the text.</p>	<p>Embed Understand the feelings of characters in texts they listen to e.g. Why is the naughty bus sad? – when the text does not explicitly say so.</p> <p>Embed Independently, use the pictures in texts as clues to what is happening in the story.</p> <p>Embed Begin to be able to recognise the feelings in the mood of a setting, such as a scary forest or a funny event e.g. how does he feel e=when he rides his bus?</p> <p>Embed Predict what could happen next in the text.</p>
Respond to text: evaluation response to author authorial effect and intent	<p>Consolidate from Preschool Show pleasure in stories being read to them.</p> <p>Introduce</p>	<p>Continue Show pleasure in stories being read to them.</p> <p>Continue Discuss the features of a book including the</p>	<p>Continue Show pleasure in stories being read to them.</p> <p>Continue Discuss the features of a book including the</p>	<p>Continue Show pleasure in stories being read to them.</p> <p>Continue</p>	<p>Continue Show pleasure in stories being read to them.</p> <p>Continue Discuss the features of a book including the</p>	<p>Continue Show pleasure in stories being read to them</p> <p>Embed Discuss the features of a book including the</p>

<p>effect of vocabulary</p>	<p>Discuss the features of a book including the title, author, illustrator, blurb.</p> <p>Introduce Understand where they can access books in the school and in the community e.g. discuss what a library is and where our local one is.</p> <p>Consolidate from Preschool Enjoy sharing poems and rhymes together.</p> <p>Introduce Sometimes look at a book out of choice</p> <p>Introduce Begin to have favourite texts which they ask for repeatedly.</p> <p>Introduce Begin to discuss a favourite character or a favourite story.</p> <p>Introduce With adult modelling, may be able to say why things happened in the text.</p> <p>Introduce Remember the words they have heard e.g. repeating refrains and rhyming words. I</p> <p>Introduce Begin, with support, to be able</p>	<p>title, author, illustrator, blurb.</p> <p>Continue Enjoy sharing poems and rhymes together.</p> <p>Continue Sometimes look at a book out of choice</p> <p>Practise Begin to have favourite texts which they ask for repeatedly.</p> <p>Practise Begin to discuss a favourite character or a favourite story.</p> <p>Practise With adult modelling, may be able to say why things happened in the text.</p> <p>Practise Remember the words they have heard e.g. repeating refrains and rhyming words.</p> <p>Practise Begin, with some support, to be able explain how the pictures relate to the story.</p> <p>Practise Begin, with adult modelling, point to parts of the text in answer to questions.</p>	<p>title, author, illustrator, blurb.</p> <p>Continue Enjoy sharing poems and rhymes together.</p> <p>Continue Often look at a book out of choice</p> <p>Practise Sometimes find favourite texts which they ask for repeatedly</p> <p>Practise With some support, discuss a favourite character or a favourite story.</p> <p>Practise With support, may be able to say why things happened in the text.</p> <p>Practise Remember the words they have heard e.g. repeating refrains and rhyming words.</p> <p>Practise Begin, with some support, to be able explain how the pictures relate to the story.</p> <p>Practise With some support, point to parts of the text in answer to questions.</p>	<p>Discuss the features of a book including the title, author, illustrator, blurb.</p> <p>Continue Enjoy sharing poems and rhymes together.</p> <p>Continue Often look at a book out of choice</p> <p>Develop Sometimes find favourite texts which they ask for repeatedly.</p> <p>Develop With some support, discuss a favourite character or a favourite story.</p> <p>Develop With some support, may be able to say why things happened in the text.</p> <p>Develop Remember the words they have heard e.g. repeating refrains and rhyming words.</p> <p>Develop Begin, with some support, to be able explain how the pictures relate to the story.</p>	<p>title, author, illustrator, blurb.</p> <p>Continue Enjoy sharing poems and rhymes together.</p> <p>Continue Independently look at a book out of choice</p> <p>Develop Independently find favourite texts which they ask for repeatedly</p> <p>Develop Independently, discuss a favourite character or a favourite story.</p> <p>Develop Independently, may be able to say why things happened in the text. Introduce Sometimes read a familiar text aloud to themselves.</p> <p>Develop Remember the words they have heard e.g. repeating refrains and rhyming words.</p> <p>Develop Independently, be able explain how the pictures relate to the story.</p> <p>Develop With some support, point to parts of the text in answer to questions.</p>	<p>title, author, illustrator, blurb.</p> <p>Continue Enjoy sharing poems and rhymes together.</p> <p>Continue Independently look at a book out of choice</p> <p>Embed Independently find favourite texts which they ask for repeatedly</p> <p>Embed Independently, discuss a favourite character or a favourite story.</p> <p>Embed Independently, may be able to say why things happened in the text.</p> <p>Practise Sometimes read a familiar text aloud to themselves.</p> <p>Embed Remember the words they have heard e.g. repeating refrains and rhyming words.</p> <p>Embed Independently, be able explain how the pictures relate to the story.</p> <p>Embed Independently, point to parts of the text in answer to questions.</p>
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	<p>explain how the pictures relate to the story.</p> <p>Introduce Begin, with adult modelling, point to parts of the text in answer to questions.</p>			<p>Develop With adult support, point to parts of the text in answer to questions.</p>		
<p>Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning</p> <p>*25 wpm</p>	<p>Introduce Join in with a refrain during group recitation.</p> <p>Consolidate from Preschool Recite some familiar rhymes and songs by heart.</p> <p>Introduce and Practise Begin to recognise, with support, and read their name.</p>	<p>Practise Join in with a refrain during group recitation.</p> <p>Introduce Recite rhymes to a given rhythm, perhaps marching or clapping to the beat.</p> <p>Introduce With support, begin to read words and simple sentences, showing understanding by the way they say it.</p> <p>Introduce Begin to learn common exception words in the order as introduced by the Little Wandle scheme</p>	<p>Develop and Embed Recognise and read their name automatically.</p> <p>Practise Join in with a refrain during group recitation.</p> <p>Practise Recite rhymes to a given rhythm, perhaps marching or clapping to the beat.</p> <p>Practise With support, read words and simple sentences, showing understanding by the way they say it.</p> <p>Introduce, Practise and Embed Sing the alphabet song.</p> <p>Introduce With support, sight-read familiar labels and words in the environment e.g. snack, milk.</p> <p>Introduce With support, recognise and read</p>	<p>Develop Join in with a refrain during group recitation.</p> <p>Develop Recite rhymes to a given rhythm, perhaps marching or clapping to the beat.</p> <p>Develop With some support, read words and simple sentences, showing understanding by the way they say it.</p> <p>Develop With some support, sight-read familiar labels and words in the environment e.g. snack, milk.</p> <p>Practise With support, recognise and read some more common exception words.</p> <p>Practise and Assess Continue to learn common exception words in the order as introduced by the Little Wandle scheme</p>	<p>Develop Join in with a refrain during group recitation.</p> <p>Develop Recite rhymes to a given rhythm, perhaps marching or clapping to the beat.</p> <p>Develop With some support, read words and simple sentences, showing understanding by the way they say it.</p> <p>Develop With some support, sight-read familiar labels and words in the environment e.g. snack, look what I did today.</p> <p>Develop With increasing confidence, recognise and begin to read independently many common exception words with some automaticity.</p> <p>Practise and Assess Continue to learn common exception words in the order as introduced by the Little Wandle scheme</p>	<p>Embed Join in with a refrain during group recitation.</p> <p>Embed Recite rhymes to a given rhythm, perhaps marching or clapping to the beat.</p> <p>Develop With minimal support, read words and simple sentences, showing understanding by the way they say it.</p> <p>Develop With some support, sight-read familiar labels and words in the environment e.g. snack, look what I did today.</p> <p>Develop With increasing confidence, recognise and independently read many common exception words with automaticity.</p> <p>Practise and Assess Continue to learn common exception words in the order as</p>

			some common exception words. Practise and Assess Continue to learn common exception words in the order as introduced by the Little Wandle scheme			introduced by the Little Wandle scheme
Year 1						
Text	Whole School Text: Flotsam by David Weisner The Jolly Postman	Owl Babies	Toby and the Great Fire of London Hopscotch Histories	The Tale of a Toothbrush	Japanese children's Favourite Stories	The Hodgeheg
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. 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	Assess Apply phonic knowledge and skills as the route to decode words. Practise Apply phonic knowledge and skills for all 40+ phonemes; Practise 'Speedy Sounds' as per Little Wandle scheme. Practise 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	Practise Apply phonic knowledge and skills as the route to decode words. Practise Speedy sounds as per Little Wandle with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. 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	Assess Apply phonic knowledge and skills as the route to decode words. Develop Speedy sounds as per Little Wandle with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Develop 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	Develop Apply phonic knowledge and skills as the route to decode words. Embed Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. 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	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 for Year 1, noting unusual correspondences between spelling and

<p>correspondences between spelling and sound and where these occur in the word.</p> <p>Introduce Read some of the common exception words for Y1</p> <p>Consolidate from Year R, Continue and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Consolidate from Year R, Continue and Assess Continue the Little Wandle phonics scheme. Consolidate phase 3 learning.</p> <p>Assessments every 6 weeks.</p> <p>Practise and Develop Daily keep up session for those children in danger of falling behind.</p> <p>Introduce</p>	<p>between spelling and sound and where these occur in the word.</p> <p>Practise and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Continue and Assess Continue the Little Wandle phonics scheme working through phase 4.</p> <p>Introduce Phase 5 Little Wandle</p> <p>Assess Daily, informal assessments to inform keep up interventions the same day.</p> <p>Assessments every 6 weeks.</p> <p>Practise Read other words of more than one syllable that contain taught GPCs.</p> <p>Introduce GPCs and words containing a</p>	<p>between spelling and sound and where these occur in the word.</p> <p>Practise and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Revise and Practise Read words containing taught GPCs and -ing, -ed.</p> <p>Practise and assess Continue the Little Wandle phonics scheme working through phase 5 and revisiting phases 3 and 4 as necessary.</p> <p>Assessments every 6 weeks.</p> <p>Practise Read other words of more than one syllable that contain taught GPCs.</p> <p>Practise GPCs and words containing a range of endings e.g. -es, -er, -ing, ed.</p> <p>Practise and Develop</p>	<p>between spelling and sound and where these occur in the word.</p> <p>Develop and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Develop Read words containing taught GPCs and -s, -es.</p> <p>Revise and Practise Read words containing taught GPC's and -ing, -ed.</p> <p>Practise and Assess Continue the Little Wandle phonics scheme working through phase 5 and revisiting phase 4 as necessary.</p> <p>Assessments every 6 weeks.</p> <p>Develop Read other words of more than one syllable that contain taught GPCs.</p> <p>Practise</p>	<p>sound and where these occur in the word.</p> <p>Embed and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Revise and Practise Read words containing taught GPCs and -er, -est. Develop Read words containing taught GPC's and -ing, -ed, -s, -es.</p> <p>Practise and Assess Continue the Little Wandle phonics scheme working through phase 5 and revisiting phase 4 as necessary.</p> <p>Assessments every 6 weeks.</p> <p>Embed Read other words of more than one syllable that contain taught GPCs.</p> <p>Introduce To be able to read words with contractions e.g. I'm, can't, we'll.</p>	<p>sound and where these occur in the word.</p> <p>Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Embed Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Assess</p> <p>Practise the Little Wandle phonics scheme working through to the end of phase 5</p> <p>Assessments every 6 weeks.</p> <p>Assess Read other words of more than one syllable that contain taught GPCs.</p> <p>Practise To be able to read words with contractions e.g. I'm, can't, we'll.</p> <p>Practise To understand that an apostrophe in a</p>
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	<p>Read words of more than one syllable that contain the taught GPCs;</p> <p>Continue from Year R 3 x weekly reading practise groups:</p> <ol style="list-style-type: none"> 1) Decoding 2) Prosody 3) Comprehension <p>Continue from Year R Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.</p>	<p>range of endings e.g. -es, -er, -ing, ed.</p> <p>Practise and Develop Daily keep up session for those children in danger of falling behind.</p> <p>Continue from Year R 3 x weekly reading practise groups:</p> <ol style="list-style-type: none"> 1) Decoding 2) Prosody 3) Comprehension <p>Continue Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.</p>	<p>Daily keep up session for those children in danger of falling behind.</p> <p>Introduce Alien words</p> <p>Continue from Year R 3 x weekly reading practise groups:</p> <ol style="list-style-type: none"> 1) Decoding 2) Prosody 3) Comprehension <p>Continue Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.</p>	<p>GPCs and words containing a range of endings e.g. -es, -er, -ing, ed.</p> <p>Practise and Develop Daily keep up session for those children in danger of falling behind.</p> <p>Practise Alien words</p> <p>Continue from Year R 3 x weekly reading practise groups:</p> <ol style="list-style-type: none"> 1) Decoding 2) Prosody 3) Comprehension <p>Continue Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.</p>	<p>Introduce To understand that an apostrophe in a contraction represents omitted letters.</p> <p>Revise GPCs and words containing a range of endings e.g. -es, -er, -ing, ed, est.</p> <p>Practise and Develop Daily keep up session for those children in danger of falling behind.</p> <p>Embed Alien words</p> <p>Continue from Year R 3 x weekly reading practise groups:</p> <ol style="list-style-type: none"> 1) Decoding 2) Prosody 3) Comprehension <p>Continue Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.</p>	<p>contraction represents omitted letters</p> <p>Embed GPCs and words containing a range of endings e.g. -es, -er, -ing, ed, est.</p> <p>Practise confidence and keep up with peers with phonics interventions as necessary i.e. 1-1 tutoring and daily reading</p> <p>Assess Alien words</p> <p>Continue from Year R 3 x weekly reading practise groups:</p> <ol style="list-style-type: none"> 1) Decoding 2) Prosody 3) Comprehension <p>Continue Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.</p>
<p>Comprehend, locate and retrieve: vocabulary characters settings events information</p>	<p>Throughout out the year Continue to develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>Introduce</p>	<p>Throughout out the year Continue to develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>Practise</p>	<p>Throughout out the year Continue to develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>Develop</p>	<p>Throughout out the year Continue to develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>Develop</p>	<p>Throughout out the year Continue to develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>Embed</p>	<p>Throughout out the year Continue to develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>Embed and Assess</p>

justify using text	<p>With adult modelling use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text.</p> <p>Introduce With adult modelling and scaffolding, after decoding the text, identify the word in the sentence which answers a retrieval question</p> <p>Consolidate from Year R and continue Listen to and discussing a wide range of stories at a level beyond that at which they can read independently.</p> <p>Introduce With adult support, understand and explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events;</p> <p>Introduce Discuss word meanings, linking new meanings to those already known.</p> <p>Consolidate from Year R and Continue</p>	<p>With adult modelling use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text</p> <p>Practise With adult modelling and scaffolding, after decoding the text, identify the word in the sentence which answers a retrieval question</p> <p>Introduce Listen to and discussing a wide range of poems at a level beyond that at which they can read independently.</p> <p>Practise With adult support, understand and explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events;</p> <p>Introduce Drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>With developing confidence use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text</p> <p>Practise With adult modelling and scaffolding, after decoding the text, identify the word in the sentence which answers a retrieval question</p> <p>Develop Listen to and discussing a wide range of stories at a level beyond that at which they can read independently.</p> <p>Develop With adult guidance, explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events;</p> <p>Practise Draw on what they already know or on background information and vocabulary provided by the teacher</p>	<p>With growing independence use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text</p> <p>Develop With growing independence, after decoding the text, identify the word in the sentence which answers a retrieval question</p> <p>Develop Listen to and discussing a wide range of stories at a level beyond that at which they can read independently.</p> <p>Practise With adult guidance, explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events;</p> <p>Develop Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Develop</p>	<p>With growing independence use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text</p> <p>Develop and Embed After decoding a sentence, discuss the vocabulary, identifying which words might answer a retrieval question.</p> <p>Practise Reading, listening to and discussing a wide range of stories at a level beyond that at which they can read independently.</p> <p>Develop and Embed With growing independence, explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events;</p> <p>Develop Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>With confidence and independence use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text</p> <p>Embed and Assess After decoding a sentence, discuss the vocabulary, identifying which words might answer a retrieval question.</p> <p>Develop Reading, listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently.</p> <p>Embed and Assess Independently and with confidence, explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events.</p> <p>Embed Draw on what they already know or on background information and</p>
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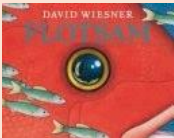
	<p>Talk about the title and how it relates to the events in the text.</p> <p>Introduce Retrieve answers to simple literal who, what, when, and how questions.</p>	<p>Practise Talk about the title and how it relates to the events in the text;</p> <p>Practise Retrieve answers to simple literal who, what, where, when and how questions.</p>	<p>Practise Talk about the title and how it relates to the events in the text.</p> <p>Practise Retrieve answers to simple literal who, what, where, when, which and how questions.</p>	<p>Talk about the title and how it relates to the events in the text;</p> <p>Develop Retrieve answers to simple literal who, what, where, when, which and how questions.</p>	<p>Develop Talk about the title and how it relates to the events in the text;</p> <p>Develop Retrieve answers to simple literal who, what, where, when, which and how questions.</p>	<p>vocabulary provided by the teacher.</p> <p>Embed and Assess Talk about the title and how it relates to the events in the text;</p> <p>Embed Retrieve answers to simple literal who, what, where, when, which and how questions.</p>
<p>Inferential understanding: prediction sequencing events summary nuanced vocabulary</p>	<p>Introduce Through adult discussion of the class text, discuss the significance of the title and events e.g. why is this a suitable title for The Jolly Postman? What makes him 'jolly' in the story.</p> <p>Introduce Make simple inferences when a book is read to them e.g. how does the postman feel when he arrives at the wolf's house?</p> <p>Introduce With adult modelling, predict what might happen next in a sequenced story, based on what has been read so far</p> <p>Introduce</p>	<p>Practise In modelled Little Wandle reading practise groups, discuss the significance of the title and events e.g. why is 'Eggs on Toast' a suitable tile for the story? Which events take place and lead to the title?</p> <p>Practise Make simple inferences when a book is read to them e.g. why do you think the author uses ____ word? How do you think the owl babies feel?</p> <p>Practise With some support, predict what might happen next in a sequenced story,</p>	<p>Develop When reading own shared reading books, which could be read aloud to them, discuss the significance of the title and events</p> <p>Practise Through discussion, make simple inferences when a book is read to them e.g. need example</p> <p>Practise With some support, predict what might happen next in a sequenced story, based on what has been read so far.</p> <p>Practise With some support, explain their understanding of what is read to them, beyond that which is</p>	<p>Develop During shared and whole class texts, discuss the significance of the title and events. Does the title give us information about the text?</p> <p>Develop Through simple questioning, make simple inferences when a book is read to them e.g. need example.</p> <p>Develop With greater independence, predict what might happen next in a sequenced story, based on what has been read so far.</p> <p>Develop and Assess With some independence, explain their understanding of</p>	<p>Embed During shared, whole class and reading practise groups, discuss the significance of the title and events. Why is there a lightbulb in the title? Does it give us information about the text?</p> <p>Develop Through simple questioning, make simple inferences when a book is read to them e.g. need example.</p> <p>Embed Confidently, predict what might happen next in a sequenced story, based on what has been read so far.</p> <p>Develop Independently, explain their understanding of</p>	<p>Embed and Assess During shared, whole class and reading practise groups, discuss the significance of the title and events. Why is there a lightbulb in the title? Does it give us information about the text?</p> <p>Embed and Assess Through simple questioning, make simple inferences when a book is read to them e.g. need example.</p> <p>Assess Confidently, predict what might happen next in a sequenced story, based on what has been read so far.</p> <p>Develop and Assess Independently and</p>

	<p>Begin to explain their understanding of what is read to them, beyond that which is explicitly stated. E.g. Why is the tower where it is?</p> <p>Introduce Discuss word meanings, linking new meanings to those already known.</p>	<p>based on what has been read so far.</p> <p>Practise and Assess With support, explain their understanding of what is read to them, beyond that which is explicitly stated. E.g. how does the poetry make you feel? Why?</p> <p>Introduce Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>explicitly stated. E.g. What would you have buried in the garden in a fire? Why?</p> <p>Practise Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>what is read to them, beyond that which is explicitly stated.</p> <p>Develop Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>what is read to them, beyond that which is explicitly stated.</p> <p>Develop Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>confidently, explain their understanding of what is read to them, beyond that which is explicitly stated.</p> <p>Embed Draw on what they already know or on background information and vocabulary provided by the teacher.</p>
<p>Respond to text: evaluation response to author authorial effect and intent effect of vocabulary</p>	<p>Throughout out the year listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / <i>information texts</i>) which are beyond those they can read by themselves, to develop a love of reading;</p> <p>Consolidate from Year R and Continue With support, participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Introduce</p>	<p>Throughout out the year listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / <i>information texts</i>) which are beyond those they can read by themselves, to develop a love of reading;</p> <p>Practise With support, participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Practise</p>	<p>Throughout out the year listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / <i>information texts</i>) which are beyond those they can read by themselves, to develop a love of reading;</p> <p>Practise With some support, participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Practise</p>	<p>Throughout out the year listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / <i>information texts</i>) which are beyond those they can read by themselves, to develop a love of reading;</p> <p>Develop With decreasing support, participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Develop</p>	<p>Throughout out the year listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / <i>information texts</i>) which are beyond those they can read by themselves, to develop a love of reading;</p> <p>Develop Independently, participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Develop</p>	<p>Throughout out the year listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / <i>information texts</i>) which are beyond those they can read by themselves, to develop a love of reading;</p> <p>Embed Independently and confidently, participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Develop</p>

	<p>With adult modelling, listen to new words in texts read aloud to them, which broaden their vocabulary.</p> <p>Introduce Talk about words they know or like.</p> <p>Introduce With adult support, draw links between the text and some of their own experiences.</p> <p>Introduce Listen to, share and discuss a wide range of high-quality story book which are beyond those they can read by themselves. Through modelling, begin to express their own opinions.</p> <p>Introduce Through adult questioning and support, discuss the significance of the title.</p>	<p>With support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p>Practise Talk about words they know or like.</p> <p>Practise Draw links between the text and some of their own experiences.</p> <p>Introduce and Practise With support, learn some ways to find information in non-fiction texts.</p> <p>Practise Listen to, share and discuss a wide range of high-quality poetry books which are beyond those they can read by themselves. Through class and group discussion, begin to express their own opinions.</p> <p>Practise Through adult questioning and support, discuss the significance of the title.</p>	<p>With some support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p>Develop Talk about words they know or like.</p> <p>Practise Through adult questioning, draw links between the text and some of their own experiences.</p> <p>Practise With support, learn some ways to find information in non-fiction texts. Consider the contents page</p> <p>Practise Listen to, share and discuss a wide range of high-quality rhyming books which are beyond those they can read by themselves. Begin to express their own opinions.</p> <p>Practise Through adult questioning and support, discuss the significance of the title.</p>	<p>With some support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p>Embed Talk about words they know or like.</p> <p>Develop With increasing independence, draw links between the text and some of their own experiences.</p> <p>Develop With support, learn some ways to find information in non-fiction texts. Consider the contents page, identify the key word to search for in the text.</p> <p>Develop Listen to, share and discuss a wide range of high-quality information texts books which are beyond those they can read by themselves. Begin to express their own opinions.</p> <p>Develop With growing independence, discuss the significance of the title.</p>	<p>With some confidence, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p>Develop Talk about words they know or like, identifying words which could be substituted.</p> <p>Embed Draw links between the text and some of their own experiences.</p> <p>Embed With support, learn some ways to find information in non-fiction texts. Consider the contents page, identify the key word to search for in the text.</p> <p>Develop Listen to, share and discuss a wide range of high-quality non-fiction books which are beyond those they can read by themselves. Begin to express their own opinions.</p> <p>Embed With growing independence, discuss the significance of the title.</p>	<p>With increasing confidence, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p>Embed and Assess Talk about words they know or like, identifying words which could be substituted.</p> <p>Embed and Assess Draw links between the text and some of their own experiences.</p> <p>Embed and Assess With support, learn some ways to find information in non-fiction texts. Consider the contents page, identify the key word to search for in the text.</p> <p>Develop Listen to, share and discuss a wide range of high-quality story books which are beyond those they can read by themselves, Express their own opinions with confidence.</p> <p>Embed and Assess With independence, discuss the significance of the title.</p>
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<p>Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning</p> <p>*70 wpm</p>	<p>Consolidate from Year R and continue Apply phonic knowledge and skills as the route to decode words.</p> <p>Introduce Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Consolidate from Year R and continue Continue to read common exception words from Year R, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Introduce Read the common exception words for Year 1</p> <p>Introduce Use body percussion or instruments to hold the beat.</p> <p>Introduce Recognise and join in with predictable phrases</p>	<p>Assess Apply phonic knowledge and skills as the route to decode words.</p> <p>Practise Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Practise Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Practise and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Introduce Recite some familiar complete rhymes and songs by heart.</p> <p>Practise</p>	<p>Practise Apply phonic knowledge and skills as the route to decode words.</p> <p>Introduce and Practise Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Practise Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Practise Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Practise and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p>	<p>Assess Apply phonic knowledge and skills as the route to decode words.</p> <p>Develop and Assess Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Develop Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Develop Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Develop and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p>	<p>Develop Apply phonic knowledge and skills as the route to decode words.</p> <p>Embed Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Embed Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Embed Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Embed and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p>	<p>Assess Apply phonic knowledge and skills as the route to decode words.</p> <p>Assess Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Assess Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Assess Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p>
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	<p>Introduce Say or sing the alphabet in sequence.</p>	<p>Recite some familiar complete rhymes and songs by heart.</p> <p>Practise Use body percussion or instruments to hold the beat.</p> <p>Practise Recognise and join in with predictable phrases.</p> <p>Practise Say or sing the alphabet in sequence.</p> <p>Introduce Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Introduce Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Introduce Re-read favourite books to themselves, to gain confidence with word reading and fluency.</p>	<p>other strategies to work out words</p> <p>Practise Recite some familiar complete rhymes and songs by heart.</p> <p>Practise Recognise and join in with predictable phrases.</p> <p>Develop Say or sing the alphabet in sequence.</p> <p>Practise Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Introduce Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.</p> <p>Practise Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Practise</p>	<p>Develop Recite some familiar complete rhymes and songs by heart.</p> <p>Develop Recognise and join in with predictable phrases</p> <p>Embed Say or sing the alphabet in sequence.</p> <p>Practise Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Practise Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.</p> <p>Practise Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Practise Re-read favourite books to themselves, to gain confidence with</p>	<p>Develop Recite some familiar complete rhymes and songs by heart.</p> <p>Develop Recognise and join in with predictable phrases.</p> <p>Develop Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Develop Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.</p> <p>Develop Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Develop Re-read favourite books to themselves, to gain confidence with word reading and fluency.</p>	<p>Embed Recite some familiar complete rhymes and songs by heart.</p> <p>Develop Use body percussion or instruments to hold the beat.</p> <p>Embed Recognise and join in with predictable phrases.</p> <p>Embed Say or sing the alphabet in sequence.</p> <p>Embed Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p> <p>Embed and Assess Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.</p> <p>Embed Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation.</p>
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			Re-read favourite books to themselves, to gain confidence with word reading and fluency	word reading and fluency.		Embed Re-read favourite books to themselves, to gain confidence with word reading and fluency.
Year 2						
Text	<p><u>Whole School Text:</u></p> <p>Flotsam by David Weisner</p>  <p>Katie Morag Delivers the Mail by Mairi Hedderwick.</p>	<p>Fireworks</p> <p>Orion and the Dark by Emma Yarlett</p> <p>Orion and the Dark Centre for Literacy in Primary Education (clpe.org.uk)</p>	<p>Non- Fiction Text</p> <p>The Great Fire of London by Emma Adams</p> <p>The Great Fire of London by Liz Gogerly</p>	<p>Leaf by Sandra Dieckmann</p> <p>Leaf Centre for Literacy in Primary Education (clpe.org.uk)</p>	<p>Lila and the Secret of Rain by David Conway and Jude Daly</p> <p>Lila and the Secret of Rain Centre for Literacy in Primary Education (clpe.org.uk)</p>	<p>The Secret Sky Garden by Linda Sarah and Fiona Lumbers</p> <p>The Secret Sky Garden Centre for Literacy in Primary Education (clpe.org.uk)</p>
Decode / word-reading: phonics tricky words alphabet use of dictionary	<p>Consolidate from Year 1 and Assess Apply phonic knowledge and skills as the route to decode words.</p> <p>Consolidate from Year 1 Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Consolidate from Year 1</p>	<p>Introduce With adult support, begin to read accurately words of two or more syllables that contain the same graphemes.</p> <p>Practise Read words containing common suffixes, with some support</p> <p>Introduce, Practise and Assess Begin to read accurately by blending the sounds in words that contain the graphemes taught so</p>	<p>Practise With some support, read most words quickly and accurately, without overt sounding and blending, when these have been frequently encountered.</p> <p>Practise With some support, read accurately words of two or more syllables that contain the same graphemes.</p> <p>Practise</p>	<p>Practise With some independence, read accurately words of two or more syllables that contain the same graphemes.</p> <p>Develop Read words containing common suffixes, with increasing independence.</p> <p>Introduce Read most words quickly and accurately, without overt sounding and blending, when these have been</p>	<p>Develop Accurately read words of two or more syllables that contain the same graphemes.</p> <p>Develop To read words containing common suffixes independently.</p> <p>Introduce Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Develop Accurately read words of two or more syllables that contain the same graphemes.</p> <p>Embed To read words containing common suffixes independently.</p> <p>Embed Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Embed</p>

<p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Consolidate from Year 1 Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Consolidate from Year 1 and continue Read other words of more than one syllable that contain taught GPCs.</p> <p>Consolidate from Year 1 Read words with contractions e.g. I'm, can't, we'll.</p> <p>Introduce, Practise and Assess Understand that an apostrophe in contractions represents omitted letters.</p> <p>Introduce and Practise Read aloud accurately books that are consistent with their</p>	<p>far, especially recognizing alternative sounds for graphemes.</p> <p>Practise Re-read familiar books to build up their fluency and confidence in word reading.</p> <p>Assess Use reading skills to answer questions about a text.</p> <p>Develop Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p>	<p>Read words containing common suffixes, with minimal support.</p> <p>Introduce and Assess Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Practise Re-read familiar books to build up their fluency and confidence in word reading.</p>	<p>frequently encountered.</p> <p>Practise and Assess Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Develop Re-read familiar books to build up their fluency and confidence in word reading.</p> <p>Assess Use reading skills to answer question about a text</p>	<p>Practise and Assess Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Develop Re-read familiar books to build up their fluency and confidence in word reading.</p> <p>Practise and Develop Read most words quickly and accurately, without overt sounding and blending, when these have been frequently encountered.</p>	<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Embed Re-read familiar books to build up their fluency and confidence in word reading.</p> <p>Embed Read most words quickly and accurately, without overt sounding and blending, when these have been frequently encountered.</p> <p>Assess Use reading skills to answer question about a text</p>
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	<p>developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Introduce Re-read familiar books to build up their fluency and confidence in word reading.</p> <p>Introduce Begin to read some words containing common suffixes.</p>					
<p>Comprehend, locate and retrieve: vocabulary characters settings events information justify using text</p>	<p>Throughout the year check the text makes sense as they read.</p> <p>Consolidate from Year 1 After decoding a sentence, discuss the vocabulary, identifying which words might answer a retrieval question.</p> <p>Introduce Model scanning a short paragraph or text, searching for key words to locate answers</p> <p>Introduce With adult support, begin to recognise simple recurring literary language.</p> <p>Introduce</p>	<p>Throughout the year check the text makes sense as they read.</p> <p>Practise Model scanning a short paragraph or text, searching for key words to locate answers</p> <p>Introduce With adult modelling, begin to analyse the wording of a question in order to choose what to look for in a text.</p> <p>Practise With some support, recognise simple recurring literary language.</p> <p>Practise With some support, locate and discuss favourite words and phrases</p>	<p>Throughout the year check the text makes sense as they read.</p> <p>Develop With decreasing support, scan a short paragraph or text, searching for key words to locate answers</p> <p>Practise With some independence, recognise simple recurring literary language.</p> <p>Practise With some independence, locate and discuss favourite words and phrases</p> <p>Practise With some support, analyse the wording of</p>	<p>Throughout the year check the text makes sense as they read.</p> <p>Practise and Assess With growing independence, scan a short paragraph or text, searching for key words to locate answers</p> <p>Develop With increasing independence, recognise simple recurring literary language.</p> <p>Develop With increasing independence, locate and discuss favourite words and phrases</p> <p>Practise With some confidence, analyse the wording of a question in order to</p>	<p>Throughout the year check the text makes sense as they read.</p> <p>Embed With growing independence, scan a short paragraph or text, searching for key words to locate answers</p> <p>Develop Independently, recognise simple recurring literary language.</p> <p>Develop Independently, locate and discuss favourite words and phrases</p> <p>Develop Independently, analyse the wording of a question in order to</p>	<p>Throughout the year check the text makes sense as they read.</p> <p>Embed and Assess Independently and confidently scan a short paragraph or text, searching for key words to locate answers</p> <p>Embed Independently, recognise simple recurring literary language.</p> <p>Embed Independently, locate and discuss favourite words and phrases</p> <p>Embed Independently, analyse the wording of a question in order to</p>

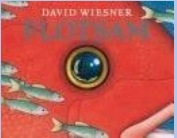

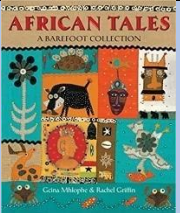

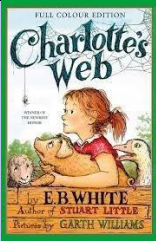
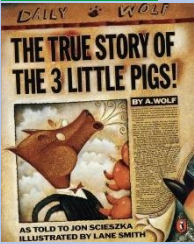
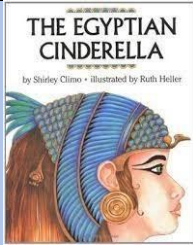
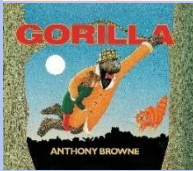

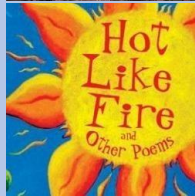
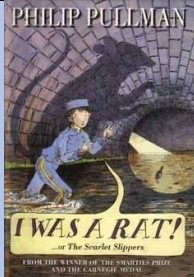
	Begin to locate and discuss favourite words	<p>Introduce With adult modelling, sometimes can find answers where the question word does not match the text word.</p> <p>Introduce Begin to learn to: navigate different paragraphs of information texts, locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.</p> <p>Introduce Begin to read and recite a repertoire of poems including classical poetry.</p> <p>Practise With some support, draw on vocabulary knowledge to understand texts and solve problems</p>	<p>a question in order to choose what to look for in a text.</p> <p>Practise With support, sometimes can find answers where the question word does not match the text word.</p> <p>Practise With some support navigate different paragraphs of information texts, locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.</p> <p>Practise Continue to read and recite a repertoire of poems including classical poetry.</p> <p>Practise With some support, draw on vocabulary knowledge to understand texts and solve problems</p>	<p>choose what to look for in a text.</p> <p>Develop With some confidence, find answers where the question word does not match the text word.</p> <p>Practise With some confidence navigate different paragraphs of information texts, locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.</p> <p>Practise Continue to read and recite a repertoire of poems including classical poetry.</p> <p>Develop With growing confidence, draw on vocabulary knowledge to understand texts and solve problems</p>	<p>choose what to look for in a text.</p> <p>Develop Independently, find answers where the question word does not match the text word.</p> <p>Develop Independently navigate different paragraphs of information texts, locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.</p> <p>Develop Independently read and recite a repertoire of poems including classical poetry.</p> <p>Develop With some independence, draw on vocabulary knowledge to understand texts and solve problems</p>	<p>choose what to look for in a text.</p> <p>Embed Independently, find answers where the question word does not match the text word.</p> <p>Embed Independently and confidently navigate different paragraphs of information texts, locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.</p> <p>Embed Independently read and recite a repertoire of poems including classical poetry.</p> <p>Embed Independently, draw on vocabulary knowledge to understand texts and solve problems</p>
Inferential understanding: prediction sequencing events summary	Introduce Begin to guess feelings of characters and the reasons for these feelings, particularly when based on the	Practise With support, guess feelings of characters and the reasons for these feelings, particularly when	Practise With some support, guess feelings of characters and the reasons for these feelings, particularly	Develop With growing confidence, guess feelings of characters and the reasons for these feelings,	Develop Independently, guess feelings of characters and the reasons for these feelings, particularly when	Embed Independently, guess feelings of characters and the reasons for these feelings, particularly when

<p>nuanced vocabulary</p>	<p>child's personal experiences</p> <p>Consolidate from Year 1 and Continue Predict what might happen next, on the basis of what has been read so far.</p> <p>Introduce Begin to learn about cause and effect e.g. what has prompted a character's behaviour.</p> <p>Introduce Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.</p>	<p>based on the child's personal experiences e.g. How does the bear feel?</p> <p>Practise Predict what might happen next, on the basis of what has been read so far.</p> <p>Practise With support, learn about cause and effect e.g. Winnie the Pooh's and Tigger's behaviour</p> <p>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.</p> <p>Practise Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.</p> <p>Introduce With adult modelling, begin to make some inferences, answering 'how' and 'why' questions which may reach beyond the text.</p>	<p>when based on the child's personal experiences e.g. How does the BFG feel at night?</p> <p>Develop Predict what might happen next, on the basis of what has been read so far.</p> <p>Practise With some support, learn about cause and effect e.g. what has prompted a character's behaviour.</p> <p>Practise With support, explain their understanding of what is read to them, beyond that which is explicitly stated e.g. explain a moral.</p> <p>Practise Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher</p> <p>Practise With some support, make some inferences, answering 'how' and 'why' questions which may reach beyond the text.</p>	<p>particularly when based on the child's personal experiences e.g. How does Anna feel?</p> <p>Develop Predict what might happen next, on the basis of what has been read so far.</p> <p>Develop With some confidence, understand about cause and effect e.g. what has prompted a character's behaviour.</p> <p>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.</p> <p>Practise Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.</p> <p>Develop With some independence, make some inferences, answering 'how' and 'why' questions which</p>	<p>based on the child's personal experiences e.g. How does Florence feel when she sees the soldiers?</p> <p>Develop predict what might happen next, on the basis of what has been read so far.</p> <p>Develop With confidence, understand about cause and effect.</p> <p>Develop Independently explain their understanding of what is read to them, beyond that which is explicitly stated e.g. make a sequence of events.</p> <p>Develop Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.</p> <p>Embed Independently, make some inferences, answering 'how' and 'why' questions which may reach beyond the text.</p>	<p>based on the child's personal experiences e.g. Is a butterfly patient?</p> <p>Embed Independently predict what might happen next, on the basis of what has been read so far.</p> <p>Embed Independently, understand about cause and effect.</p> <p>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</p> <p>Embed Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.</p> <p>Embed and Assess Independently, make some inferences, answering 'how' and 'why' questions which may reach beyond the text.</p>
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				may reach beyond the text.		
<p>Respond to text: evaluation response to author authorial effect and intent effect of vocabulary</p>	<p>Consolidate from Year 1 Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Consolidate from Year 1 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Introduce With adult support, begin to develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including nonfiction at a level beyond their independent reading ability.</p> <p>Introduce Begin to participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p>	<p>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 independent reading ability.</p> <p>Practise With some support, participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p>Practise With some support, recognise simple recurring literary language e.g. we're going on a bear hunt.</p> <p>Practise With some support, discuss favourite words/ phrases in texts from this term that interest them.</p> <p>Introduce With some support, begin to discuss the</p>	<p>Practise With minimal support, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including classic poetry and stories at a level beyond their independent reading ability.</p> <p>Practise participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p>Practise With some confidence recognise simple recurring literary language e.g. once, long ago.</p> <p>Practise With minimal support, discuss favourite words/ phrases in texts from this term that interest them</p> <p>Practise With some support, discuss the sequence of events in stories;</p>	<p>Develop With growing confidence, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and classic poetry at a level beyond their independent reading ability.</p> <p>Develop participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p>Develop With increasing independence, recognise simple recurring literary language e.g. once, long ago; far, far away</p> <p>Develop With growing confidence, discuss favourite words/ phrases from texts this term that interest them.</p> <p>Practise</p>	<p>Develop Independently, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including stories and non-fiction at a level beyond their independent reading ability.</p> <p>Develop participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p>Develop Independently, recognise simple recurring literary language e.g. once, long ago; far, far away; we shall have snow.</p> <p>Develop Independently, discuss favourite words/ phrases from any of the texts this term that interest them.</p> <p>Develop With growing confidence, discuss the</p>	<p>Embed Independently, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary poetry at a level beyond their independent reading ability.</p> <p>Embed participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p>Embed Independently, recognise simple recurring literary language e.g. once, long ago.</p> <p>Embed Independently, discuss favourite words/ phrases from any of the texts this term that interest them.</p> <p>Embed Independently, discuss the sequence of events in stories; retell these</p>

	<p>Introduce With adult support, begin to recognise simple recurring literary language e.g. Once upon a time.</p> <p>Introduce Begin to discuss favourite words/phrases in any of the texts this term that interest them.</p>	<p>sequence of events in stories; retell these events orally, once the story has become familiar.</p> <p>Introduce With adult modelling, talk about how different items of information in non-fiction texts are related;</p>	<p>retell these events orally, once the story has become familiar.</p> <p>Practise With adult modelling, talk about how different items of information in non-fiction texts are related</p>	<p>With some support, discuss the sequence of events in stories; retell these events orally, once the story has become familiar.</p> <p>Develop With increasing confidence, talk about how different items of information in non-fiction texts are related</p>	<p>sequence of events in stories; retell these events orally, once the story has become familiar</p> <p>Embed With increasing confidence, talk about how different items of information in non-fiction texts are related</p>	<p>events orally, once the story has become familiar.</p> <p>Embed and Assess With confidence, talk about how different items of information in non-fiction texts are related</p>
<p>Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning</p> <p>*90 wpm</p>	<p>Consolidate from Year 1 and continue Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.</p> <p>Introduce Begin to read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.</p> <p>Introduce Begin to recite familiar poems by heart.</p> <p>Introduce Read some Y2 CE words automatically by sight.</p>	<p>Practise Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.</p> <p>Practise With support, read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.</p> <p>Practise With some support, recite familiar poems by heart.</p> <p>Practise Read more Y2 CE words automatically by sight</p>	<p>Practise Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.</p> <p>Practise With some support, read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.</p> <p>Develop With confidence, recite familiar poems by heart.</p> <p>Practise Read many Y2 CE words automatically by sight.</p>	<p>Develop Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.</p> <p>Develop With increasing confidence, read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.</p> <p>Develop Independently, recite familiar poems by heart.</p> <p>Develop</p>	<p>Develop Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.</p> <p>Develop Independently, read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.</p> <p>Embed Independently, recite familiar poems by heart.</p> <p>Embed Read many Y2 CE words automatically by sight.</p>	<p>Embed Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.</p> <p>Embed Independently, read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.</p> <p>Embed and Assess Independently, recite familiar poems by heart.</p> <p>Embed and Assess Read many Y2 CE words automatically by sight.</p>

	<p>Introduce With adult modelling, read some words quickly and accurately when they have been frequently encountered, without overt sounding and blending.</p> <p>Introduce With adult modelling, check that the text makes sense as they read and correcting inaccurate reading</p> <p>Introduce With adult modelling, use expression appropriately to support the meaning of sentences, including those which use subordination.</p>	<p>Practise With support, read many words quickly and accurately when they have been frequently encountered, without overt sounding and blending.</p> <p>Practise With support, check that the text makes sense as they read and correcting inaccurate reading</p> <p>Practise With support, use expression appropriately to support the meaning of sentences, including those which use subordination.</p>	<p>Practise and Develop Read increasing number of words quickly and accurately when they have been frequently encountered, without overt sounding and blending.</p> <p>Practise With some support, check that the text makes sense as they read and correcting inaccurate reading</p>	<p>Read many Y2 CE words automatically by sight.</p> <p>Embed Read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending.</p> <p>Develop With increasing confidence, check that the text makes sense as they read and correcting inaccurate reading</p> <p>Practise With some support, use expression appropriately to support the meaning of sentences, including those which use subordination.</p>	<p>Embed Read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending.</p> <p>Develop Independently, check that the text makes sense as they read and correcting inaccurate reading</p> <p>Develop With confidence, use expression appropriately to support the meaning of sentences, including those which use subordination.</p>	<p>Assess Read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending.</p> <p>Embed Independently, check that the text makes sense as they read and correcting inaccurate reading</p> <p>Embed Independently, use expression appropriately to support the meaning of sentences, including those which use subordination.</p>
Year 3/4						

<p>Text</p>	<p>Whole School Text:</p> <p>Flotsam by David Weisner</p>  	 	 	 	 	
<p>Decode / word-reading: phonics tricky words alphabet use of dictionary</p> <p>Year 3</p>	<p>Introduce and Practise Identify and used words with the /u/ sound spelled ou, the /i/ sound spelled with a y, ze/ - sure, ch/ -ture and common exception words.</p> <p>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.</p> <p>Introduce with support Decode most new words outside their spoken vocabulary</p>	<p>Introduce and Practise Identify and used words with the prefixes re-, dis-, mis-, suffixes with vowels, suffixes with vowel doubles, long /a/ sounds and suffix ly.</p> <p>Introduce 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;</p> <p>Practise and Assess Read further exception words (some from Y3-4 list), noting the unusual correspondences between spelling and</p>	<p>Introduce and Practise Identify and used words with /l/ sound – al, /l/ sound -le, adding suffix -ly to -le adding suffix -ally to -ic and homophones.</p> <p>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;</p> <p>Develop With growing confidence and independence, decode most new words outside their spoken vocabulary, making a good approximation of</p>	<p>Introduce and Practise Identify and used words adding suffix -ly exceptions, suffix -er with -tch, k/ sound ch and g/ sound – gue.</p> <p>Develop and Assess 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.</p> <p>Practise With some confidence, apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to</p>	<p>Introduce and Practise Identify and used words with /s/ sound spelled sc, homophones, common exception words and suffix -sion.</p> <p>Embed 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.</p> <p>Develop With confidence, apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to</p>	<p>Introduce and Practise Identify and used words with the suffix ly, adding suffix -ly exceptions, homophones, common exception and prefixes re-, dis-and mis-</p> <p>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.</p> <p>Embed and Assess Independently and with confidence, decode most new words outside their spoken vocabulary, making a</p>

		<p>sound, and where these occur in the word.</p> <p>Practise Decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.</p>	<p>the word's pronunciation.</p>	<p>understand the meaning of new words they meet.</p> <p>Practise With growing confidence and independence, decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.</p>	<p>understand the meaning of new words they meet.</p>	<p>good approximation of the word's pronunciation.</p> <p>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.</p>
Decoding Year 4010100101	<p>Introduce and assess Identify and use words with prefixes including il-, sub-, suffix -ation and some homophones</p> <p>Consolidate from Year 3 and Continue Apply, with some support, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p>Consolidate from Year 3 Revise and read exception words taught so far from the Y3-4 list Introduce With adult support, they decode more securely to become independent,</p>	<p>Introduce and Assess Identify and use words with suffixes -ly to create adverbs, -ion, -ous and words ending in s/se</p> <p>Practise Apply, with some support, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p>Practise Read some more of the exception words from the Y3-4 list.</p> <p>Practise With some support, they decode more securely to become independent, fluent and enthusiastic readers.</p>	<p>Introduce and Assess Identify and use words with "ee" sound to spell an "i", -ous, -ion when words end in t/te and -ion when words end in ss/mit</p> <p>Practise Apply, with minimal support, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p>Practise Read many of the exception words from the Y3-4 list.</p> <p>Practise With minimal support, they decode more securely to become independent, fluent and enthusiastic readers.</p>	<p>Introduce and Assess Identify and use words that have "s" sound spelled "c" before "l" and "e", word families sol and real, word families phon and sign and prefixes super-, -auto and anti</p> <p>Develop Apply, with some confidence, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p>Develop Read many of the exception words from the Y3-4 list.</p> <p>Develop With increasing confidence, they decode more securely to become independent, fluent</p>	<p>Introduce and Assess Identify and use words that have prefixes bi, plural apostrophes, possessive apostrophes and plural possessive apostrophes</p> <p>Develop Apply, with increasing confidence, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p>Develop Read most of the exception words taught so far from the Y3-4 list.</p> <p>Develop Independently, they decode more securely to become</p>	<p>Assess Revise words from previous terms and be able to Identify and use words appropriately.</p> <p>Embed Apply, independently, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p>Embed Revise and read all of the exception words taught so far from the Y3-4 list.</p> <p>Embed Independently, they decode more securely to become independent, fluent and enthusiastic readers.</p>

	<p>fluent and enthusiastic readers.</p> <p>Introduce and Assess Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate.</p>	<p>Practise and Assess Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate</p>	<p>Practise and Assess Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate.</p>	<p>and enthusiastic readers.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate</p>	<p>independent, fluent and enthusiastic readers.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate.</p>	<p>Practise and Assess Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate.</p>
<p>Comprehend, locate and retrieve: vocabulary characters settings events information justify using text</p> <p>Year 3</p>	<p>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.</p> <p>Consolidate from Year 2 Through adult led discussion and modelling, discuss the different layout of texts and be able to locate information, making sense of the text.</p> <p>Consolidate from Year 2 With adult support, locate information in categories from the contents page in reference books.</p> <p>Consolidate from Year 2 and Continue With support, check that the text makes</p>	<p>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.</p> <p>Practise Through adult led discussion and modelling, discuss the different layout of texts and be able to locate information, making sense of the text.</p> <p>Practise With peer support, using the contents page to locate information in reference books.</p> <p>Practise With some support, check that the text makes sense to them, discussing their understanding and</p>	<p>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.</p> <p>Develop Through adult led discussion and modelling, discuss the different layout of texts and be able to locate information, making sense of the text and understanding pieces with a different purpose.</p> <p>Practise With peer support, using the contents page to locate information in reference books.</p> <p>Practise</p>	<p>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.</p> <p>Practise With some independence, discuss the different layout of texts and be able to locate information, making sense of the text and understanding pieces with a different purpose.</p> <p>Develop With greater independence and speed, use the contents page to locate information in reference books.</p> <p>Develop With increasing confidence, check that</p>	<p>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.</p> <p>Embed With greater independence and confidence, discuss the different layout of texts and be able to locate information, making sense of the text and understanding pieces with a different purpose.</p> <p>Embed With speed and accuracy, use the contents page to locate information from reference books with more complex detail.</p> <p>Develop</p>	<p>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.</p> <p>Embed and assess With greater independence and confidence, discuss the different layout of texts and be able to locate information, making sense of the text and understanding pieces with a different purpose.</p> <p>Embed and assess With speed and accuracy, use the contents page to locate information from reference books with more complex detail.</p> <p>Embed</p>

<p>sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Consolidate from Year 2 Adult led modelling to the use of a dictionary to search for definitions of unknown words.</p> <p>Consolidate from Year 2 With support, locate the meaning of unknown words using a glossary in reference books</p> <p>Introduce With adult modelling, retrieve facts and information where question words and text language vary (i.e. where the literal answer is somewhat 'hidden' in the vocabulary used); they scan for alternative synonyms or phrases.</p> <p>Introduce With adult modelling, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>Introduce</p>	<p>explaining the meaning of words in context.</p> <p>Practice The use of a dictionary to search for definitions of unknown words.</p> <p>Practise Continue to locate the meaning of unknown words using a glossary in reference books.</p> <p>Practise With support, become more familiar with retrieving facts and information where question words and text language vary.</p> <p>Practise With support, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>Practise With some support, locate and discuss words and phrases they find interesting.</p> <p>Assess Use their developing reading and comprehension skills independently.</p>	<p>With some confidence, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Practice The use of a dictionary to search for definitions of unknown words.</p> <p>Practise and assess Continue to locate the meaning of unknown words using a glossary in reference books</p> <p>Practise With support, become more familiar with retrieving facts and information where question words and text language vary.</p> <p>Practise With some support, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>Introduce With support, ask questions which improve their own understanding</p> <p>Practise</p>	<p>the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Develop With growing independence use dictionary to search for definitions of unknown words.</p> <p>Develop With reduced support, locate the meaning of unknown words using a glossary in reference books</p> <p>Develop With some confidence, become more familiar with retrieving facts and information where question words and text language vary.</p> <p>Develop With some confidence, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>Practise With some support, ask questions which improve their own understanding.</p>	<p>Confidently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Develop With growing independence use dictionary to search for definitions of unknown words.</p> <p>Develop Independently locate words that are unknown and use a glossary to identify the meaning.</p> <p>Develop With increasing confidence, become more familiar with retrieving facts and information where question words and text language vary.</p> <p>Develop With confidence, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>Develop Confidently, scan for alternative synonyms or phrases.</p>	<p>Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Embed and assess With growing independence use dictionary to search for definitions of unknown words.</p> <p>Embed and assess Independently locate words that are unknown and use a glossary to identify the meaning.</p> <p>Embed Independently, retrieve facts and information where question words and text language vary.</p> <p>Embed Independently, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>Embed Independently, scan for alternative synonyms or phrases.</p> <p>Embed</p>
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	With adult modelling, locate and discuss words and phrases they find interesting.		With some support, locate and discuss words and phrases they find interesting.	Develop With some confidence, locate and discuss words and phrases they find interesting. Assess Use their developing reading and comprehension skills independently.	Develop With some confidence, ask questions which improve their own understanding. Develop Confidently, locate and discuss words and phrases they find interesting	Independently, ask questions which improve their own understanding. Embed Independently, locate and discuss words and phrases they find interesting. Assess Use their developing reading and comprehension skills independently
Comprehend, locate and retrieve: vocabulary characters settings events information justify using text Year 4	Introduce With adult support, identify how language, structure and presentation contribute to meaning in texts Introduce With adult support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context texts Introduce With adult support, work with texts of increasing length, to retrieve information across the whole text as well as at a local level	Introduce With adult support, identify how language, structure and presentation contribute to meaning in texts Practise With some support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Practise With support, work with texts of increasing length, to retrieve information across the whole text as well as at a local level Practise	Practise With some confidence, identify how language, structure and presentation contribute to meaning in texts Practise With support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Practise With some support, work with texts of increasing length, to retrieve information across the whole text as well as at a local level Practise	Develop Confidently, identify how language, structure and presentation contribute to meaning in texts Develop With growing confidence, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Develop With increasing independence, work with texts of increasing length, to retrieve information across the whole text as well as at a local level	Develop Confidently, identify how language, structure and presentation contribute to meaning in texts Develop Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Develop Independently, work with texts of increasing length, to retrieve information across the whole text as well as at a local level Develop Independently, develop	Develop Confidently, identify how language, structure and presentation contribute to meaning in texts Embed Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Embed Confidently, work with texts of increasing length, to retrieve information across the whole text as well as at a local level Embed

	<p>Introduce Children develop their reading retrieval skills, working across a wider range of text types with growing familiarity;</p> <p>Introduce With adult support, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p>	<p>With support, develop their reading retrieval skills, working across a wider range of narrative text with growing familiarity</p> <p>Practise With support, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p> <p>Assess Use their developing reading and comprehension skills independently.</p>	<p>With some support, develop their reading retrieval skills, working across a wider range of poetry texts with growing familiarity</p> <p>Practise With some support, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p>	<p>Develop With growing confidence, develop their reading retrieval skills, working across a wider range of nonfiction text with growing familiarity</p> <p>Develop With developing confidence, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p> <p>Assess Use their developing reading and comprehension skills independently.</p>	<p>their reading retrieval skills, working across a wider range of fairy tale text with growing familiarity</p> <p>Develop Independently, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers</p>	<p>Independently, develop their reading retrieval skills, working across a wider range of nonfiction text with growing familiarity.</p> <p>Embed Confidently and independently, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p> <p>Assess Use their developing reading and comprehension skills independently.</p>
<p>Inferential understanding: prediction sequencing events summary nuanced vocabulary</p> <p>Year 3</p>	<p>Consolidate from Year 2 Make some inferences, answering 'how' and 'why' questions which may reach beyond the text;</p> <p>Consolidate from Year 2 Guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. why</p>	<p>Introduce With adult modelling and scaffolding, justify their inferences with textual evidence, as a familiar exercise</p> <p>Practise With support, predict what might happen from details stated and implied or from other stories they know.</p> <p>Practise With support, identify main ideas drawn from</p>	<p>Practise With adult modelling draw inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence</p> <p>Practise With some support, predict what might happen from details stated and implied or from other stories they know.</p>	<p>Develop With some confidence, draw inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence</p> <p>Develop With growing confidence, predict what might happen from details stated and implied or from other stories they know</p>	<p>Develop With increasing confidence, draw inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence</p> <p>Develop With confidence, predict what might happen from details stated and implied or</p>	<p>Embed Independently, draw inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence</p> <p>Embed Independently, predict what might happen from details stated and implied or from other stories they know.</p>

	<p>Owl might be afraid of the dark;</p> <p>Introduce With adult support, extend inference as a guess to drawing inferences such as inferring characters' feelings, thoughts and motives for their actions;</p> <p>Consolidate from Year 2 Predict what might happen next, on the basis of what has been read so far</p> <p>Introduce With adult modelling and scaffolding, predict what might happen from <i>implied</i> details or from other stories they know.</p> <p>Introduce With adult modelling, be able to identify main ideas and themes drawn from more than one paragraph and summarise these.</p> <p>Consolidate from Year 2 and Introduce With support, talk about what words mean in context.</p>	<p>more than one paragraph and summarise them.</p> <p>Introduce With adult modelling, identify themes across the text.</p> <p>Introduce With adult modelling, begin to justify their inferences by locating textual evidence.</p> <p>Introduce With adult modelling, use dictionaries to check meanings of new vocabulary</p> <p>Assess Use inference skills taught so far independently.</p>	<p>Practise With some support, identify main ideas drawn from more than one paragraph and summarise them.</p> <p>Practise With continuing support, talk about what words mean in context.</p> <p>Practise With support, identify themes across the text</p> <p>Practise With support, begin to justify their inferences by locating textual evidence.</p> <p>Practise With some support, use dictionaries to check meanings of new vocabulary.</p>	<p>Develop With some confidence, identify main ideas drawn from more than one paragraph and summarise them.</p> <p>Develop With some confidence, talk about what words mean in context.</p> <p>Practise With some support, identify themes across the text e.g. greed in Piped Piper.</p> <p>Practise With some support, justify their inferences by locating textual evidence.</p> <p>Practise With some support, use dictionaries to check meanings of new vocabulary.</p> <p>Assess Use inference skills taught so far independently.</p>	<p>from other stories they know.</p> <p>Develop Confidently, identify main ideas drawn from more than one paragraph and summarise them.</p> <p>Develop with increasing confidence, talk about what words mean in context.</p> <p>Develop With some confidence, identify themes across the text e.g. friendship in Mouse and Cat</p> <p>Develop With some confidence, justify their inferences by locating textual evidence.</p> <p>Develop With confidence, use dictionaries to check meanings of new vocabulary.</p>	<p>Embed Independently, identify main ideas drawn from more than one paragraph and summarise them.</p> <p>Embed Independently, talk about what words mean in context.</p> <p>Embed Independently, identify themes across the text e.g. bravery Embed Confidently, justify their inferences by locating textual evidence.</p> <p>Embed Independently, use dictionaries to check meanings of new vocabulary.</p> <p>Assess Use inference skills taught so far independently.</p>
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Inferential understanding: prediction sequencing events summary nuanced vocabulary Year 4	Introduce With adult support, begin to sequence events orally and create story maps	Practise With support, sequence events orally and create story maps	Practise With some help, sequence events orally and create story maps	Develop With increasing confidence, sequence events orally and create story maps	Develop Independently, sequence events orally and create story maps	Embed Independently, sequence events orally and create story maps
	Introduce and Practise With growing confidence, gathering experience from texts, children learn to identify themes in the narratives.	Introduce With adult modelling, sequence events Introduce and Practise With growing confidence, gathering experience from texts, children learn to identify themes in the narratives.	Practise and Develop With growing confidence, gathering experience from texts, children learn to identify themes in the narratives.	Develop With growing independence, gathering experience from texts, children learn to identify themes in the narratives, discussing these and justifying opinions with evidence.	Embed With growing independence, gathering experience from texts, children learn to identify themes in the narratives, discussing these and justifying opinions with evidence.	Embed and asses With growing independence, gathering experience from texts, children learn to identify themes in the narratives, discussing these and justifying opinions with evidence.
	Introduce With adult support, predict what might happen from implied details	Introduce With support, gathering experience from texts, children learn to draw inferences such as inferring characters' feelings, thoughts.	Practise With support, gathering experience from texts, children learn to draw inferences such as inferring characters' feelings, thoughts.	Develop With support, gathering experience from texts, children learn to draw inferences such as inferring characters' feelings, thoughts and motives, justifying with evidence from the text.	Embed With support, gathering experience from texts, children learn to draw inferences such as inferring characters' feelings, thoughts, motives, justifying with evidence from the text.	Embed and assess With support, gathering experience from texts, children learn to draw inferences such as inferring characters' feelings, thoughts, motives, justifying with evidence from the text.
	Introduce With adult support, discuss and explain words and phrases to explore meanings in context	Practise With some support, predict what might happen from implied details Practise With some support, discuss and explain words and phrases to explore meanings in context	Practise With 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	Develop 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	Embed and assess 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

				phrases to explore meanings in context		
<p>Respond to text: evaluation response to author authorial effect and intent effect of vocabulary</p> <p>Year 3</p>	<p>Throughout the Year Children develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, <i>plays</i>, non-fiction and <i>reference/text</i> books;</p> <p>Consolidate from Year 2 and Continue With adult modelling, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>Introduce With adult modelling, discuss words and phrases which capture their interest.</p> <p>Introduce With adult modelling, express preferences for text type</p>	<p>Throughout the Year Children develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, <i>plays</i>, non-fiction and <i>reference/text</i> books;</p> <p>Practise With encouragement, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Practise With support, discuss words and phrases which capture their interest.</p> <p>Practise With support, express preferences for text type.</p> <p>Introduce With adult modelling, begin to identify how language, structure and presentation contribute to meaning.</p>	<p>Throughout the Year Children develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, <i>plays</i>, non-fiction and <i>reference/text</i> books;</p> <p>Practise With some support, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Practise With some confidence, discuss words and phrases which capture their interest.</p> <p>Practise With some support, express preferences for text type.</p> <p>Practise With support, identify how language, structure and presentation contribute to meaning.</p>	<p>Throughout the Year Children develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, <i>plays</i>, non-fiction and <i>reference/text</i> books;</p> <p>Develop With some confidence, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>Develop With increasing confidence, discuss words and phrases which capture their interest.</p> <p>Develop With some confidence, express preferences for text type.</p> <p>Develop With some support, identify how language, structure and</p>	<p>Throughout the Year Children develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, <i>plays</i>, non-fiction and <i>reference/text</i> books;</p> <p>Develop Confidently, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Develop Confidently, discuss words and phrases which capture their interest.</p> <p>Develop Confidently, express preferences for text type</p> <p>Develop With some confidence, identify how language, structure and presentation contribute to meaning.</p>	<p>Throughout the Year Children develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, <i>plays</i>, non-fiction and <i>reference/text</i> books;</p> <p>Embed Independently, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Embed Confidently, discuss words and phrases which capture their interest</p> <p>Embed Independently, express preferences for text type.</p> <p>Embed Confidently, identify how language, structure and presentation contribute to meaning.</p>

		<p>Assess Use their developing reading, comprehension skills, authorial effect knowledge independently</p>	<p>Introduce With support, increase their familiarity with texts including fairy stories, myths and legends</p>	<p>presentation contribute to meaning.</p> <p>Practise With some support, increase their familiarity with texts including fairy stories, myths and legends</p> <p>Assess Use their developing reading, comprehension skills, authorial effect knowledge independently.</p>	<p>Develop With some confidence, increase their familiarity with texts including fairy stories, myths and legends Retell these orally</p>	<p>Embed Confidently, increase their familiarity with texts including fairy stories, Retell these orally</p>
<p>Respond to text: evaluation response to author authorial effect and intent effect of vocabulary</p> <p>Year 4</p>	<p>Introduce With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of fiction.</p> <p>Introduce With adult support, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest.</p> <p>Introduce With growing confidence, and gathering experience from a wider range of texts, children build</p>	<p>Practise With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of fiction.</p> <p>Practise With support, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest.</p> <p>Practise With growing confidence, and gathering experience from a wider range of texts, children build</p>	<p>Practise With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of poetry.</p> <p>Practise With some confidence, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest in poetry text.</p> <p>Practise With growing confidence, and gathering experience from a wider range of</p>	<p>Develop With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of non-fiction.</p> <p>Develop With greater confidence, show increasing awareness of authorial choice, discuss words and phrases which capture their interest.</p> <p>Develop With growing confidence, and gathering experience from a wider range of</p>	<p>Develop With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of reference/text books</p> <p>Develop Independently, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest.</p> <p>Develop With growing confidence, and gathering experience from a wider range of</p>	<p>Develop With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of fiction, poetry and non-fiction</p> <p>Develop Independently, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest.</p> <p>Develop With growing confidence, and gathering experience from a wider range of</p>

	<p>positive attitudes to reading, by reading, listening to and discussing a wide range of fiction.</p> <p>Consolidation from year 3 Develop their familiarity with texts including myths and legends; retell some of these orally;</p> <p>Introduce With adult modelling, identify how language, paragraph structure and layout contribute to meaning in fiction.</p> <p>Introduce With adult modelling, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions</p>	<p>positive attitudes to reading, by reading listening to and discussing a wide range of fiction.</p> <p>Consolidation from year 3 Develop their familiarity with texts including myths and legends; retell some of these orally;</p> <p>Practise With support, identify how language, paragraph structure and layout contribute to meaning in fiction.</p> <p>Practise With support, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions</p>	<p>texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of poetry.</p> <p>Consolidation from year 3 Develop their familiarity with texts including myths and legends; retell some of these orally;</p> <p>Practise With some support, identify how language, paragraph structure and layout contribute to meaning in poetry.</p> <p>Practise With some support, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions</p>	<p>texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of non-fiction.</p> <p>Consolidation from year 3 Develop their familiarity with texts including myths and legends; retell some of these orally;</p> <p>Develop With some confidence, identify how language, paragraph structure and layout contribute to meaning in non-fiction text.</p> <p>Develop With growing confidence, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions</p>	<p>texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of reference/text books</p> <p>Consolidation from year 3 Develop their familiarity with texts including myths and legends; retell some of these orally;</p> <p>Develop With confidence, identify how language, paragraph structure and layout contribute to meaning in reference and text books.</p> <p>Develop Confidently, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions</p>	<p>texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of fiction, poetry and non-fiction</p> <p>Consolidation from year 3 Develop their familiarity with texts including myths and legends; retell some of these orally;</p> <p>Develop Independently, identify how language, paragraph structure and layout contribute to meaning in fiction and non-fiction texts</p> <p>Embed Independently and confidently, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions.</p>
<p>Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity</p>	<p>Consolidate from Year 2 recite familiar poems by heart;</p> <p>Consolidate from Year 2 Continue to apply phonemic knowledge</p>	<p>Introduce With adult modelling, children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency;</p>	<p>Practise With adult modelling, children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency;</p>	<p>Develop With growing independence, children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency;</p>	<p>Embed Children can confidently recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency;</p>	<p>Assess Children can confidently recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency;</p>

<p>phrasing appropriate to meaning</p> <p>*150-200+ wpm</p> <p>Year 3</p>	<p>and skills until automatic decoding has become embedded and reading is fluent</p> <p>Consolidate from Year 2 read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge;</p> <p>Introduce and assess read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words;</p> <p>Introduce With adult modelling, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>Consolidate from Year 2 and Continue With adult modelling, when reading aloud, speak audibly and with growing fluency.</p>	<p>Practise and assess read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words;</p> <p>Practise With some support, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>Practise With encouragement, when reading aloud, speak audibly and with growing fluency.</p> <p>Practise With some support, read all sight all Y2 CE words and some exception words for Y3-4.</p> <p>Practise With encouragement, gradually internalise the reading process to read silently.</p>	<p>Practise and assess read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words;</p> <p>Practise With some support, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>Practise With encouragement, when reading aloud, speak audibly and with growing fluency.</p> <p>Practise With some support, read more exception words for Y3-4.</p> <p>Practise With some encouragement, gradually internalise the reading process to read silently</p>	<p>Practise and assess read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words;</p> <p>Develop With some confidence, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>Develop With growing confidence, when reading aloud, speak audibly and with growing fluency.</p> <p>Practise With some support, read more exception words for Y3-4.</p> <p>Practise With some encouragement, gradually internalise the reading process to read silently</p>	<p>Practise and assess read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words;</p> <p>Develop Confidently, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>Develop Confidently, when reading aloud, speak audibly and with growing fluency.</p> <p>Develop Confidently, read many exception words for Y3-4.</p> <p>Develop Confidently, internalise the reading process to read silently.</p>	<p>Practise and assess read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words;</p> <p>Embed Independently, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>Embed Confidently, when reading aloud, speak audibly and with growing fluency</p> <p>Embed Confidently, read many sight exception words for Y3-4.</p> <p>Embed Independently, internalise the reading process to read silently.</p>
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	<p>Consolidate from Year 2 and Introduce With support read all sight all Y2 CE words and some exception words for Y3-4.</p> <p>Introduce With adult modelling gradually internalise the reading process to read silently.</p>					
<p>Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning</p> <p>*150-200+ wpm</p> <p>Year 4</p>	<p>Introduce With adult modelling, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words</p> <p>Consolidate from Year 3,</p> <p>Introduce and Assess Sight-read a wide range of exception words from the Y3-4 list</p> <p>Introduce With adult support as decoding becomes more secure, become independent, fluent and enthusiastic readers</p>	<p>Practise With some support, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words</p> <p>Practise and Assess Sight-read some more of exception words from the Y3-4 list</p> <p>Practise With some support, as decoding becomes more secure, become independent, fluent and enthusiastic readers</p>	<p>Practise With support, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words</p> <p>Practise and Assess Sight-read many of exception words from the Y3-4 list</p> <p>Practise With support, as decoding becomes more secure, become independent, fluent and enthusiastic readers Introduce and Practise Read aloud and perform own poetry to demonstrate understanding of intonation, tone, volume and action.</p> <p>Introduce</p>	<p>Develop With increasing confidence, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words</p> <p>Develop and Assess Sight-read a widening range of exception words from the Y3-4 list</p> <p>Develop With growing confidence, as decoding becomes more secure, become independent, fluent and enthusiastic readers</p> <p>Practise With some support, notice where commas create phrasing within sentences</p>	<p>Develop Confidently, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words</p> <p>Develop and Assess Sight-read a most of exception words from the Y3-4 list</p> <p>Develop Confidently, as decoding becomes more secure, become independent, fluent and enthusiastic readers</p> <p>Develop Confidently, notice where commas create phrasing within sentences</p> <p>Practise and Develop With some confidence, read with expression,</p>	<p>Embed Confidently, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words</p> <p>Embed and Assess Sight-read all of exception words from the Y3-4 list</p> <p>Embed Confidently, as decoding becomes more secure, become independent, fluent and enthusiastic readers</p> <p>Embed Independently, notice where commas create phrasing within sentences</p> <p>Develop</p>

			<p>With support, notice where commas create phrasing within sentences</p> <p>Introduce With support, read with expression, using the punctuation to support meaning, including multi-clause sentences</p> <p>Introduce and practise Begin to recite whole poems with growing awareness of the listener</p>	<p>Practise With some support, read with expression, using the punctuation to support meaning, including multi-clause sentences</p>	<p>using the punctuation to support meaning, including multi-clause sentences</p> <p>Develop and Embed Read aloud and perform own playscripts to demonstrate understanding of intonation, tone, volume and action.</p>	<p>Confidently, read with expression, using the punctuation to support meaning, including multiclaue sentences</p> <p>Develop and Embed Read aloud and perform own poetry to demonstrate understanding of intonation, tone, volume and action</p>
Year 4/5						
<p>Decode / word-reading: phonics tricky words alphabet use of dictionary</p> <p>Year 4</p>	<p>Introduce and assess Identify and use words with prefixes including il-, sub-, suffix -ation and some homophones</p> <p>Consolidate from Year 3 and Continue Apply, with some support, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p>Consolidate from Year 3 Revise and read exception words taught so far from the Y3-4 list Introduce With adult</p>	<p>Introduce and Assess Identify and use words with suffixes -ly to create adverbs, -ion, -ous and words ending in s/se</p> <p>Practise Apply, with some support, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p>Practise Read some more of the exception words from the Y3-4 list.</p> <p>Practise With some support, they decode more securely to</p>	<p>Introduce and Assess Identify and use words with “ee” sound to spell an “i”, -ous, -ion when words end in t/te and -ion when words end in ss/mit</p> <p>Practise Apply, with minimal support, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p>Practise Read many of the exception words from the Y3-4 list.</p> <p>Practise With minimal support, they decode more securely to</p>	<p>Introduce and Assess Identify and use words that have “s” sound spelled “c” before “l” and “e”, word families sol and real, word families phon and sign and prefixes super-, -auto and anti</p> <p>Develop Apply, with some confidence, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p>Develop Read many of the exception words from the Y3-4 list.</p>	<p>Introduce and Assess Identify and use words that have prefixes bi, plural apostrophes, possessive apostrophes and plural possessive apostrophes</p> <p>Develop Apply, with increasing confidence, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p>Develop Read most of the exception words taught so far from the Y3-4 list.</p>	<p>Assess Revise words from previous terms and be able to Identify and use words appropriately.</p> <p>Embed Apply, independently, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p>Embed Revise and read all of the exception words taught so far from the Y3-4 list.</p> <p>Embed Independently, they decode more securely to become</p>

	<p>support, they decode more securely to become independent, fluent and enthusiastic readers.</p> <p>Introduce and Assess Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate.</p>	<p>become independent, fluent and enthusiastic readers.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate</p>	<p>become independent, fluent and enthusiastic readers.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate.</p>	<p>Develop With increasing confidence, they decode more securely to become independent, fluent and enthusiastic readers.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate</p>	<p>Develop Independently, they decode more securely to become independent, fluent and enthusiastic readers.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate.</p>	<p>independent, fluent and enthusiastic readers.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate.</p>
<p>Decode / word-reading: phonics tricky words alphabet use of dictionary</p> <p>Year 5</p>	<p>Consolidate from Year 4 and Introduce Be able to read Y3/4 statutory spellings plus begin to read some from the Year 5/6 list including words ending in '-ious.' '-cious.' if the root word ends in -ce the sound is usually spelled '-cious.', '-cial' and '-tial.' And challenge words.</p> <p>Consolidate from Year 4, Practise and Embed Understand alphabetical order Consolidate from Year 4 and Continue With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and</p>	<p>Introduce and Assess Begin to read some of the exception words from the Y5-6 list including words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place, words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place, use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu and challenge words.</p> <p>Practise With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).</p>	<p>Introduce and Assess Read an increasing amount of the exception words from the Y5-6 list including words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g, adding suffixes beginning with vowel letters to words ending in -fer, words with 'silent' letters at the start and challenge words</p> <p>Develop With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).</p>	<p>Introduce and Assess Read many of the exception words from the Y5-6 list including words spelled with 'ie' after c, words with the 'ee' sound spelled ei after c; the 'i before e except after c' rule, words containing the letter string 'ough' where the sound is /aw/ and challenge Words</p> <p>Embed With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).</p> <p>Embed Use a dictionary successful to</p>	<p>Introduce and Assess Read more of the exception words from the Y5-6 list including homophones that they have the same pronunciation but different spellings and/or meanings and challenge words.</p> <p>Develop With growing independence, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading</p>	<p>Introduce and Assess Read more of the exception words from the Y5-6 list including words with hyphens to join a prefix, challenge words and revision.</p> <p>Embed Confidently and independently, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading</p>

	<p>suffixes (morphology and etymology).</p> <p>Consolidate from Year 4 and Continue Use a dictionary successful to find meanings of words.</p> <p>Consolidate from Year 4 and Continue With some support, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.</p> <p>Consolidate from Year 4, Continue and Assess Revise and develop their knowledge of the skills needed for reading</p>	<p>Practise Use a dictionary successful to find meanings of words.</p> <p>Practise With minimal support, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading</p>	<p>Develop Use a dictionary successful to find meanings of words.</p> <p>Practise With some confidence, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading</p>	<p>find meanings of words.</p> <p>Develop With growing confidence, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading</p>		
<p>Comprehend, locate and retrieve: vocabulary characters settings events information justify using text</p> <p>Year 4</p>	<p>Introduce With adult support, identify how language, structure and presentation contribute to meaning in texts</p> <p>Introduce With adult support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context texts</p> <p>Introduce</p>	<p>Introduce With adult support, identify how language, structure and presentation contribute to meaning in texts</p> <p>Practise With some support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Practise With support, work with texts of increasing</p>	<p>Practise With some confidence, identify how language, structure and presentation contribute to meaning in texts</p> <p>Practise With support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Practise With some support, work with texts of</p>	<p>Develop Confidently, identify how language, structure and presentation contribute to meaning in texts</p> <p>Develop With growing confidence, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Develop</p>	<p>Develop Confidently, identify how language, structure and presentation contribute to meaning in texts</p> <p>Develop Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Develop Independently, work with texts of increasing</p>	<p>Develop Confidently, identify how language, structure and presentation contribute to meaning in texts</p> <p>Embed Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Embed Confidently, work with texts of increasing</p>

	<p>With adult support, work with texts of increasing length, to retrieve information across the whole text as well as at a local level</p> <p>Introduce Children develop their reading retrieval skills, working across a wider range of text types with growing familiarity;</p> <p>Introduce With adult support, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p>	<p>length, to retrieve information across the whole text as well as at a local level</p> <p>Practise With support, develop their reading retrieval skills, working across a wider range of narrative text with growing familiarity</p> <p>Practise With support, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p> <p>Assess Use their developing reading and comprehension skills independently.</p>	<p>increasing length, to retrieve information across the whole text as well as at a local level</p> <p>Practise With some support, develop their reading retrieval skills, working across a wider range of poetry texts with growing familiarity</p> <p>Practise With some support, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p>	<p>With increasing independence, work with texts of increasing length, to retrieve information across the whole text as well as at a local level</p> <p>Develop With growing confidence, develop their reading retrieval skills, working across a wider range of nonfiction text with growing familiarity</p> <p>Develop With developing confidence, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p> <p>Assess Use their developing reading and comprehension skills independently.</p>	<p>length, to retrieve information across the whole text as well as at a local level</p> <p>Develop Independently, develop their reading retrieval skills, working across a wider range of fairy tale text with growing familiarity</p> <p>Develop Independently, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers</p>	<p>length, to retrieve information across the whole text as well as at a local level</p> <p>Embed Independently, develop their reading retrieval skills, working across a wider range of nonfiction text with growing familiarity.</p> <p>Embed Confidently and independently, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p> <p>Assess Use their developing reading and comprehension skills independently.</p>
Comprehend, locate and retrieve: vocabulary characters settings events information justify using text	<p>Introduce With adult modelling and scaffolding, children work with texts of increasing length, to retrieve information from short sections and extracts of text.</p>	<p>Practise With adult modelling and scaffolding, children work with texts of increasing length, to retrieve information from short sections and extracts of text.</p>	<p>Develop With adult modelling and scaffolding, children work with texts of increasing length, to retrieve information across the whole text as well as at a local level;</p>	<p>Develop and Embed With increased confidence, children work with texts of increasing length, to retrieve information across the whole text as well as at a local level;</p>	<p>Assess With independence and confidence children work with texts of increasing length, to retrieve information across the whole text as well as at a local level;</p>	<p>Embed and Assess With independence and confidence children work with texts of increasing length, to retrieve information across the whole text as well as at a local level;</p>

Year 5	<p>Consolidate from Year 4 and Introduce With support, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>	<p>Practise With support, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>	<p>Practise With increasing confidence, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>	<p>Develop With confidence, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>	<p>Develop With some independence, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>	<p>Embed Independently and confidently, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>
	<p>Consolidate from Year 4 and Introduce With adult modelling, ask questions which develop their understanding.</p>	<p>Practise With some support, ask questions which develop their understanding.</p>	<p>Practise With support, ask questions which develop their understanding.</p>	<p>Develop With some confidence, ask questions which develop their understanding.</p>	<p>Develop Confidently, ask questions which develop their understanding.</p>	<p>Embed Independently, ask questions which develop their understanding.</p>
	<p>Introduce With adult modelling, begin to retrieve key details and begin to find quotations from a whole text.</p>	<p>Practise With some support, retrieve key details and begin to find quotations from a whole text.</p>	<p>Practise With some support, retrieve key details and begin to find quotations from a whole text.</p>	<p>Develop With increasing confidence, retrieve key details and begin to find quotations from a whole text.</p>	<p>Develop Confidently, retrieve key details and begin to find quotations from a whole text.</p>	<p>Embed Independently, retrieve key details and begin to find quotations from a whole text.</p>
	<p>Introduce With adult modelling, begin to learn to locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.</p>	<p>Practise With some support, locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.</p>	<p>Practise With some confidence, locate the author's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.</p>	<p>Develop With increasing confidence, locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.</p>	<p>Develop Confidently, locate the author's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.</p>	<p>Embed Independently and confidently, locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.</p>
	<p>Introduce With adult support, begin to understand some challenging vocabulary and its meaning within context, sometimes</p>	<p>Practise With some support, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus</p>	<p>Practise With developing confidence, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p>	<p>Develop With increasing confidence, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p>	<p>Develop Confidently, locate the author's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.</p>	<p>Embed Confidently and independently, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p>

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

		<p>With some support, predict what might happen from implied details</p> <p>Practise With some support, discuss and explain words and phrases to explore meanings in context</p>	<p>Practise With confidence, predict what might happen from implied details</p> <p>Practise With some support, discuss and explain words and phrases to explore meanings in context</p>	<p>Practise and assess With some confidence, justify their inferences with textual evidence, as a familiar exercise.</p> <p>Develop With increasing confidence, predict what might happen from implied details</p> <p>Develop With growing confidence, discuss and explain words and phrases to explore meanings in context</p>	<p>Confidently, justify their inferences with textual evidence, as a familiar exercise.</p> <p>Develop Independently, predict what might happen from implied details</p> <p>Practise With growing confidence, discuss and explain words and phrases to explore meanings in context</p>	<p>Independently, justify their inferences with textual evidence, as a familiar exercise</p> <p>Embed Independently, predict what might happen from implied details</p> <p>Embed Independently, discuss and explain words and phrases to explore meanings in context</p>
<p>Inferential understanding: prediction sequencing events summary nuanced vocabulary</p> <p>Year 5</p>	<p>Consolidate from Year 4, With support continue to draw inferences independently, often justifying with textual evidence.</p> <p>Consolidate from Year 4, Revise making predictions about what might happen from details stated and implied.</p> <p>Introduce and Practise With adult support, orally and in writing summarise main ideas of a text</p> <p>Introduce</p>	<p>Practise and Develop Confidently, draw inferences independently, often justifying with textual evidence</p> <p>Practise With some support, make predictions about what might happen from details stated and implied.</p> <p>Practise and Develop With growing confidence, orally and in writing summarise main ideas of a text.</p> <p>Introduce With adult modelling, be able to identify and discuss themes across</p>	<p>Embed Independently, draw inferences independently, often justifying with textual evidence.</p> <p>Practise With some confidence, make predictions about what might happen from details stated and implied.</p> <p>Develop and Embed Independently, orally and in writing summarise main ideas of a text.</p> <p>Practise With adult and peer support, be able to identify and discuss</p>	<p>Introduce With adult support, begin to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Develop With a developing confidence, make predictions about what might happen from details stated and implied, both before and after events</p> <p>Develop With growing confidence, be able to identify and discuss</p>	<p>Practise and Develop With growing confidence, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Embed With a developing confidence, make predictions about what might happen from details stated and implied, both before and after events</p> <p>Practise, Embed and Assess Independently, orally and in writing</p>	<p>Embed Confidently, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Develop With a developing confidence, make predictions about what might happen from details stated and implied, both before and after events</p> <p>Embed and Assess With confidence and independence, make predictions about what might happen from</p>

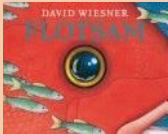

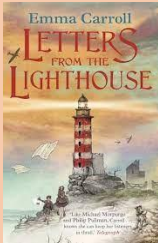
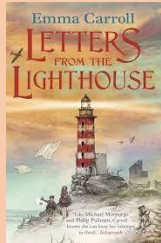


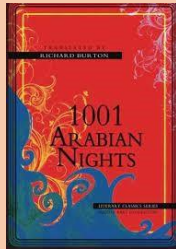
	<p>With adult modelling, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.</p> <p>Introduce With adult modelling, make comparisons within and across texts, referring to both reference points;</p>	<p>a wide range of texts, both fiction, non-narrative and poetry.</p> <p>Practise With some support, discuss and explore the precise meaning of words and phrases in context using teacher led sentences</p> <p>Practise With adult modelling, make comparisons within and across texts, referring to both reference points;</p>	<p>themes across a wide range of texts, both fiction, non-narrative and poetry.</p> <p>Develop With increasing confidence, discuss and explore the precise meaning of words and phrases in context using teacher led sentences</p> <p>Develop With adult and peer support, make comparisons within and across texts, referring to both reference points;</p>	<p>themes across a wide range of texts, both fiction, non-narrative and poetry.</p> <p>Develop With some independence, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.</p> <p>Practise With adult and peer support, make comparisons within and across texts, referring to both reference points;</p>	<p>summarise main ideas of a text.</p> <p>Embed With growing confidence, be able to identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry.</p> <p>Embed With some independence, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.</p> <p>Embed With growing independence, make comparisons within and across texts, referring to both reference points;</p>	<p>details stated and implied, both before and after events</p> <p>Assess With growing confidence, be able to identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry.</p> <p>Assess With independence, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.</p> <p>Embed With independence and confidence, make comparisons within and across texts, referring to both reference points;</p>
<p>Respond to text: evaluation response to author authorial effect and intent effect of vocabulary</p> <p>Year 4</p>	<p>Introduce With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of fiction.</p> <p>Introduce</p>	<p>Practise With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of fiction.</p> <p>Practise</p>	<p>Practise With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of poetry.</p> <p>Practise</p>	<p>Develop With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of non-fiction.</p> <p>Develop</p>	<p>Develop With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of reference/text books</p>	<p>Develop With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of fiction, poetry and non-fiction</p>

	<p>With adult support, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest.</p> <p>Introduce With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of fiction.</p> <p>Consolidation from year 3 Develop their familiarity with texts including myths and legends; retell some of these orally;</p> <p>Introduce With adult modelling, identify how language, paragraph structure and layout contribute to meaning in fiction.</p> <p>Introduce With adult modelling, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions</p>	<p>With support, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest.</p> <p>Practise With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of fiction.</p> <p>Consolidation from year 3 Develop their familiarity with texts including myths and legends; retell some of these orally;</p> <p>Practise With support, identify how language, paragraph structure and layout contribute to meaning in fiction.</p> <p>Practise With support, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions</p>	<p>With some confidence, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest in poetry text.</p> <p>Practise With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of poetry.</p> <p>Consolidation from year 3 Develop their familiarity with texts including myths and legends; retell some of these orally;</p> <p>Practise With some support, identify how language, paragraph structure and layout contribute to meaning in poetry.</p> <p>Practise With some support, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions</p>	<p>With greater confidence, show increasing awareness of authorial choice, discuss words and phrases which capture their interest.</p> <p>Develop With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of non-fiction.</p> <p>Consolidation from year 3 Develop their familiarity with texts including myths and legends; retell some of these orally;</p> <p>Develop With some confidence, identify how language, paragraph structure and layout contribute to meaning in non-fiction text.</p> <p>Develop With growing confidence, discuss the impact of the text on the reader and how this has been achieved</p>	<p>Develop Independently, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest.</p> <p>Develop With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of reference/text books</p> <p>Consolidation from year 3 Develop their familiarity with texts including myths and legends; retell some of these orally;</p> <p>Develop With confidence, identify how language, paragraph structure and layout contribute to meaning in reference and text books.</p> <p>Develop Confidently, discuss the impact of the text on the reader and how this has been achieved</p>	<p>Develop Independently, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest.</p> <p>Develop With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of fiction, poetry and non-fiction</p> <p>Consolidation from year 3 Develop their familiarity with texts including myths and legends; retell some of these orally;</p> <p>Develop Independently, identify how language, paragraph structure and layout contribute to meaning in fiction and non-fiction texts</p> <p>Embed Independently and confidently, discuss the impact of the text on the reader and how this has been achieved</p>
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				using how, what, where and why questions	using how, what, where and why questions	using how, what, where and why questions.
<p>Respond to text: evaluation response to author authorial effect and intent effect of vocabulary</p> <p>Year 5</p>	<p>Introduce With adult support, extend their familiarity with texts to include modern fiction, fiction from our literary heritage.</p> <p>Introduce With adult modelling, discuss and build on their own and others' opinions</p> <p>Consolidate from Year 4, and Continue With adult modelling, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction</p> <p>Introduce With adult modelling make comparisons within and across texts</p> <p>Introduce With adult modelling, distinguish between fact and opinion.</p> <p>Consolidate from Year 4, and Continue With support, discuss and evaluate how</p>	<p>Throughout the year Extend their familiarity with texts to include modern fiction, fiction from our literary heritage.</p> <p>Practise With some support, discuss and build on their own and others' ideas.</p> <p>Practise With some support, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction</p> <p>Practise During supported discussion, make comparisons within and across texts.</p> <p>Practise With support, distinguish between fact and opinion.</p> <p>Practise With some support, discuss and evaluate how authors use language, considering</p>	<p>Throughout the year Extend their familiarity with texts to include modern fiction, fiction from our literary heritage and books from other cultures.</p> <p>Practise With some confidence, discuss and build on their own and others' ideas.</p> <p>Practise With support, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction.</p> <p>Practise With some confidence during discussion make comparisons within and across texts</p> <p>Practise With minimal support, distinguish between fact and opinion.</p> <p>Practise With some confidence, discuss and evaluate how authors use language, considering</p>	<p>Throughout the year Extend their familiarity with texts to include modern fiction and fiction from our literary heritage.</p> <p>Develop With increasing confidence, discuss and build on their own and others' ideas.</p> <p>Develop With increasing confidence, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction</p> <p>Develop With some confidence, make comparisons within and across books</p> <p>Develop With some confidence, distinguish between fact and opinion.</p> <p>Develop With increasing confidence, discuss and evaluate how authors use language,</p>	<p>Throughout the year Extend their familiarity with texts to include modern fiction, fiction from our literary heritage, and books from other cultures.</p> <p>Develop Confidently, discuss and build on their own and others' ideas.</p> <p>Develop Confidently, maintain positive attitudes to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction</p> <p>Develop Confidently, make comparisons within and across books.</p> <p>Develop With increasing confidence, distinguish between fact and opinion.</p> <p>Develop Confidently, discuss and evaluate how authors use language, considering the impact on the reader and how</p>	<p>Throughout the year Extend their familiarity with texts to include modern fiction, fiction from our literary heritage and books from other cultures.</p> <p>Embed Confidently and independently, discuss and build on their own and others' ideas.</p> <p>Embed Confidently, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction</p> <p>Embed Independently, make comparisons within and across books.</p> <p>Embed Independently, distinguish between fact and opinion</p> <p>Embed Independently, discuss and evaluate how authors use language, considering the impact on the reader and how</p>

	<p>authors use language, considering the impact on the reader and how this has been achieved using how, what, where and why questions</p> <p>Introduce With adult support, begin to understand figurative language e.g. metaphor, personification.</p>	<p>the impact on the reader and how this has been achieved using how, what, where and why questions.</p> <p>Practise With some support, understand figurative language e.g. similes and alliteration</p>	<p>the impact on the reader and how this has been achieved using how, what, where and why questions.</p> <p>Practise With some confidence show an understanding and use figurative language e.g. rhythm and rhyming.</p>	<p>considering the impact on the reader and how this has been achieved using how, what, where and why questions.</p> <p>Develop With increasing confidence, show an understanding and use of figurative language e.g. metaphors and similes</p>	<p>this has been achieved using how, what, where and why questions.</p> <p>Develop Confidently, understand and use figurative language e.g. choice of vocabulary and alliteration.</p>	<p>this has been achieved using how, what, where and why questions.</p> <p>Embed Independently understand and use figurative language e.g. metaphor, personification</p>
<p>Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning</p> <p>*140 wpm</p> <p>Year 4</p>	<p>Introduce With adult modelling, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words</p> <p>Consolidate from Year 3,</p> <p>Introduce and Assess Sight-read a wide range of exception words from the Y3-4 list</p> <p>Introduce With adult support as decoding becomes more secure, become independent, fluent and enthusiastic readers</p>	<p>Practise With some support, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words</p> <p>Practise and Assess Sight-read some more of exception words from the Y3-4 list</p> <p>Practise With some support, as decoding becomes more secure, become independent, fluent and enthusiastic readers</p>	<p>Practise With support, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words</p> <p>Practise and Assess Sight-read many of exception words from the Y3-4 list</p> <p>Practise With support, as decoding becomes more secure, become independent, fluent and enthusiastic readers Introduce and Practise Read aloud and perform own poetry to demonstrate understanding of intonation, tone, volume and action.</p>	<p>Develop With increasing confidence, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words</p> <p>Develop and Assess Sight-read a widening range of exception words from the Y3-4 list</p> <p>Develop With growing confidence, as decoding becomes more secure, become independent, fluent and enthusiastic readers</p> <p>Practise With some support, notice where commas</p>	<p>Develop Confidently, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words</p> <p>Develop and Assess Sight-read a most of exception words from the Y3-4 list</p> <p>Develop Confidently, as decoding becomes more secure, become independent, fluent and enthusiastic readers</p> <p>Develop Confidently, notice where commas create phrasing within sentences</p>	<p>Embed Confidently, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words</p> <p>Embed and Assess Sight-read all of exception words from the Y3-4 list</p> <p>Embed Confidently, as decoding becomes more secure, become independent, fluent and enthusiastic readers</p> <p>Embed Independently, notice where commas create phrasing within sentences</p>

			<p>Introduce With support, notice where commas create phrasing within sentences</p> <p>Introduce With support, read with expression, using the punctuation to support meaning, including multi-clause sentences</p> <p>Introduce and practise Begin to recite whole poems with growing awareness of the listener</p>	<p>create phrasing within sentences</p> <p>Practise With some support, read with expression, using the punctuation to support meaning, including multi-clause sentences</p>	<p>Practise and Develop With some confidence, read with expression, using the punctuation to support meaning, including multi-clause sentences</p> <p>Develop and Embed Read aloud and perform own playscripts to demonstrate understanding of intonation, tone, volume and action.</p>	<p>Develop Confidently, read with expression, using the punctuation to support meaning, including multiclaue sentences</p> <p>Develop and Embed Read aloud and perform own poetry to demonstrate understanding of intonation, tone, volume and action</p>
<p>Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning</p> <p>*150 wpm</p> <p>Year 5</p>	<p>Consolidate from Year 4 and Continue Begin to read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace.</p> <p>Introduce With adult modelling, begin to notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>Consolidate from Year 4 and Continue With continuing</p>	<p>Practise Continue to read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace.</p> <p>Practise With support, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>Develop With continuing confidence revise and sight-read all Y3-4</p>	<p>Practise With increasing confidence read aloud a wider range of age-appropriate non-fiction and other texts with accuracy and at a reasonable speaking pace.</p> <p>Practise With some support, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>Embed With continuing confidence revise and</p>	<p>Develop Confidently read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace.</p> <p>Develop With some confidence, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>Introduce Begin to sight-read some Yr5-6 exception</p>	<p>Develop Confidently read aloud a wider range of age-appropriate fiction with accuracy and at a reasonable speaking pace.</p> <p>Develop With increasing confidence, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>Practise Be able to sight-read more Yr5-6 exception words with some automaticity.</p>	<p>Embed Confidently read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace.</p> <p>Embed Confidently and independently, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>Develop Be able to sight-read many Yr5-6 exception</p>

	<p>confidence revise and sight-read all Y3-4 exception words with automaticity.</p> <p>Introduce Read silently and then discuss what they have read on a daily basis.</p>	<p>exception words with automaticity.</p> <p>Practise Read silently and then discuss what they have read on a daily basis.</p> <p>Introduce With adult support, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>Introduce Prepare readings and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>sight-read all Y3-4 exception words with automaticity.</p> <p>Practise Read silently and then discuss what they have read on a daily basis.</p> <p>Practise With some support, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>Practise Prepare poems and readings to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>words with some automaticity.</p> <p>Develop Read silently and then discuss what they have read on a daily basis.</p> <p>Practise With some support, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>Develop Prepare readings to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Develop Read silently and then discuss what they have read on a daily basis.</p> <p>Develop With some confidence, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>Embed Prepare poems and other readings to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>words with increasing automaticity.</p> <p>Embed Read silently and then discuss what they have read on a daily basis.</p> <p>Embed and Assess With confidence, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>Embed and Assess Prepare poems and other readings to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>
Year 6						
	<p><u>Whole School Text:</u></p> <p>Flotsam by David Weisner</p>  <p>Journey to Jo'Burg By Beverley Naidoo</p>	<p>The Explorer by Katherine Rundell</p> 	<p>Letters from the Lighthouse Emma Carroll</p> 	<p>Letters from the Lighthouse Emma Carroll</p> 	<p>The Piano (Animation)</p>  <p>Ruin (Animation)</p> 	<p>1001 Arabian Nights Persuasive letter</p>  <p>The day the crayons quit</p>

						
Decode / word-reading: phonics tricky words alphabet use of dictionary	<p>Consolidate from Year 5: Practise and Embed Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <p>Consolidate from Year 5: Practise and Embed Read a wide range of exception words, including from the Y5-6 list and similar words which occur in the texts they read.</p> <p>Consolidate from Year 5: Practise and Embed Revise and develop their knowledge of the skills needed for reading, daily reading and pre-teaching for whole class reading as appropriate</p>	<p>Practise and Assess Read some more words from the Year 5-6 list including short vowel sound i spelled y, long vowel sound i spelled y, prefix 'over' to verbs and suffix ful.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading, daily reading and pre-teaching for whole class reading as appropriate</p>	<p>Practise and Assess Read some more words from the Year 5-6 list including words which can be nouns or verbs, words with an o sound spelled 'ou' or 'ow', soft c spelled ce, prefix dis, un, over, im, F spelled ph and words with origins in other countries e.g. bungalow, veranda, ballet</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading, daily reading and pre-teaching for whole class reading as appropriate</p>	<p>Practise and Assess Read some more words from the Year 5-6 list including unstressed vowel sounds, endings cial/tial after a vowel sound, endings cial/tial after a consonant sound, words with letter string 'acc' at the beginning of words, words ending in ably and words ending in ible.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading, daily reading and pre-teaching for whole class reading as appropriate</p>	<p>Practise and Assess Read some more words from the Year 5-6 list including adding suffix ibly to create an adverb, changing ent to ence er, or, ar at the end of words, grammar vocabulary e.g. synonym, antonym, colon and mathematical vocabulary</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading, daily reading and pre-teaching for whole class reading as appropriate</p>	<p>Practise and Assess Read some more words from the Year 5-6 list including adverbs synonymous with determination, adjectives to describe settings, vocabulary to describe feelings and adjectives to describe character e.g. obnoxious, repugnant, exquisite</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading, daily reading and pre-teaching for whole class reading as appropriate</p>

<p>Comprehend, locate and retrieve: vocabulary characters settings events information justify using text</p>	<p>Introduce With adult modelling and support during text-discussion, children can maintain focus on the subject, using notes when necessary;</p> <p>Consolidate from Year 5 Revise and Continue Demonstrate how to locate information and provide reasoned justifications for their views.</p> <p>Consolidate from Year 5 Revise how to use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint.</p> <p>Let their eyes float rapidly down the page until they find the key word or phrase they want.</p> <p>Introduce With adult modelling introduce the use of Point, Evidence, Explain (PEE) to provide reasoned justifications for their views</p> <p>Introduce</p>	<p>Practise With some support during text-discussion, children can maintain focus on the subject, using notes when necessary;</p> <p>Develop With greater independence, use skimming and scanning to locate and retrieve information.</p> <p>Scan for pronouns that link to the key question words</p> <p>Consolidate from Year 5 and Introduce When retrieval is not immediately obvious, scan for appropriate synonyms to identify an answer.</p> <p>Practise and assess With adult support introduce the use of Point, Evidence, Explain (PEE) to provide reasoned justifications for their views</p> <p>Practise With adult modelling, find accurate quotations from a whole text, skimming and scanning the text to locate quotes to support.</p>	<p>Develop With decreasing support during text-discussion, children can maintain focus on the subject, using notes when necessary;</p> <p>Practise and assess Use skimming and scanning to locate and retrieve information.</p> <p>Scan to check information; find answers in text and check even if they think they remember the answer</p> <p>Practise and embed When retrieval is not immediately obvious, scan for appropriate synonyms to identify an answer.</p> <p>Practise With adult support Point, Evidence, Explain (PEE) to provide reasoned justifications for their views</p> <p>Practise With adult support, find accurate quotations from a whole text, skimming and scanning the text to locate quotes to support.</p>	<p>Assess With growing independence during text-discussion, children can maintain focus on the subject, using notes when necessary;</p> <p>Develop Use skimming and scanning to locate and retrieve information.</p> <p>Pupils will first skim the entire text to find which section/paragraph the answer is in and then scan that section/paragraph for the specific piece of information.</p> <p>Embed With growing independence use Point, Evidence, Explain (PEE) to provide reasoned justifications for their views</p> <p>Develop With adult support, find accurate quotations from a whole text, skimming and scanning the text to locate quotes to support, explaining what these quotes mean.</p>	<p>Embed During text-discussion, children can independently maintain focus on the subject, using notes when necessary;</p> <p>Embed Use skimming and scanning to locate and retrieve information.</p> <p>Ignore details and look for main ideas. in non-fiction, read only the subheadings or titles of paragraphs.</p> <p>Embed and Assess With growing independence use Point, Evidence, Explain (PEE) to provide reasoned justifications for their views</p> <p>Embed With adult support, find accurate quotations from a whole text, skimming and scanning the text to locate quotes to support, explaining what these quotes mean.</p> <p>Develop and embed Use the context of the sentence to decide meaning of unknown words.</p>	<p>Embed and assess During text-discussion, children can independently and confidently maintain focus on the subject, using notes when necessary;</p> <p>Embed and assess Use skimming and scanning to locate and retrieve information.</p> <p>Read the first sentence of each paragraph to find out what it is about. read the first and last paragraphs. quickly read the sentences containing key words indicated in bold or italics.</p> <p>Embed and Assess With adult support, find accurate quotations from a whole text, skimming and scanning the text to locate quotes to support, explaining what these quotes mean.</p> <p>Assess Use the context of the sentence to decide meaning of unknown words.</p>
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	With adult modelling, find accurate quotations from a whole text, skimming and scanning the text to locate quotes to support. Assess via SATs practise	Introduce With adult modelling, use the context of the sentence to decide meaning of unknown words. Assess via SATs practise		Practise With adult support, use the context of the sentence to decide meaning of unknown words. Assess via SATs practise	Assess via SATs Test	
Inferential understanding: prediction sequencing events summary nuanced vocabulary	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	Practise: With teacher modelling and support, use PEE to justify inferences, identifying suitable quotations to illustrate. 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	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	Embed 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.	Assess With confidence and independence, use PEE to justify inferences, identifying suitable quotations to illustrate. Embed 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.	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. Embed With reduced support, use evaluative skills to make simple comparisons across texts around a theme. Embed and Assess Share narrative and non-narrative texts

	phrases in context. For example, 'What is meant by resilience in this extract?'	With some support, work out the nuanced meanings of words and phrases in context. For example, 'Why do you think the word 'Wait' has been used so often in this poem?'	comparisons across texts around a theme. Practise Share narrative and non-narrative texts around the theme of WW2. 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".	Practise Share narrative and non-narrative texts around the theme of WW2. 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.	Discuss comparisons and justify responses. Develop Confidently and independently, work out the nuanced meanings of words and phrases in context. For example, why does the description of the Old Mistress as 'slight' contradict with her actions to	around the theme of Post War Britain. Discuss comparisons and justify responses. Embed Independently, work out the nuanced meanings of words and phrases in context. Find and copy a simile used to describe how Michelle looked at her face in the mirror
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	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?	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	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	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.	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

	<p>Introduce with adult modelling, focusing on: How does this text make you feel? What do you think of this character? Which part do you prefer? Can you explain why? How does the way this is set out on the page help us to find information?</p> <p>Introduce With adult support, identify and talk about figurative language and its impact – similes and metaphors</p> <p>Consolidate from Year 5, Revise and Continue With support, distinguish between fact and opinion.</p> <p>Introduce With adult modelling, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p>Consolidate from Year 5, Revise and Continue With adult modelling, provide reasoned justification for views.</p>	<p>Which part do you prefer? Can you explain why? How does the way this is set out on the page help us to find information?</p> <p>Practise With some support identify and talk about figurative language and its impact – inc similes, metaphors, personification, onomatopoeia</p> <p>Practise With some support, distinguish between fact and opinion.</p> <p>Practise With some support, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p>Practise With support, provide reasoned justification for views. Assess Use their developing reading, comprehension skills, authorial effect knowledge</p>	<p>With adult support, focusing on: Do you think this letter has been structured in a way that is helpful to the reader? Can you see how the author has achieved that? Do you like the phrase this author has chosen? Can you think of another text which compares with this one? How is it different?</p> <p>Practise and assess With some confidence, identify and talk about figurative language and its impact- inc similes, metaphors, personification and hyperbole</p> <p>Practise With some confidence, distinguish between fact and opinion.</p> <p>Practise With some confidence, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p>Practise With some confidence, provide reasoned justification for views.</p>	<p>structured in a way that is helpful to the reader? Can you see how the author has achieved that? Do you like the phrase this author has chosen? Can you think of another text which compares with this one? How is it different?</p> <p>Develop With growing confidence, identify and talk about figurative language and its impact -inc similes, metaphors, personification and hyperbole and onomatopoeia</p> <p>Develop With increasing confidence, distinguish between fact and opinion.</p> <p>Develop With increasing confidence, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p>Develop With confidence, provide reasoned justification for views.</p>	<p>Develop With confidence, identify and talk about figurative language and its impact - inc similes, metaphors, personification and hyperbole and onomatopoeia</p> <p>Develop Confidently, distinguish between fact and opinion.</p> <p>Develop Confidently, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p>Develop Confidently, provide reasoned justification for views.</p> <p>Assess via SATs Use their developing reading, comprehension skills, authorial effect knowledge</p>	<p>figurative language and its impact - inc similes, metaphors, personification and hyperbole and onomatopoeia</p> <p>Embed Confidently, distinguish between fact and opinion.</p> <p>Embed Confidently, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p>Embed Confidently, provide reasoned justification for views.</p>
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				Assess Use their developing reading, comprehension skills, authorial effect knowledge		
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	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	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	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.	Embed Read age-appropriate texts with increased fluently from the class book area, school library and differentiated text during whole class reading. Embed 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.

	<p>phrasing when reading aloud.</p> <p>Introduce and assess</p> <p>With support, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts.</p>	<p>of the Y5-6 list and similar words which occur in texts</p>	<p>range of exception words, including some of the Y5-6 list and similar words which occur in texts.</p>			
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