## Crockham Hill Reading Progression Document 2022-23

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Торіс	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	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	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	The Rainbow Fish Barry the Fish with Fingers Commotion in the ocean Sharing a shell Tiddler Pirate Boy
	Power of reading - What the ladybird heard?			Power of reading - Handa's Surprise Power of reading – The Gigantic Turnip	Power of reading - We're going on a bear hunt	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	<ul> <li>Develop and Embed Play listening skills games, computer sound games and listen to the environment around us to develop listening skills</li> <li>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.</li> <li>Practise Continue to introduce Little Wandle Phonics scheme Phase 2 sounds</li> </ul>	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.

	Practise	Assess			Keep-up interventions
Introduce	With teacher support	Little Wandle sounds	Assess	Embed Link sounds to	implemented as
Through heavily	and scaffolding,	introduced + tricky	Little Wandle sounds	letters, naming and	necessary.
modelled sessions,	segment sounds in	words.	introduced + tricky	sounding the letters of	neccesary:
	simple words and	Assess every 6 weeks.	words.	the alphabet taught so	Embed Link sounds to
orally segment sounds	blend them together	Keep-up interventions	Assess every 6 weeks.	far during the day not	letters, naming and
in simple words and	using the sounds	implemented as	Keep-up interventions	just in the phonics	sounding the letters of
blend them together	taught so far	necessary.	implemented as	session.	the alphabet taught so
	laught so fai	necessary.	necessary.	56551011.	far during the day not
Introduce	Assess	Introduce	necessary.	Develop	just in the phonics
Through heavily	Little Wandle sounds	Begin to introduce	Develop Link sounds	Continue to read more	session.
modelled sessions,	introduced + tricky	Phase 3 sounds	to letters, naming and	common exception	56551011.
segment sounds in	words.	1 11236 3 3001103	sounding the letters of		Embed
written form and blend	Assess every 6 weeks.	Develop	the alphabet taught so	words as they appear in the reading scheme,	Develop
together.	Keep-up interventions	Link sounds to letters,	far during the day not	consolidating	Continue to read more
together.	implemented as	naming and sounding	just in the phonics		common exception
_	•	the letters of the	session.	previously learnt words	words as they appear
Assess	necessary.	alphabet taught so far	56551011.	Throughout the Veer	in the reading scheme,
Assess blending and	Practise	during the day not just	Develop Road more	Throughout the Year Continue	consolidating
segmenting.	Link sounds to letters,	in the phonics session.	Develop Read more	3 x weekly reading	previously learnt words
Implement blending	naming and sounding	in the phonics session.	common exception words as they appear	practise sessions as	
1:1 keep up sessions	the letters of the	Practise		children are ready:	Throughout the Year
as necessary.		Read some common	in the reading scheme consolidating	5	Continue
•	alphabet taught so far	exception words as		1) Decoding	3 x weekly reading
Assess	during the day not just in the phonics session.	they appear in the	previously learnt words	2) Prosody	practise sessions as
Little Wandle sounds	in the phonics session.	reading scheme	Throughout the Year	3) Comprehension	children are ready:
introduced + tricky	Practise	consolidating	Continue		1) Decoding
words.	Read some common	previously learnt words		Develop	,
Assess every 6 weeks.		previously learne words	3 x weekly reading	As Little Wandle	2) Prosody
Keep-up interventions	exception words as	Throughout the Year	practise sessions as children are ready:	phonics books are	3) Comprehension
implemented as	they appear in the	Continue		introduced read words	
necessary.	reading scheme Introduce	3 x weekly reading	1) Decoding	and simple sentences	Develop
,		practise sessions as	2) Prosody		As Little Wandle
Introduce	As Little Wandle	children are ready:	3) Comprehension	Develop	phonics books are
Link sounds to letters,	phonics books are introduced read words	1) Decoding		With some	introduced read words
naming and sounding	and simple sentences.	, .	Practise	independence, begin to	and simple sentences
the letters of the	and simple semences.	2) Prosody	As Little Wandle	read labels in the	The local
alphabet taught so far	Introduce	3) Comprehension	phonics books are	environment	Embed
during the day not just	Following from	-	introduced read words		With greater
in the phonics session.	assessments, begin to	Practise	and simple sentences		independence, begin to
	introduce further 3 x	As Little Wandle			read labels in the
Introduce	weekly reading	phonics books are	Develop		environment
Read some common	practise sessions as	introduced read words	With some		
exception words as	children are ready:	and simple sentences	independence, begin		
they appear in the	1) Decoding		to read labels in the		
reading scheme	,	Practise	environment		
	2) Prosody				
	<ol><li>Comprehension</li></ol>				

	Introduce		Be able to read their			
	Through adult modelling and discussion, children become familiar with book language and layout through Little Wandle wordless books. Introduce 3 x weekly reading practise sessions using wordless books. Introduce Be able to read their own name.	Introduce As Little Wandle phonics books are introduced read words and simple sentences <b>Practise</b> Be able to read their own name. Introduce With adult support, begin to read labels in the environment	Practise With adult support, begin to read labels in the environment			
Comprehend, locate and retrieve: vocabulary characters settings events information justify using text	Introduce Ensure that children can recall key facts from a story which has been read to them. Introduce With support, ensure children can find information from a picture. Introduce Locate information which can be found easily in the text Introduce Recognise and read their name on their name card and the register.	<ul> <li>Practise Ensure that children         can recall key facts         from a story which has         been read to them. </li> <li>Practise With support, ensure         children can find         information from a         picture. Practise  Locate information         which can be found         easily in the text e.g.  Where is Stanley         going? Show me how         you know. Practise and Develop  Recognise and read         their name on their         name card and the         register. Introduce</li></ul>	<ul> <li>Practise Ensure that children         can recall key facts         from a story which has         been read to them. </li> <li>Practise With some support,         ensure children can         find information from a         picture. Practise  Locate information         which can be found         easily in the text e.g.         Why did he have no         friends? Show me how         you know. Embed  Recognise and read         their name on their         name card and the         register. Practise</li></ul>	<ul> <li>Develop <ul> <li>Ensure that children</li> <li>can recall key facts</li> <li>from a story which has</li> <li>been read to them.</li> </ul> </li> <li>Develop <ul> <li>With some support,</li> <li>ensure children can</li> <li>find information from a</li> <li>picture.</li> </ul> </li> <li>Develop <ul> <li>Locate information</li> <li>which can be found</li> <li>easily in the text e.g.</li> <li>Why is Ruby worried?</li> <li>Show me how you</li> <li>know.</li> </ul> </li> <li>Develop <ul> <li>With some support,</li> <li>ensure the children to</li> <li>recognise and read</li> <li>aloud words and</li> <li>phrases they have</li> <li>learned.</li> </ul></li></ul>	Develop Ensure that children can recall key facts from a story which has been read to them. Develop Ensure children can find information from a picture independently. Develop Locate information which can be found easily in the text e.g. Can you find some rhyming words? Show me how you know. Develop Ensure the children to recognise and read aloud words and phrases they have learned independently.	Embed Ensure that children can recall key facts from a story which has been read to them. Embed Ensure children can find information from a picture independently. Embed Locate information which can be found easily in the text e.g. What colour was the bus? Where was he going? Show me how you know. Embed Ensure the children to recognise read aloud words and phrases they have learned independently.

		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	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. Introduce With support, use the pictures in texts as clues to what is happening in the story. 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. Introduce With support and modelling, predict what could happen next in the text.	<ul> <li>Practise</li> <li>Understand the feelings of characters in texts they listen to e.g. How does Stanley feel looking out to sea? <ul> <li>when the text does not explicitly say so.</li> </ul> </li> <li>Practise</li> <li>With support, use the pictures in texts as clues to what is happening in the story.</li> <li>Practise</li> <li>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</li> <li>Practise</li> <li>Predict what could happen next in the text</li> </ul>	<ul> <li>Practise</li> <li>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.</li> <li>Practise</li> <li>With some support, use the pictures in texts as clues to what is happening in the story.</li> <li>Practise</li> <li>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.</li> <li>Practise</li> <li>Practise</li> <li>Predict what could happen next in the text.</li> </ul>	<ul> <li>Develop <ul> <li>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.</li> </ul> </li> <li>Develop <ul> <li>With some support, use the pictures in texts as clues to what is happening in the story.</li> </ul> </li> <li>Develop <ul> <li>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</li> </ul> </li> <li>Develop <ul> <li>Predict what could happen next in the text.</li> </ul> </li> </ul>	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. Develop Independently, use the pictures in texts as clues to what is happening in the story. Develop Begin to be able to recognise the feelings in the mood of a setting, such as a scary forest or a funny event e.g. How do the poems make you feel? Develop Predict what could happen next in the text.	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. Embed Independently, use the pictures in texts as clues to what is happening in the story. 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? Embed Predict what could happen next in the text.
Respond to text: evaluation response to	Consolidate from Preschool Show pleasure in stories being read to	Continue Show pleasure in stories being read to them.	Continue Show pleasure in stories being read to them.	Continue Show pleasure in stories being read to them.	Continue Show pleasure in stories being read to them.	Continue Show pleasure in stories being read to them
author authorial effect and intent	them. Introduce	Continue Discuss the features of a book including the	Continue Discuss the features of a book including the	Continue	Continue Discuss the features of a book including the	Embed Discuss the features of a book including the

effect of	Discuss the features of	title, author, illustrator,	title, author, illustrator,	Discuss the features of	title, author, illustrator,	title, author, illustrator,
vocabulary	a book including the	blurb.	blurb.	a book including the	blurb.	blurb.
	title, author, illustrator,			title, author, illustrator,		
	blurb.	Continue	Continue	blurb.	Continue	Continue
		Enjoy sharing poems	Enjoy sharing poems		Enjoy sharing poems	Enjoy sharing poems
	Introduce	and rhymes together.	and rhymes together.	Continuo	and rhymes together.	and rhymes together.
	Understand where they		, ,	Continue	, ,	, ,
	can access books in	Continue	Continue	Enjoy sharing poems	Continue	Continue
	the school and in the	Sometimes look at a	Often look at a book	and rhymes together.	Independently look at a	Independently look at a
	community e.g.	book out of choice	out of choice		book out of choice	book out of choice
	discuss what a library			Continue		
	is and where our local	Practise	Practise	Often look at a book	Develop	Embed
	one is.	Begin to have favourite	Sometimes find	out of choice	Independently find	Independently find
	0110 13.	texts which they ask	favourite texts which		favourite texts which	favourite texts which
	Consolidate from	for repeatedly.	they ask for repeatedly	Develop	they ask for repeatedly	they ask for repeatedly
	Preschool	tor repeatedly.	they ask for repeatedly	-	they ask for repeatedly	
	Enjoy sharing poems	Practise	Practise	Sometimes find	Develop	Embed
	and rhymes together.			favourite texts which	Independently, discuss	Independently, discuss
	and mymes together.	Begin to discuss a favourite character or a	With some support, discuss a favourite	they ask for	a favourite character or	a favourite character or
	Introduce			repeatedly.		
	Sometimes look at a	favourite story.	character or a favourite		a favourite story.	a favourite story.
		Desetter	story.	Develop	Develop	Embed
	book out of choice	Practise		With some support,	Develop	
	Introduce	With adult modelling,	Practise	discuss a favourite	Independently, may be	Independently, may be
		may be able to say	With support, may be	character or a favourite	able to say why things	able to say why things
	Begin to have favourite	why things happened	able to say why things		happened in the text.	happened in the text.
	texts which they ask	in the text.	happened in the text.	story.	Introduce Sometimes	
	for repeatedly.				read a familiar text	Practise
	Induction and	Practise	Practise	Develop	aloud to themselves.	Sometimes read a
	Introduce	Remember the words	Remember the words	With some support,		familiar text aloud to
	Begin to discuss a	they have heard e.g.	they have heard e.g.	may be able to say	Develop	themselves.
	favourite character or a	repeating refrains and	repeating refrains and	why things happened	Remember the words	
	favourite story.	rhyming words.	rhyming words.	in the text.	they have heard e.g.	Embed
					repeating refrains and	Remember the words
	Introduce	Practise	Practise	Develop	rhyming words.	they have heard e.g.
	With adult modelling,	Begin, with some	Begin, with some	Remember the words		repeating refrains and
	may be able to say	support, to be able	support, to be able	they have heard e.g.	Develop	rhyming words.
	why things happened	explain how the	explain how the		Independently, be able	
	in the text.	pictures relate to the	pictures relate to the	repeating refrains and	explain how the	Embed
		story.	story.	rhyming words.	pictures relate to the	Independently, be able
	Introduce				story.	explain how the
	Remember the words	Practise	Practise	Develop		pictures relate to the
	they have heard e.g.	Begin, with adult	With some support,	Begin, with some	Develop	story.
	repeating refrains and	modelling, point to	point to parts of the	support, to be able	With some support,	
	rhyming words. I	parts of the text in	text in answer to	explain how the	point to parts of the text	Embed
		answer to questions.	questions.	pictures relate to the	in answer to questions.	Independently, point to
	Introduce Begin, with		4.0000000	story.		parts of the text in
	support, to be able					answer to questions.

	explain how the pictures relate to the story. Introduce Begin, with adult modelling, point to parts of the text in answer to questions.			Develop With adult support, point to parts of the text in answer to questions.	Develop	
Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning *25 wpm	Introduce Join in with a refrain during group recitation. Consolidate from Preschool Recite some familiar rhymes and songs by heart. Introduce and Practise Begin to recognise, with support, and read their name.	Practise Join in with a refrain during group recitation. Introduce Recite rhymes to a given rhythm, perhaps marching or clapping to the beat. Introduce With support, begin to read words and simple sentences, showing understanding by the way they say it. Introduce Begin to learn common exception words in the order as introduced by the Little Wandle scheme	<ul> <li>Develop and Embed Recognise and read their name automatically.</li> <li>Practise Join in with a refrain during group recitation.</li> <li>Practise Recite rhymes to a given rhythm, perhaps marching or clapping to the beat.</li> <li>Practise With support, read words and simple sentences, showing understanding by the way they say it.</li> <li>Introduce, Practise and Embed Sing the alphabet song.</li> <li>Introduce With support, sight- read familiar labels and words in the environment e.g. snack, milk.</li> <li>Introduce With support, recognise and read</li> </ul>	Develop Join in with a refrain during group recitation. Develop Recite rhymes to a given rhythm, perhaps marching or clapping to the beat. Develop With some support, read words and simple sentences, showing understanding by the way they say it. Practise With support, sight- read familiar labels and words in the environment e.g. snack, milk. Practise With support, recognise and read some more common exception words. Practise and Assess Continue to learn common exception words in the order as introduced by the Little Wandle scheme	<ul> <li>Develop Join in with a refrain during group recitation. Develop Recite rhymes to a given rhythm, perhaps marching or clapping to the beat.</li> <li>Develop With some support, read words and simple sentences, showing understanding by the way they say it.</li> <li>Develop With some support, sight- read familiar labels and words in the environment e.g. snack, look what I did today.</li> <li>Develop With increasing confidence, recognise and begin to read independently many common exception words with some automaticity.</li> <li>Practise and Assess Continue to learn common exception words in the order as introduced by the Little Wandle scheme</li> </ul>	Embed Join in with a refrain during group recitation. Embed Recite rhymes to a given rhythm, perhaps marching or clapping to the beat. Develop With minimal support, read words and simple sentences, showing understanding by the way they say it. Develop With some support, sight-read familiar labels and words in the environment e.g. snack, look what I did today. Develop With increasing confidence, recognise and independently read many common exception words with automaticity. Practise and Assess Continue to learn common exception words in the order as

Year 1			some common exception words. <b>Practise</b> and Assess Continue to learn common exception words in the order as introduced by the Little Wandle scheme			introduced by the Little Wandle scheme
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	Consolidate from Year R and Continue. Continue to apply phonic knowledge and skills as the route to decode words.	Assess Apply phonic knowledge and skills as the route to decode words.	Practise Apply phonic knowledge and skills as the route to decode words.	Assess Apply phonic knowledge and skills as the route to decode words.	<b>Develop</b> Apply phonic knowledge and skills as the route to decode words.	Assess Apply phonic knowledge and skills as the route to decode words.
dictionary	Introduce Apply phonic knowledge and skills for all 40+ phonemes; Introduce 'Speedy Sounds' as per Little Wandle scheme.	Practise Apply phonic knowledge and skills for all 40+ phonemes; Practise 'Speedy Sounds' as per Little Wandle scheme.	Practise Speedy sounds as per Little Wandle with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	<b>Develop</b> Speedy sounds as per Little Wandle with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Embed Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Assess Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
	Introduce Read accurately by blending sounds in unfamiliar words using the GPCs they know.	Practise Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Practise Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Develop Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Embed Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Assess Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
	Consolidate from Year R and Continue. Continue to read common exception words from Year R, noting unusual	Practise Read common exception words for Year 1, noting unusual correspondences	Practise Read common exception words for Year 1, noting unusual correspondences	Develop Read common exception words for Year 1, noting unusual correspondences	Develop Read common exception words for Year 1, noting unusual correspondences between spelling and	Assess Read common exception words for Year 1, noting unusual correspondences between spelling and

correspondences	between spelling and	between spelling and	between spelling and	sound and where these	sound and where these
between spelling and	sound and where	sound and where	sound and where	occur in the word.	occur in the word.
sound and where	these occur in the	these occur in the	these occur in the		
these occur in the	word.	word.	word.	Embed and Assess	Assess
word.	word	lioral		Read aloud accurately	Read aloud accurately
	Practise and Assess	Practise and Assess	Develop and Assess	books that are	books that are
Introduce	Read aloud accurately	Read aloud accurately	Read aloud accurately	consistent with their	consistent with their
Read some of the	books that are	books that are	books that are	developing phonic	developing phonic
common exception	consistent with their	consistent with their	consistent with their	knowledge and that do	knowledge and that do
words for Y1	developing phonic	developing phonic	developing phonic	not require them to use	not require them to use
	knowledge and that do	knowledge and that do	knowledge and that do	other strategies to work	other strategies to work
Consolidate from	not require them to use	not require them to use	not require them to use	out words.	out words.
Year R, Continue and	other strategies to	other strategies to	other strategies to		
Assess	work out words.	work out words.	work out words.	Revise and Practise	Embed
Read aloud accurately				Read words containing	Read words containing
books that are	Continue and Assess	Revise and Practise	Develop	taught GPCs and -er, -	taught GPCs and -s, -
consistent with their	Continue the Little	Read words containing	Read words containing	est. Develop Read	es, -ing, -ed, -er and -
developing phonic	Wandle phonics	taught GPCs and -ing,	taught GPCs and -s, -	words containing	est endings. Assess
knowledge and that do	scheme working	-ed.	es.	taught GPC's and -ing,	J
not require them to use	through phase 4.			- ed, -s, -es.	Practise the Little
other strategies to	0	Practise and assess	Revise and Practise		Wandle phonics
work out words.	Introduce Phase 5	Continue the Little	Read words containing	Practise and Assess	scheme working
	Little Wandle	Wandle phonics	taught GPC's and -ing,	Continue the Little	through to the end of
Consolidate from		scheme working	- ed.	Wandle phonics	phase 5
Year R, Continue and	Assess	through phase 5 and		scheme working	
Assess	Daily, informal	revisiting phases 3 and	Practise and Assess	through phase 5 and	Assessments every 6
Continue the Little	assessments to inform	4 as necessary.	Continue the Little	revisiting phase 4 as	weeks.
Wandle phonics	keep up interventions		Wandle phonics	necessary.	
scheme.	the same day.	Assessments every 6	scheme working		
Consolidate phase 3		weeks.	through phase 5 and	Assessments every 6	Assess
learning.	Assessments every 6		revisiting phase 4 as	weeks.	Read other words of
	weeks.	Practise	necessary.		more than one syllable
Assessments every 6		Read other words of		Embed	that contain taught
weeks.		more than one syllable	Assessments every 6	Read other words of	GPCs.
	Practise	that contain taught	weeks.	more than one syllable	
Practise and Develop	Read other words of	GPCs.		that contain taught	Practise
Daily keep up session	more than one syllable		Develop	GPCs.	To be able to read
for those children in	that contain taught	Practise GPCs and	Read other words of		words with contractions
danger of falling	GPCs.	words containing a	more than one syllable	Introduce	e.g. l'm, can't, we'll.
behind.		range of endings e.g	that contain taught	To be able to read	
	Introduce GPCs and	es, -er, - ing, ed.	GPCs.	words with contractions	Practise
Introduce	words containing a			e.g. l'm, can't, we'll.	To understand that an
		Practise and Develop	Practise		apostrophe in a

	Read words of more than one syllable that	range of endings e.g es, -er, - ing, ed.	Daily keep up session for those children in	GPCs and words containing a range of	Introduce To understand that an	contraction represents omitted letters
	contain the taught GPCs;	Practise and Develop	danger of falling behind.	endings e.ges, -er, - ing, ed.	apostrophe in a contraction represents	Embed GPCs and
	GPCs; Continue from Year R 3 x weekly reading practise groups: 1) Decoding 2) Prosody 3) Comprehension Continue from Year R Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.	Practise and Develop Daily keep up session for those children in danger of falling behind. Continue from Year R 3 x weekly reading practise groups: 1) Decoding 2) Prosody 3) Comprehension Continue Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.	behind. Introduce Alien words Continue from Year R 3 x weekly reading practise groups: 1) Decoding 2) Prosody 3) Comprehension Continue Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.	ing, ed. Practise and Develop Daily keep up session for those children in danger of falling behind. Practise Alien words Continue from Year R 3 x weekly reading practise groups: 1) Decoding 2) Prosody 3) Comprehension Continue Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.	contraction represents omitted letters. Revise GPCs and words containing a range of endings e.ges, -er, - ing, ed, est. <b>Practise</b> and <b>Develop</b> Daily keep up session for those children in danger of falling behind. <b>Embed</b> Alien words <b>Continue from Year R</b> 3 x weekly reading practise groups: 1) Decoding 2) Prosody 3) Comprehension	Embed GPCs and words containing a range of endings e.g es, -er, - ing, ed, est. Practise confidence and keep up with peers with phonics interventions as necessary i.e. 1-1 tutoring and daily reading Assess Alien words Continue from Year R 3 x weekly reading practise groups: 1) Decoding 2) Prosody 3) Comprehension Continue Re-read books to gain confidence with word reading; page count
					confidence with word reading; page count increases to encourage reading stamina.	increases to encourage reading stamina.
Comprehend, locate and retrieve: vocabulary characters settings events	Throughout out the year Continue to develop pleasure in reading, motivation to read, vocabulary and understanding.	Throughout out the year Continue to develop pleasure in reading, motivation to read, vocabulary and understanding.	Throughout out the year Continue to develop pleasure in reading, motivation to read, vocabulary and understanding.	Throughout out the year Continue to develop pleasure in reading, motivation to read, vocabulary and understanding.	Throughout out the year Continue to develop pleasure in reading, motivation to read, vocabulary and understanding.	Throughout out the year Continue to develop pleasure in reading, motivation to read, vocabulary and understanding.
information	Introduce	Practise	Develop	Develop	Embed	Embed and Assess

justify using text	With adult modelling	With adult modelling	With developing	With growing	With growing	With confidence and
	use their growing	use their growing	confidence use their	independence use	independence use their	independence use their
	phonic knowledge and	phonic knowledge and	growing phonic	their growing phonic	growing phonic	growing phonic
	vocabulary knowledge	vocabulary knowledge	knowledge and	knowledge and	knowledge and	knowledge and
	to recognise words and phrases which locate	to recognise words and phrases which locate	vocabulary knowledge to recognise words and	vocabulary knowledge to recognise words and	vocabulary knowledge to recognise words and	vocabulary knowledge
	information found	information found	phrases which locate	phrases which locate	phrases which locate	to recognise words and
	explicitly in the text.	explicitly in the text	information found	information found	information found	phrases which locate
			explicitly in the text	explicitly in the text	explicitly in the text	information found
	Introduce	Practise				explicitly in the text
	With adult modelling	With adult modelling	Practise	Develop	Develop and Embed	
	and scaffolding, after	and scaffolding, after	With adult modelling	With growing	After decoding a	Embed and Assess
	decoding the text,	decoding the text,	and scaffolding, after	independence, after	sentence, discuss the	After decoding a
	identify the word in the sentence which	identify the word in the	decoding the text,	decoding the text, identify the word in the	vocabulary, identifying	sentence, discuss the
	answers a retrieval	sentence which answers a retrieval	identify the word in the sentence which	sentence which	which words might	vocabulary, identifying which words might
	question	question	answers a retrieval	answers a retrieval	answer a retrieval	answer a retrieval
	1	4	question	question	question.	question.
	Consolidate from Yer	Introduce			Dreation	quoonom
	R and continue	Listen to and	Develop	Develop	Practise Reading, listening to	Develop
	Listen to and	discussing a wide	Listen to and	Listen to and	and discussing a wide	Reading, listening to
	discussing a wide range of stories at a	range of poems at a	discussing a wide	discussing a wide range of stories at a	range of stories at a	and discussing a wide
	level beyond that at	level beyond that at	range of stories at a	level beyond that at	level beyond that at	range of non-fiction at
	which they can read	which they can read	level beyond that at	which they can read	which they can read	a level beyond that at
	independently.	independently.	which they can read	independently.	independently.	which they can read
		Describes	independently.			independently.
	Introduce	Practise With adult support,	Develop	Practise	Develop and Embed	
	With adult support,	understand and	With adult guidance,	With adult guidance,	With growing	Embed and Assess
	understand and	explain key facts about	explain key facts about	explain key facts about	independence, explain	Independently and with
	explain key facts about what is read to them	what is read to them	what is read to them	what is read to them	key facts about what is	confidence, explain key
	from a variety of texts,	from a variety of texts,	from a variety of texts,	from a variety of texts, including poems, non-	read to them from a	facts about what is read to them from a
	including poems, non-	including poems, non-	including poems, non-	fiction and stories e.g.	variety of texts,	variety of texts,
	fiction and stories e.g.	fiction and stories e.g.	fiction and stories e.g.	key characters, places	including poems, non-	including poems, non-
	key characters, places	key characters, places	key characters, places	and events;	fiction and stories e.g.	fiction and stories e.g.
	and events;	and events;	and events;		key characters, places	key characters, places
				Develop	and events;	and events.
	Introduce	Introduce	Practise	Draw on what they	Develop	
	Discuss word	Drawing on what they	Draw on what they	already know or on	Draw on what they	Embed
	meanings, linking new	already know or on	already know or on	background	already know or on	Draw on what they
	meanings to those	background	background	information and	background information	already know or on
	already known.	information and	information and	vocabulary provided by	and vocabulary	background
	Consolidate from	vocabulary provided by	vocabulary provided by	the teacher.	provided by the	information and
	Year R and Continue	the teacher.	the teacher	Develop	teacher.	
				Develop		

	Talk about the title and	Practise	Practise	Talk about the title and		vocabulary provided by
	how it relates to the	Talk about the title and	Talk about the title and	how it relates to the	Develop	the teacher.
	events in the text.	how it relates to the	how it relates to the	events in the text;	Talk about the title and	
	Interalized	events in the text;	events in the text.	Develop	how it relates to the	Embed and Assess
	Introduce Retrieve answers to			Develop Retrieve answers to	events in the text;	Talk about the title and
	simple literal who,	Practise	Practise	simple literal who,		how it relates to the
	what, when, and how	Retrieve answers to	Retrieve answers to	what, where, when,	Develop	events in the text;
	questions.	simple literal who,	simple literal who,	which and how	Retrieve answers to	
		what, where, when and	what, where, when,	questions.	simple literal who,	Embed
		how questions.	which and how		what, where, when,	Retrieve answers to
			questions.		which and how	simple literal who,
					questions.	what, where, when,
						which and how
Information	Introduce	Prostico	Davalan	Develop	Embod	questions. Embed
Inferential understanding:	Through adult	Practise In modelled Little	Develop When reading own	Develop During shared and	Embed During shared, whole	and Assess During
prediction	discussion of the class	Wandle reading	shared reading books,	whole class texts,	class and reading	shared, whole class
sequencing	text, discuss the	practise groups,	which could be read	discuss the	practise groups,	and reading practise
events	significance of the title	discuss the	aloud to them, discuss	significance of the title	discuss the	groups, discuss the
summary	and events e.g. why is	significance of the title	the significance of the	and events. Does the	significance of the title	significance of the title
nuanced	this a suitable title for	and events e.g. why is	title and events	title give us information	and events. Why is	and events. Why is
vocabulary	The Jolly Postman?	'Eggs on Toast' a		about the text?	there a lightbulb in the	there a lightbulb in the
,	What makes him 'jolly'	suitable tile for the	Practise Through		title? Does it give us	title? Does it give us
	in the story.	story? Which events	discussion, make	Develop	information about the	information about the
		take place and lead to	simple inferences	Through simple	text?	text?
	Introduce	the title?	when a book is read to	questioning, make		
	Make simple		them e.g. <mark>need</mark>	simple inferences	Develop	Embed and Assess
	inferences when a	Practise	<mark>example</mark>	when a book is read to	Through simple	Through simple
	book is read to them	Make simple		them e.g. <mark>need</mark>	questioning, make	questioning, make
	e.g. how does the	inferences when a	Practise	example.	simple inferences when	simple inferences
	postman feel when he	book is read to them	With some support,		a book is read to them	when a book is read to
	arrives at the wolf's	e.g. why do you think	predict what might	Develop	e.g. <mark>need example.</mark>	them e.g. need
	house?	the author uses	happen next in a	With greater		<mark>example.</mark>
		word? How do you	sequenced story,	independence, predict	Embed	
	Introduce	think the owl babies	based on what has	what might happen	Confidently, predict	Assess
	With adult modelling,	feel?	been read so far.	next in a sequenced	what might happen	Confidently, predict
	predict what might	Practico	Practico	story, based on what	next in a sequenced	what might happen
	happen next in a sequenced story,	Practise With some support,	Vith some support	has been read so far.	story, based on what has been read so far.	next in a sequenced story, based on what
	based on what has	predict what might	With some support, explain their	Develop	has been read so raf.	has been read so far.
	been read so far	happen next in a	understanding of what	and Assess With some	Develop	nas been reau so ial.
	boen reau 30 rai	sequenced story,	is read to them,	independence, explain	Independently, explain	Develop and Assess
	Introduce		beyond that which is	their understanding of	their understanding of	Independently and
	maduad					independently and

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

With adult modelling,	With support, listen to	With some support,	With some support,	With some confidence,	With increasing
-	and use new words in				-
listen to new words in		listen to and use new	listen to and use new	listen to and use new	confidence, listen to
texts read aloud to	texts read aloud to	words in texts read	words in texts read	words in texts read	and use new words in
them, which broaden	them, which broaden	aloud to them, which	aloud to them, which	aloud to them, which	texts read aloud to
their vocabulary	their vocabulary.	broaden their	broaden their	broaden their	them, which broaden
		vocabulary.	vocabulary.	vocabulary.	their vocabulary.
Introduce	Practise			_	
Talk about words they	Talk about words they	Develop	Embed	Develop	Embed and Assess
know or like.	know or like.	Talk about words they	Talk about words they	Talk about words they	Talk about words they
		know or like.	know or like.	know or like, identifying	know or like, identifying
Introduce	Practise			words which could be	words which could be
With adult support,	Draw links between the	Practise	Develop	substituted.	substituted.
draw links between the	text and some of their	Through adult	With increasing		
text and some of their	own experiences.	questioning, draw links	independence, draw	Embed	Embed and Assess
own experiences.		between the text and	links between the text	Draw links between the	Draw links between the
	Introduce and	some of their own	and some of their own	text and some of their	text and some of their
Introduce	Practise	experiences.	experiences.	own experiences.	own experiences.
Listen to, share and	With support, learn				
discuss a wide range	some ways to find	Practise	Develop	Embed	Embed and Assess
of high-quality story	information in non-	With support, learn	With support, learn	With support, learn	With support, learn
book which are beyond	fiction texts.	some ways to find	some ways to find	some ways to find	some ways to find
those they can read by		information in non-	information in non-	information in non-	information in non-
themselves.	Practise	fiction texts. Consider	fiction texts. Consider	fiction texts. Consider	fiction texts. Consider
Through modelling,	Listen to, share and	the contents page	the contents page,	the contents page,	the contents page,
begin to express their	discuss a wide range		identify the key word to	identify the key word to	identify the key word to
own opinions.	of high-quality poetry	Practise	search for in the text.	search for in the text.	search for in the text.
	books which are	Listen to, share and			
Introduce	beyond those they can	discuss a wide range	Develop	Develop	Develop
Through adult	read by themselves.	of high-quality rhyming	Listen to, share and	Listen to, share and	Listen to, share and
questioning and	Through class and	books which are	discuss a wide range	discuss a wide range of	discuss a wide range
support, discuss the	group discussion,	beyond those they can	of high-quality	high-quality non-fiction	of high-quality story
significance of the title.	begin to express their	read by themselves.	information texts books	books which are	books which are
-	own opinions.	Begin to express their	which are beyond	beyond those they can	beyond those they can
		own opinions.	those they can read by	read by themselves.	read by themselves,
	Practise		themselves. Begin to	Begin to express their	Express their own
	Through adult	Practise	express their own	own opinions.	opinions with
	questioning and	Through adult	opinions.		confidence.
	support, discuss the	questioning and		Embed	
	significance of the title.	support, discuss the	Develop	With growing	Embed and Assess
	<b>U</b>	significance of the title.	With growing	independence, discuss	With independence,
			independence, discuss	the significance of the	discuss the
			the significance of the	title.	significance of the title.
			title.		0

Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning	Consolidate from Year R and continue Apply phonic knowledge and skills as the route to decode words. Introduce Read accurately by blending sounds in unfamiliar words containing GPCs that	Assess Apply phonic knowledge and skills as the route to decode words. Practise Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Practise Apply phonic knowledge and skills as the route to decode words. Introduce and Practise Respond speedily with the correct sound to graphemes for all 40+ phonemes, including,	Assess Apply phonic knowledge and skills as the route to decode words. Develop and Assess Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable,	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,	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,
*70 wpm	have been taught. Consolidate from Year R and continue Continue to read common exception words from Year R, noting unusual correspondences between spelling and	Practise Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.	where applicable, alternative sounds for graphemes. <b>Practise</b> Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	alternative sounds for graphemes. Develop Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	alternative sounds for graphemes. Embed Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	alternative sounds for graphemes. Assess Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
	sound and where these occur in the word. Introduce Read the common exception words for Year 1 Introduce	Practise and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	Practise Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.	Develop Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.	Embed Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word. Embed and Assess	Assess Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.
	Use body percussion or instruments to hold the beat. Introduce Recognise and join in with predictable phrases	Introduce Recite some familiar complete rhymes and songs by heart. Practise	Practise and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use	Develop and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	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	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to wor out words.

Introduce	Recite some familiar	other strategies to		Develop	Embed
Say or sing the	complete rhymes and	work out words	Develop	Recite some familiar	Recite some familiar
alphabet in sequence.	songs by heart.		Recite some familiar	complete rhymes and	complete rhymes and
		Practise	complete rhymes and	songs by heart.	songs by heart.
	Practise	Recite some familiar	songs by heart.		
	Use body percussion	complete rhymes and		Develop	Develop
	or instruments to hold	songs by heart.	Develop	Recognise and join in	Use body percussion
	the beat.		Recognise and join in	with predictable	or instruments to hold
		Practise	with predictable	phrases.	the beat.
	Practise	Recognise and join in	phrases		
	Recognise and join in	with predictable		Develop	Embed
	with predictable	phrases.	Embed	Read aloud, checking	Recognise and join in
	phrases.	<b>_</b> .	Say or sing the	that it 'sounds right'	with predictable
		Develop	alphabet in sequence.	and that the text makes	phrases.
	Practise	Say or sing the	Desetter	sense to them; with	Test of the
	Say or sing the	alphabet in sequence.	Practise	support, notice	Embed
	alphabet in sequence.	Dreation	Read aloud, checking	sentence punctuation.	Say or sing the
	Introduce	Practise Dead aloud, checking	that it 'sounds right'	Dovelop	alphabet in sequence.
	Introduce	Read aloud, checking that it 'sounds right'	and that the text	Develop Sound and blend	Embed
	Read aloud, checking that it 'sounds right'	and that the text	makes sense to them; with support, notice	unfamiliar printed	Read aloud, checking
	and that the text	makes sense to them;	sentence punctuation.	words quickly and	that it 'sounds right'
	makes sense to them;	with support, notice	sentence punctuation.	accurately using their	and that the text makes
	with support, notice	sentence punctuation.	Practise	phonemic knowledge	sense to them; with
	sentence punctuation.	sentence punctuation.	Sound and blend	and skills.	support, notice
	sentence puriotation.	Introduce	unfamiliar printed		sentence punctuation.
	Introduce	Sound and blend	words quickly and	Develop	
	Read aloud, checking	unfamiliar printed	accurately using their	Read aloud, checking	Embed and Assess
	that it 'sounds right'	words quickly and	phonemic knowledge	that it 'sounds right'	Sound and blend
	and that the text	accurately using their	and skills.	and that the text makes	unfamiliar printed
	makes sense to them;	phonemic knowledge		sense to them; with	words quickly and
	with support, notice	and skills.	Practise	support, notice	accurately using their
	sentence punctuation.		Read aloud, checking	sentence punctuation.	phonemic knowledge
		Practise	that it 'sounds right'		and skills.
	Introduce	Read aloud, checking	and that the text	Develop Re-read	
	Re-read favourite	that it 'sounds right'	makes sense to them;	favourite books to	Embed
	books to themselves,	and that the text	with support, notice	themselves, to gain	Read aloud, checking
	to gain confidence with	makes sense to them;	sentence punctuation.	confidence with word	that it 'sounds right'
	word reading and	with support, notice		reading and fluency.	and that the text makes
	fluency.	sentence punctuation.	Practise		sense to them; with
			Re-read favourite		support, notice
		Practise	books to themselves,		sentence punctuation.
			to gain confidence with		

			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	Whole School Text:         Flotsam by David         Weisner         Image: Comparison of the state of th	Fireworks Orion and the Dark by Emma Yarlett <u>Orion and the Dark  </u> <u>Centre for Literacy in</u> <u>Primary Education</u> (clpe.org.uk)	Non- Fiction Text The Great Fire of London by Emma Adams The Great Fire of London by Liz Gogerly	Leaf by Sandra Dieckmann <u>Leaf   Centre for</u> <u>Literacy in Primary</u> <u>Education (clpe.org.uk)</u>	Lila and the Secret of Rain by David Conway and Jude Daly <u>Lila and the Secret of</u> <u>Rain   Centre for</u> <u>Literacy in Primary</u> <u>Education (clpe.org.uk)</u>	The Secret Sky Garden by Linda Sarah and Fiona Lumbers <u>The Secret Sky Garden</u> <u>  Centre for Literacy in</u> <u>Primary Education</u> (clpe.org.uk)
Decode / word- reading: phonics tricky words alphabet use of dictionary	Consolidate from Year 1 and Assess Apply phonic knowledge and skills as the route to decode words. Consolidate from Year 1 Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Consolidate from Year 1	Introduce With adult support, begin to read accurately words of two or more syllables that contain the same graphemes. Practise Read words containing common suffixes, with some support Introduce, Practise and Assess Begin to read accurately by blending the sounds in words that contain the graphemes taught so	Practise With some support, read most words quickly and accurately, without overt sounding and blending, when these have been frequently encountered. Practise With some support, read accurately words of two or more syllables that contain the same graphemes. Practise	Practise With some independence, read accurately words of two or more syllables that contain the same graphemes. Develop Read words containing common suffixes, with increasing independence. Introduce Read most words quickly and accurately, without overt sounding and blending, when these have been	Develop Accurately read words of two or more syllables that contain the same graphemes. Develop To read words containing common suffixes independently. Introduce Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Develop Accurately read words of two or more syllables that contain the same graphemes. Embed To read words containing common suffixes independently. Embed Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

	Read accurately by	far, especially	Read words containing	frequently	Practise and Assess	Read aloud books
1	blending sounds in	recognizing alternative	common suffixes, with	encountered.	Read aloud books	closely matched to
	unfamiliar words	sounds for graphemes.	minimal support.		closely matched to	their improving phonic
	containing GPCs that			Practise and Assess	their improving phonic	knowledge, sounding
	have been taught.	Practise	Introduce and Assess	Read aloud books	knowledge, sounding	out unfamiliar words
		Re-read familiar books	read aloud books	closely matched to	out unfamiliar words	accurately,
	Consolidate from	to build up their fluency	closely matched to	their improving phonic	accurately,	automatically and
	Year 1	and confidence in word	their improving phonic	knowledge, sounding	automatically and	without undue
	Read common	reading.	knowledge, sounding	out unfamiliar words	without undue	hesitation.
	exception words,		out unfamiliar words	accurately,	hesitation.	
	noting unusual	Assess	accurately,	automatically and		Embed
	correspondences	Use reading skills to	automatically and	without undue	Develop	Re-read familiar books
1	between spelling and	answer questions	without undue	hesitation.	Re-read familiar books	to build up their fluency
	sound and where	about a text.	hesitation.		to build up their fluency	and confidence in word
	these occur in the			Develop	and confidence in word	reading.
	word.	Develop	Practise	Re-read familiar books	reading.	
		Read aloud accurately	Re-read familiar books	to build up their fluency		Embed
	Consolidate from	books that are	to build up their fluency	and confidence in word	Practise and Develop	Read most words
	Year 1 and continue	consistent with their	and confidence in word	reading.	Read most words	quickly and accurately,
	Read other words of	developing phonic	reading.	-	quickly and accurately,	without overt sounding
	more than one syllable	knowledge and that do	-	Assess	without overt sounding	and blending, when
	that contain taught	not require them to use		Use reading skills to	and blending, when	these have been
	GPCs.	other strategies to		answer question about	these have been	frequently
		work out words.		a text	frequently	encountered.
	Consolidate from				encountered.	
	Year 1					Assess
	Read words with					Use reading skills to
	contractions e.g. I'm,					answer question about
	can't, we'll.					a text
1	Introduce, Practise					
	and Assess					
	Understand that an					
	apostrophe in					
	contractions					
	represents omitted					
	letters.					
	Introduce and					
	Practise					
	Read aloud accurately					
	books that are					
	consistent with their					

Comprehend, locate and	developing phonic knowledge and that do not require them to use other strategies to work out words. Introduce Re-read familiar books to build up their fluency and confidence in word reading. Introduce Begin to read some words containing common suffixes. Throughout the year check the text makes	Throughout the year check the text makes	Throughout the year check the text makes	Throughout the year check the text makes	Throughout the year check the text makes	Throughout the year check the text makes
locate and retrieve: vocabulary characters settings events information justify using text	sense as they read. Consolidate from Year 1 After decoding a sentence, discuss the vocabulary, identifying which words might answer a retrieval question. Introduce Model scanning a short paragraph or text, searching for key words to locate answers Introduce	check the text makes sense as they read. Practise Model scanning a short paragraph or text, searching for key words to locate answers Introduce With adult modelling, begin to analyse the wording of a question in order to choose what to look for in a text. Practise With some support, recognise simple	sense as they read. Develop With decreasing support, scan a short paragraph or text, searching for key words to locate answers Practise With some independence, recognise simple recurring literary language. Practise With some	sense as they read. Practise and Assess With growing independence, scan a short paragraph or text, searching for key words to locate answers Develop With increasing independence, recognise simple recurring literary language. Develop With increasing independence, locate	sense as they read. Embed With growing independence, scan a short paragraph or text, searching for key words to locate answers Develop Independently, recognise simple recurring literary language. Develop Independently, locate and discuss favourite	sense as they read. Embed and Assess Independently and confidently scan a short paragraph or text, searching for key words to locate answers Embed Independently, recognise simple recurring literary language. Embed Independently, locate and discuss favourite
	With adult support, begin to recognise simple recurring literary language.	recurring literary language. Practise With some support, locate and discuss favourite words and phrases	independence, locate and discuss favourite words and phrases <b>Practise</b> With some support, analyse the wording of	and discuss favourite words and phrases <b>Practise</b> With some confidence, analyse the wording of a question in order to	words and phrases <b>Develop</b> Independently, analyse the wording of a question in order to	words and phrases <b>Embed</b> Independently, analyse the wording of a question in order to

	Begin to locate and discuss favourite	In the share of	a question in order to	choose what to look for	choose what to look for	choose what to look for
	words	Introduce	choose what to look for	in a text.	in a text.	in a text.
	words	With adult modelling,	in a text.		<b>.</b> .	
		sometimes can find		Develop	Develop	Embed
		answers where the	Practise	With some confidence,	Independently, find	Independently, find
		question word does not	With support,	find answers where the	answers where the	answers where the
		match the text word.	sometimes can find	question word does not	question word does not	question word does not
			answers where the	match the text word.	match the text word.	match the text word.
		Introduce	question word does not			
		Begin to learn to:	match the text word.	Practise	Develop	Embed
		navigate different		With some confidence	Independently navigate	Independently and
		paragraphs of	Practise	navigate different	different paragraphs of	confidently navigate
		information texts,	With some support	paragraphs of	information texts,	different paragraphs of
		locate the most	navigate different	information texts,	locate the most	information texts,
		suitable paragraph e.g.	paragraphs of	locate the most	suitable paragraph e.g.	locate the most
		by reading	information texts,	suitable paragraph e.g.	by reading	suitable paragraph e.g.
		subheadings or using	locate the most	by reading	subheadings or using	by reading
		other visual	suitable paragraph e.g.	subheadings or using	other visual	subheadings or using
		information, in order to	by reading	other visual	information, in order to	other visual
		retrieve solutions.	subheadings or using	information, in order to retrieve solutions.	retrieve solutions.	information, in order to
			other visual	remeve solutions.		retrieve solutions.
		Introduce	information, in order to	Practise	Develop	
		Begin to read and	retrieve solutions.	Continue to read and	Independently read	Embed
		recite a repertoire of		recite a repertoire of	and recite a repertoire	Independently read
		poems including	Practise	poems including	of poems including	and recite a repertoire
		classical poetry.	Continue to read and	classical poetry.	classical poetry.	of poems including
			recite a repertoire of			classical poetry.
		Practise	poems including	Develop	Develop	
		With some support,	classical poetry.	With growing	With some	Embed
		draw on vocabulary	1 3	confidence, draw on	independence, draw on	Independently, draw on
		knowledge to	Practise	vocabulary knowledge	vocabulary knowledge	vocabulary knowledge
		understand texts and	With some support,	to understand texts	to understand texts and	to understand texts
		solve problems	draw on vocabulary	and solve problems	solve problems	and solve problems
			knowledge to			
			understand texts and			
			solve problems			
Inferential	Introduce	Practise	Practise	Develop	Develop	Embed
understanding:	Begin to guess feelings	With support, guess	With some support,	With growing	Independently, guess	Independently, guess
prediction	of characters and the	feelings of characters	guess feelings of	confidence, guess	feelings of characters	feelings of characters
sequencing	reasons for these	and the reasons for	characters and the	feelings of characters	and the reasons for	and the reasons for
events	feelings, particularly	these feelings,	reasons for these	and the reasons for	these feelings,	these feelings,
summary	when based on the	particularly when	feelings, particularly	these feelings,	particularly when	particularly when

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nuanced	child's personal	based on the child's	when based on the	particularly when	based on the child's	based on the child's
vocabulary	experiences	personal experiences	child's personal	based on the child's	personal experiences	personal experiences
		e.g. How does the bear	experiences e.g. How	personal experiences	e.g. How does	e.g. Is a butterfly
	Consolidate from	feel?	does the BFG feel at	e.g. How does Anna	Florence feel when she	patient?
	Year 1 and Continue		night?	feel?	sees the soldiers?	
	Predict what might	Practise				Embed
	happen next, on the	Predict what might	Develop	Develop	Develop	Independently predict
	basis of what has been	happen next, on the	Predict what might	Predict what might	predict what might	what might happen
	read so far.	basis of what has been	happen next, on the	happen next, on the	happen next, on the	next, on the basis of
		read so far.	basis of what has been	basis of what has been	basis of what has been	what has been read so
	Introduce		read so far.	read so far.	read so far.	far.
	Begin to learn about	Practise				
	cause and effect e.g.	With support, learn	Practise	Develop	Develop	Embed
	what has prompted a	about cause and effect	With some support,	With some confidence,	With confidence,	Independently,
	character's behaviour.	e.g. Winnie the Pooh's	learn about cause and	understand about	understand about	understand about
		and Tigger's behaviour	effect e.g. what has	cause and effect e.g.	cause and effect.	cause and effect.
	Introduce		prompted a character's	what has prompted a		
	Discuss and clarify the	Introduce	behaviour.	character's behaviour.	Develop Independently	Embed
	meanings of words,	Begin to explain their			explain their	Independently explain
	linking new meanings	understanding of what	Practise	Practise	understanding of what	their understanding of
	to known vocabulary	is read to them,	With support, explain	With minimal support	is read to them, beyond	what is read to them,
	provided by the	beyond that which is	their understanding of	explain their	that which is explicitly	beyond that which is
	teacher.	explicitly stated e.g.	what is read to them,	understanding of what	stated e.g. make a	explicitly stated e.g.
		make a sequence of	beyond that which is	is read to them,	sequence of events.	make a sequence of
		events.	explicitly stated e.g.	beyond that which is		events, or explain a
			explain a moral.	explicitly stated e.g. a	Develop	moral or message
		Practise		message in the story.	Discuss and clarify the	-
		Discuss and clarify the	Practise		meanings of words,	Embed
		meanings of words,	Discuss and clarify the	Practise	linking new meanings	Discuss and clarify the
		linking new meanings	meanings of words,	Discuss and clarify the	to known vocabulary	meanings of words,
		to known vocabulary	linking new meanings	meanings of words,	provided by the	linking new meanings
		provided by the	to known vocabulary	linking new meanings	teacher.	to known vocabulary
		teacher.	provided by the	to known vocabulary		provided by the
			teacher	provided by the	Embed	teacher.
		Introduce		teacher.	Independently, make	
		With adult modelling,	Practise		some inferences,	Embed and Assess
		begin to make some	With some support,	Develop	answering 'how' and	Independently, make
		inferences, answering	make some inferences,	With some	'why' questions which	some inferences,
		'how' and 'why'	answering 'how' and	independence, make	may reach beyond the	answering 'how' and
		questions which may	'why' questions which	some inferences,	text.	'why' questions which
		reach beyond the text.	may reach beyond the	answering 'how' and		may reach beyond the
			text.	'why' questions which		text.

				may reach beyond the text.		
Description		Desides	Desetter	Develop	Develop	
Respond to text: evaluation response to author authorial effect and intent effect of vocabulary	Consolidate from Year 1 Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Consolidate from Year 1 Explain and discuss their understanding of books, poems and	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.	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.	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	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.	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.
	other material, both those that they listen to and those that they read for themselves. Introduce With adult support, begin to develop their pleasure in reading by	Practise With some support, participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.	Practise participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.	ability. <b>Develop</b> participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to	Develop participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.	Embed participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.
	listening to, discussing and expressing views about a wide range of texts, including nonfiction at a level beyond their independent reading ability.	Practise With some support, recognise simple recurring literary language e.g. we're going on a bear hunt.	Practise With some confidence recognise simple recurring literary language e.g. once, long ago. Practise	others. <b>Develop</b> With increasing independence, recognise simple recurring literary language e.g. once,	Develop Independently, recognise simple recurring literary language e.g. once, long ago; far, far away; we shall have snow.	Embed Independently, recognise simple recurring literary language e.g. once, long ago. Embed
	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.	Practise With some support, discuss favourite words/ phrases in texts from this term that interest them. Introduce With some support, begin to discuss the	With minimal support, discuss favourite words/ phrases in tests from this term that interest them <b>Practise</b> With some support, discuss the sequence of events in stories;	long ago; far, far away <b>Develop</b> With growing confidence, discuss favourite words/ phrases from texts this term that interest them. <b>Practise</b>	Develop Independently, discuss favourite words/ phrases from any of the texts this term that interest them. Develop With growing confidence, discuss the	Independently, discuss favourite words/ phrases from any of the texts this term that interest them. Embed Independently, discuss the sequence of events in stories; retell these

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

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

Υ

Text	Whole School Text:         Flotsam by David         Weisner         Image: Comparison of the second sec					THE PURCHANT
Decode / word- reading: phonics tricky words alphabet use of dictionary Year 3	Introduce and Practise Identify and used words with the /u/ sound spelled ou, the /i/ sound spelled with a y, ze/ - sure, ch/ -ture and common exception words. Consolidate from Year 2 and Introduce Revise exception words taught so far, noting the unusual correspondences between spelling and sound, and where these occur in the word. Introduce with	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. Introduce With support, children apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet; Practise and Assess	Introduce and Practise Identify and used words with I/ sound – al, I/ sound -le, adding suffix -ly to -le adding suffix -ally to -le adding suffix -ally to -ic and homophones. Develop With support, children apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet; Develop With growing	Introduce and Practise Identify and used words adding suffix -ly exceptions, suffix -er with -tch, k/ sound ch and g/ sound – gue. 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. Practise	Introduce and Practise Identify and used words with /s/ sound spelled sc, homophones, common exception words and suffix -sion. 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. Develop	Introduce and Practise Identify and used words with the suffix ly, adding suffix -ly exceptions, homophones, common exception and prefixes re-, dis-and mis- Embed 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.
	support Decode most new words outside their spoken vocabulary	Read further exception words (some from Y3- 4 list), noting the unusual correspondences between spelling and	confidence and independence, decode most new words outside their spoken vocabulary, making a good approximation of	With some confidence, apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to	With confidence, apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to	Embed and Assess Independently and with confidence, decode most new words outside their spoken vocabulary, making a

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

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

sense to them,	explaining the meaning	With some confidence,	the text makes sense	Confidently, check that	Independently, check
discussing their	of words in context.	check that the text	to them, discussing	the text makes sense	that the text makes
understanding and	of words in context.	makes sense to them,	their understanding	to them, discussing	sense to them,
explaining the meaning	Practice	discussing their	and explaining the	their understanding	discussing their
of words in context.	The use of a dictionary	understanding and	meaning of words in	and explaining the	understanding and
of words in context.	to search for definitions	explaining the meaning	context.	meaning of words in	explaining the meaning
Consolidate from	of unknown words.	of words in context	context.	context.	of words in context.
Year 2	or unknown words.	of words in context	Develop	context.	or words in context.
Adult led modelling to	Practise	Practice	With growing	Develop	Embed and assess
the use of a dictionary	Continue to locate the	The use of a dictionary	independence use	With growing	With growing
to search for definitions	meaning of unknown	to search for definitions	dictionary to search for	independence use	independence use
of unknown words.	words using a glossary	of unknown words.	definitions of unknown	dictionary to search for	dictionary to search for
or unitriown words.	in reference books.	or unknown words.	words.	definitions of unknown	definitions of unknown
Consolidate from	Inteletence books.	Practise and assess	words.	words.	words.
Year 2	Practise	Continue to locate the	Develop	words.	words.
With support, locate	With support, become	meaning of unknown	With reduced support,	Develop	Embed and assess
the meaning of	more familiar with	words using a glossary	locate the meaning of	Independently locate	Independently locate
unknown words using	retrieving facts and	in reference books	unknown words using	words that are	words that are
a glossary in reference	information where		a glossary in reference	unknown and use a	unknown and use a
books	question words and	Practise	books	glossary to identify the	glossary to identify the
50010	text language vary.	With support, become		meaning.	meaning.
Introduce	tokt language varyt	more familiar with	Develop With some	ine annigi	liteaningi
With adult modelling,	Practise	retrieving facts and	confidence, become	Develop	
retrieve facts and	With support, check	information where	more familiar with	With increasing	Independently, retrieve
information where	the accuracy of what	question words and	retrieving facts and	confidence, become	facts and information
question words and	they are retrieving by	text language vary.	information where	more familiar with	where question words
text language vary (i.e.	reading around the	0 0 7	question words and	retrieving facts and	and text language vary.
where the literal	words or phrases they	Practise	text language vary.	information where	
answer is somewhat	find.	With some support,		question words and	
'hidden' in the		check the accuracy of	Develop	text language vary.	Independently, check
vocabulary used); they	Practise	what they are	With some confidence,		the accuracy of what
scan for alternative	With some support,	retrieving by reading	check the accuracy of	Develop	they are retrieving by
synonyms or phrases.	locate and discuss	around the words or	what they are	With confidence, check	reading around the
	words and phrases	phrases they find.	retrieving by reading	the accuracy of what	words or phrases they
Introduce	they find interesting.		around the words or	they are retrieving by	find.
With adult modelling,		Introduce	phrases they find.	reading around the	
check the accuracy of	Assess	With support, ask		words or phrases they	
what they are	Use their developing	questions which	Practise	find.	Independently, scan for
retrieving by reading	reading and	improve their own	With some support,		alternative synonyms
around the words or	comprehension skills	understanding	ask questions which	Develop	or phrases.
phrases they find.	independently.		improve their own	Confidently, scan for	
		Practise	understanding.	alternative synonyms	
Introduce				or phrases.	

	With adult modelling,		With some support,	Develop		Independently, ask
	locate and discuss		locate and discuss	With some confidence,	Develop	questions which
	words and phrases		words and phrases	locate and discuss	With some confidence,	improve their own
	they find interesting.		they find interesting.	words and phrases	ask questions which	understanding.
	they find interesting.		they find interesting.	they find interesting.	improve their own	understanding.
				they find interesting.	•	Embod
					understanding.	Embed
				Assess	<b>.</b>	Independently, locate
				Use their developing	Develop	and discuss words and
				reading and	Confidently, locate and	phrases they find
				comprehension skills	discuss words and	interesting.
				independently.	phrases they find	
					interesting	Assess
						Use their developing
						reading and
						comprehension skills
						independently
	Later Lees	Later Lees	Desetter	Develop	Develop	Develop
Comprehend,	Introduce	Introduce	Practise	Develop	Develop	Develop
locate and	With adult support,	With adult support,	With some confidence,	Confidently, identify	Confidently, identify	Confidently, identify
retrieve:	identify how language,	identify how language,	identify how language,	how language,	how language,	how language,
vocabulary	structure and	structure and	structure and	structure and	structure and	structure and
characters	presentation contribute	presentation contribute	presentation contribute	presentation contribute	presentation contribute	presentation contribute
settings	to meaning in texts	to meaning in texts	to meaning in texts	to meaning in texts	to meaning in texts	to meaning in texts
events						
information	Introduce	Practise	Practise	Develop	Develop	Embed
justify using text	With adult support,	With some support,	With support, check	With growing	Independently, check	Independently, check
	check that the text	check that the text	that the text makes	confidence, check that	that the text makes	that the text makes
Year 4	makes sense to them,	makes sense to them,	sense to them,	the text makes sense	sense to them,	sense to them,
	discussing their	discussing their	discussing their	to them, discussing	discussing their	discussing their
	understanding and	understanding and	understanding and	their understanding	understanding and	understanding and
	explaining the meaning	explaining the meaning	explaining the meaning	and explaining the	explaining the meaning	explaining the meaning
	of words in context	of words in context	of words in context	meaning of words in	of words in context	of words in context
	texts			context		
		Practise	Practise		Develop	Embed
	Introduce	With support, work with	With some support,	Develop	Independently, work	Confidently, work with
	With adult support,	texts of increasing	work with texts of	With increasing	with texts of increasing	texts of increasing
	work with texts of	length, to retrieve	increasing length, to	independence, work	length, to retrieve	length, to retrieve
	increasing length, to	information across the	retrieve information	with texts of increasing	information across the	information across the
	retrieve information	whole text as well as at	across the whole text	length, to retrieve	whole text as well as at	whole text as well as at
	across the whole text	a local level	as well as at a local	information across the	a local level	a local level
	as well as at a local		level	whole text as well as at		
	level	Practise		a local level	Develop	Embed
			Practise		Independently, develop	

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

 Our might be afraid of	more then end			from other staries that	Embod
Owl might be afraid of	more than one	Dreation	Develop	from other stories they	Embed
the dark;	paragraph and	Practise	<b>Develop</b> With some confidence,	know.	Independently, identify
Introduce	summarise them.	With some support,	· · · · · · · · · · · · · · · · · · ·	Develop	main ideas drawn from
With adult support,	Introduce	identify main ideas drawn from more than	identify main ideas drawn from more than	Develop	more than one
•••				Confidently, identify	paragraph and
extend inference as a	With adult modelling,	one paragraph and	one paragraph and	main ideas drawn from	summarise them.
guess to drawing	identify themes across the text.	summarise them.	summarise them.	more than one	Embed
inferences such as	the text.	Practise	Develop	paragraph and summarise them.	
inferring characters'	Introduce	With continuing	<b>Develop</b> With some confidence,	summanse mem.	Independently, talk about what words
feelings, thoughts and motives for their	With adult modelling,	J	talk about what words	Develop	mean in context.
actions;	begin to justify their	support, talk about what words mean in	mean in context.	with increasing	mean in context.
actions,	inferences by locating	context.	mean in context.	confidence, talk about	Embed
Consolidate from	textual evidence.	context.	Practise	what words mean in	Independently, identify
Year 2	textual evidence.	Practise	With some support,	context.	themes across the text
Predict what might	Introduce	With support, identify	identify themes across	context.	e.g. bravery Embed
happen next, on the	With adult modelling,	themes across the text	the text e.g. greed in	Develop	Confidently, justify their
basis of what has been	use dictionaries to		Piped Piper.	With some confidence,	inferences by locating
read so far	check meanings of	Practise		identify themes across	textual evidence.
	new vocabulary	With support, begin to	Practise	the text e.g. friendship	
Introduce		justify their inferences	With some support,	in Mouse and Cat	Embed
With adult modelling	Assess	by locating textual	justify their inferences		Independently, use
and scaffolding, predict	Use inference skills	evidence.	by locating textual	Develop	dictionaries to check
what might happen	taught so far		evidence.	With some confidence,	meanings of new
from <i>implied</i> details or	independently.	Practise		justify their inferences	vocabulary.
from other stories they		With some support,	Practise With some	by locating textual	,
know.		use dictionaries to	support, use	evidence.	Assess
		check meanings of	dictionaries to check		Use inference skills
Introduce		new vocabulary.	meanings of new	Develop	taught so far
With adult modelling,			vocabulary.	With confidence, use	independently.
be able to identify main				dictionaries to check	
ideas and themes			Assess	meanings of new	
drawn from more than			Use inference skills	vocabulary.	
one paragraph and			taught so far		
summarise these.			independently.		
Consolidate from					
Year 2 and Introduce					
With support, talk					
about what words					
mean in context.					

Inferential	Introduce	Practise	Practise	Develop	Develop	Embed
understanding:	With adult support,	With support,	With some help,	With increasing	Independently,	Independently,
prediction	begin to sequence	sequence events orally	sequence events orally	confidence, sequence	sequence events orally	sequence events orally
sequencing	events orally and	and create story maps	and create story maps	events orally and	and create story maps	and create story maps
events	create story maps			create story maps		
summary		Introduce	Practise and Develop		Embed	Embed and asses
nuanced	Introduce and	With adult modelling,	With growing	Develop	With growing	With growing
vocabulary	Practise With growing	sequence events	confidence, gathering	With growing	independence,	independence,
	confidence, gathering		experience from texts,	independence,	gathering experience	gathering experience
Year 4	experience from texts,	Introduce and	children learn to	gathering experience	from texts, children	from texts, children
	children learn to	Practise	identify themes in the	from texts, children	learn to identify themes	learn to identify themes
	identify themes in the	With growing	narratives.	learn to identify themes	in the narratives,	in the narratives,
	narratives.	confidence, gathering		in the narratives,	discussing these and	discussing these and
		experience from texts,	Practise	discussing these and	justifying opinions with	justifying opinions with
	Introduce	children learn to	With support, gathering	justifying opinions with	evidence.	evidence.
	With adult support,	identify themes in the	experience from texts,	evidence.		
	predict what might	narratives.	children learn to draw	Develop	Embed	Embed and assess
	happen from implied	In the days of	inferences such as	Develop	With support, gathering	With support, gathering
	details	Introduce	inferring characters'	With support, gathering	experience from texts,	experience from texts,
	Introduce	With support, gathering	feelings, thoughts.	experience from texts, children learn to draw	children learn to draw inferences such as	children learn to draw inferences such as
	With adult support,	experience from texts, children learn to draw	Introduce	inferences such as	inferring characters'	inferring characters'
	discuss and explain	inferences such as	Begin to justify their	inferring characters'	feelings, thoughts,	feelings, thoughts,
	words and phrases to	inferring characters'	inferences with textual	feelings, thoughts and	motives, justifying with	motives, justifying with
	explore meanings in	feelings, thoughts.	evidence, as a familiar	motives, justifying with	evidence from the text.	evidence from the text.
	context		exercise.	evidence from the text.		
	oomox	Practise			Develop	Embed and assess
		With some support,	Practise	Practise and assess	Confidently, justify their	Independently, justify
		predict what might	With confidence,	With some confidence,	inferences with textual	their inferences with
		happen from implied	predict what might	justify their inferences	evidence, as a familiar	textual evidence, as a
		details	happen from implied	with textual evidence,	exercise.	familiar exercise
			details	as a familiar exercise.		
		Practise			Develop	Embed
		With some support,	Practise	Develop	Independently, predict	Independently, predict
		discuss and explain	With some support,	With increasing	what might happen	what might happen
		words and phrases to	discuss and explain	confidence, predict	from implied details	from implied details
		explore meanings in	words and phrases to	what might happen		
		context	explore meanings in	from implied details	Practise	Embed
			context	_	With growing	Independently, discuss
				Develop	confidence, discuss	and explain words and
				With growing	and explain words and	phrases to explore
				confidence, discuss	phrases to explore	meanings in context
				and explain words and	meanings in context	

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

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

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

phroning	and akilla until				Prophics and second	Proctice and second
phrasing	and skills until	Dreatice and second	Dreatice and second	Dractice and second	Practise and assess	Practise and assess
appropriate to	automatic decoding	Practise and assess	Practise and assess	Practise and assess	read age-appropriate	read age-appropriate
meaning	has become	read age-appropriate	read age-appropriate	read age-appropriate	books accurately and	books accurately and
	embedded and reading	books accurately and	books accurately and	books accurately and	at a speed that is	at a speed that is
*150-200+	is fluent	at a speed that is	at a speed that is	at a speed that is	sufficient for them to	sufficient for them to
wpm		sufficient for them to	sufficient for them to	sufficient for them to	focus on	focus on
	Consolidate from	focus on	focus on	focus on	understanding, rather	understanding, rather
Year 3	Year 2	understanding, rather	understanding, rather	understanding, rather	than on decoding	than on decoding
	read unfamiliar words	than on decoding	than on decoding	than on decoding	individual words;	individual words;
	containing all common	individual words;	individual words;	individual words;		
	graphemes, accurately				Develop	Embed
	and without undue	Practise	Practise	Develop	Confidently, read new	Independently, read
	hesitation, by sounding	With some support,	With some support,	With some confidence,	words outside their	new words outside
	them out in books that	read new words	read new words	read new words	spoken vocabulary,	their spoken
	are matched closely to	outside their spoken	outside their spoken	outside their spoken	making a good guess	vocabulary, making a
	word reading	vocabulary, making a	vocabulary, making a	vocabulary, making a	at pronunciation.	good guess at
	knowledge;	good guess at	good guess at	good guess at		pronunciation.
		pronunciation.	pronunciation.	pronunciation.	Develop	
	Introduce and assess				Confidently, when	Embed
	read age-appropriate	Practise	Practise	Develop	reading aloud, speak	Confidently, when
	books accurately and	With encouragement,	With encouragement,	With growing	audibly and with	reading aloud, speak
	at a speed that is	when reading aloud,	when reading aloud,	confidence, when	growing fluency.	audibly and with
	sufficient for them to	speak audibly and with	speak audibly and with	reading aloud, speak		growing fluency
	focus on	growing fluency.	growing fluency.	audibly and with	Develop	<b>c c j</b>
	understanding, rather			growing fluency.	Confidently, read many	Embed
	than on decoding	Practise	Practise		exception words for	Confidently, read many
	individual words;	With some support,	With some support,	Practise	Y3-4.	sight exception words
		read all sight all Y2 CE	read more exception	With some support,		for Y3-4.
	Introduce	words and some	words for Y3-4.	read more exception	Develop	
	With adult modelling,	exception words for		words for Y3-4.	Confidently, internalise	Embed
	read new words	Y3-4.	Practise		the reading process to	Independently,
	outside their spoken		With some	Practise	read silently.	internalise the reading
	vocabulary, making a	Practise	encouragement,	With some		process to read
	good guess at	With encouragement,	gradually internalise	encouragement,		silently.
	pronunciation.	gradually internalise	the reading process to	gradually internalise		5
		the reading process to	read silently	the reading process to		
	Consolidate from	read silently.		read silently		
	Year 2 and Continue					
	With adult modelling,					
	when reading aloud,					
	speak audibly and with					
	growing fluency.					
	growing nacitoy.					

	Consolidate from					
	Year 2 and Introduce					
	With support read all					
	sight all Y2 CE words					
	and some exception					
	words for Y3-4.					
	Introduce					
	With adult modelling					
	gradually internalise					
	the reading process to					
	read silently.					
Fluency and	Introduce	Practise	Practise	Develop	Develop	Embed
phrasing:	With adult modelling,	With some support,	With support, read	With increasing	Confidently, read	Confidently, read
reading at 90%	read words speedily by	read words speedily by	words speedily by	confidence, read words	words speedily by	words speedily by
accuracy	working out the	working out the	working out the	speedily by working	working out the	working out the
without overt	pronunciation of	pronunciation of	pronunciation of	out the pronunciation	pronunciation of	pronunciation of
	unfamiliar printed	unfamiliar printed	unfamiliar printed	of unfamiliar printed	unfamiliar printed	unfamiliar printed
segmenting and	-	-	-	•	-	-
blending	words and recognising	words and recognising	words and recognising	words and recognising	words and recognising	words and recognising
automaticity	familiar words	familiar words	familiar words	familiar words	familiar words	familiar words
phrasing						
appropriate to	Consolidate from	Practise and Assess	Practise and Assess	Develop and Assess	Develop and Assess	Embed and Assess
meaning	Year 3,	Sight-read some more	Sight-read many of	Sight-read a widening	Sight-read a most of	Sight-read all of
		of exception words	exception words from	range of exception	exception words from	exception words from
*150-200+	Introduce and Assess	from the Y3-4 list	the Y3-4 list	words from the Y3-4	the Y3-4 list	the Y3-4 list
wpm	Sight-read a wide			list		
	range of exception	Practise	Practise		Develop	Embed
Year 4	words from the Y3-4	With some support, as	With support, as	Develop	Confidently, as	Confidently, as
	list	decoding becomes	decoding becomes	With growing	decoding becomes	decoding becomes
		more secure, become	more secure, become	confidence, as	more secure, become	more secure, become
	Introduce	independent, fluent	independent, fluent	decoding becomes	independent, fluent and	independent, fluent
	With adult support as	and enthusiastic	and enthusiastic	more secure, become	enthusiastic readers	and enthusiastic
	decoding becomes	readers	readers Introduce and	independent, fluent		readers
	more secure, become		Practise	and enthusiastic	Develop	
	independent, fluent		Read aloud and	readers	Confidently, notice	Embed
	and enthusiastic		perform own poetry to		where commas create	Independently, notice
	readers		demonstrate	Practise	phrasing within	where commas create
			understanding of	With some support,	sentences	phrasing within
			intonation, tone,	notice where commas		sentences
			volume and action.	create phrasing within	Practise and Develop	
				sentences	With some confidence,	Develop
			Introduce		read with expression,	

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

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

	suffixes (morphology		Develop Use a	find meanings of		
	and etymology).	Practise Use a	dictionary successful to	words.		
		dictionary successful to	find meanings of			
	Consolidate from	find meanings of	words.	Develop With growing		
	Year 4 and Continue	words.	words.	confidence, ensure		
	Use a dictionary	wordo.	Practise With some	that attention is paid to		
	successful to find	Practise With minimal	confidence, ensure	new vocabulary, both		
	meanings of words.	support, ensure that	that attention is paid to	its meaning and		
	incarningo or wordo.	attention is paid to new	new vocabulary, both	correct pronunciation.		
	Consolidate from	vocabulary, both its	its meaning and			
	Year 4 and Continue	meaning and correct	correct pronunciation.	Practise and Assess		
	With some support,	pronunciation.	•••••• p·••••	Revise and develop		
	ensure that attention is		Practise and Assess	their knowledge of the		
	paid to new	Practise and Assess	Revise and develop	skills needed for		
	vocabulary, both its	Revise and develop	their knowledge of the	reading		
	meaning and correct	their knowledge of the	skills needed for	Ŭ		
	pronunciation.	skills needed for	reading			
		reading				
	Consolidate from					
	Year 4, Continue and					
	Assess Revise and					
	develop their					
	knowledge of the skills					
	needed for reading					
Comprehend,	Introduce	Introduce	Practise	Develop	Develop	Develop
locate and	With adult support,	With adult support,	With some confidence,	Confidently, identify	Confidently, identify	Confidently, identify
retrieve:	identify how language,	identify how language,	identify how language,	how language,	how language,	how language,
vocabulary	structure and	structure and	structure and	structure and	structure and	structure and
characters	presentation contribute	presentation contribute	presentation contribute	presentation contribute	presentation contribute	presentation contribute
settings	to meaning in texts	to meaning in texts	to meaning in texts	to meaning in texts	to meaning in texts	to meaning in texts
events						
information	Introduce	Practise	Practise	Develop	Develop	Embed
justify using text	With adult support,	With some support,	With support, check	With growing	Independently, check	Independently, check
Veer 4	check that the text makes sense to them.	check that the text	that the text makes	confidence, check that	that the text makes	that the text makes
Year 4	· · · · · · · · · · · · · · · · · · ·	makes sense to them,	sense to them,	the text makes sense	sense to them,	sense to them,
	discussing their understanding and	discussing their understanding and	discussing their	to them, discussing their understanding	discussing their understanding and	discussing their understanding and
	explaining the meaning	explaining the meaning	understanding and explaining the meaning	and explaining the	explaining the meaning	explaining the meaning
	of words in context	of words in context	of words in context	meaning of words in	of words in context	of words in context
	texts		or words in context	context		or words in context
	10/10	Practise	Practise	CONTEXT	Develop	Embed
	Introduce	With support, work with	With some support,	Develop	Independently, work	Confidently, work with
	Introduce	texts of increasing	work with texts of	Develop	with texts of increasing	texts of increasing
		toxto of increasing			with texts of increasing	toxto or moreasing

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

	Consolidate from	Practise				
fear 5	Year 4 and Introduce	With support, check	Practise	Develop	Develop	Embed
	With support, check	that the book makes	With increasing	With confidence, check	With some	Independently and
	that the book makes	sense to them,	confidence, check that	that the book makes	independence, check	confidently, check that
	sense to them,	discussing their	the book makes sense	sense to them,	that the book makes	the book makes sense
	discussing their	understanding and	to them, discussing	discussing their	sense to them,	to them, discussing
	understanding and	exploring the meaning	their understanding	understanding and	discussing their	their understanding
	exploring the meaning	of words in context.	and exploring the	exploring the meaning	understanding and	and exploring the
	of words in context.		meaning of words in	of words in context.	exploring the meaning	meaning of words in
		Practise	context.	Develop	of words in context.	context.
	Consolidate from	With some support,		With some confidence,		
	Year 4 and Introduce	ask questions which	Practise	ask questions which	Develop	Embed
	With adult modelling,	develop their	With support, ask	develop their	Confidently, ask	Independently, ask
	ask questions which	understanding.	questions which	understanding.	questions which	questions which
	develop their	5	develop their	U U	develop their	develop their
	understanding.	Practise	understanding.	Develop	understanding.	understanding.
	Je state g	With some support,	<b>3</b>	With increasing	<b>3</b>	<b>J</b>
	Introduce	retrieve key details and	Practise	confidence, retrieve	Develop	Embed
	With adult modelling,	begin to find quotations	With some support,	key details and begin	Confidently, retrieve	Independently, retrieve
	begin to retrieve key	from a whole text.	retrieve key details and	to find quotations from	key details and begin	key details and begin
	details and begin to		begin to find quotations	a whole text.	to find quotations from	to find quotations from
	find quotations from a	Practise	from a whole text.	Develop	a whole text.	a whole text.
	whole text.	With some support,		With increasing		
		locate the author or	Practise	confidence, locate the	Develop	Embed
	Introduce	poet's viewpoint, either	With some confidence,	author or poet's	Confidently, locate the	Independently and
	With adult modelling,	where it is explicitly	locate the author's	viewpoint, either where	author's viewpoint,	confidently, locate the
	begin to learn to locate	stated, or when it can	viewpoint, either where	it is explicitly stated, or	either where it is	author or poet's
	the author or poet's	be retrieved through	it is explicitly stated, or	when it can be	explicitly stated, or	viewpoint, either where
	viewpoint, either where	using similar words	when it can be	retrieved through using	when it can be	it is explicitly stated, or
	it is explicitly stated, or	and phrases.	retrieved through using	similar words and	retrieved through using	when it can be
	when it can be		similar words and	phrases.	similar words and	retrieved through using
	retrieved through using	Practise	phrases.		phrases.	similar words and
	similar words and	With some support,		Develop		phrases.
	phrases.	understand some	Practise	With increasing	Develop	
		challenging vocabulary	With developing	confidence, understand some	Confidently, locate the	Embed
	Introduce	and its meaning within	confidence,	challenging vocabulary	author's viewpoint,	Confidently and
	With adult support,	context, sometimes	understand some	and its meaning within	either where it is	independently,
	begin to understand	supported by using a	challenging vocabulary	context, sometimes	explicitly stated, or	understand some
	some challenging	dictionary or thesaurus	and its meaning within	supported by using a	when it can be	challenging vocabulary
	vocabulary and its		context, sometimes	dictionary or	retrieved through using	and its meaning within
	meaning within	Practise	supported by using a	thesaurus.	similar words and	context, sometimes
	context, sometimes	With support continue	dictionary or		phrases.	supported by using a
		to skim or scan a	thesaurus.	Develop		dictionary or thesaurus.

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

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

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

With adult support,	With support, show an	With some confidence,	With greater	Develop	Develop
show an increasing	increasing awareness	show an increasing	confidence, show	Independently, show	Independently, show
awareness of authorial	of authorial choice,	awareness of authorial	increasing awareness	an increasing	an increasing
choice, discuss words	discuss words and	choice, discuss words	of authorial choice,	awareness of authorial	awareness of authorial
and phrases which	phrases which capture	and phrases which	discuss words and	choice, discuss words	choice, discuss words
capture their interest.	their interest.	capture their interest in	phrases which capture	and phrases which	and phrases which
		poetry text.	their interest.	capture their interest.	capture their interest.
Introduce With	Practise				
growing confidence,	With growing	Practise	Develop	Develop	Develop
and gathering	confidence, and	With growing	With growing	With growing	With growing
experience from a	gathering experience	confidence, and	confidence, and	confidence, and	confidence, and
wider range of texts,	from a wider range of	gathering experience	gathering experience	gathering experience	gathering experience
children build positive	texts, children build	from a wider range of	from a wider range of	from a wider range of	from a wider range of
attitudes to reading, by	positive attitudes to	texts, children build	texts, children build	texts, children build	texts, children build
reading, listening to	reading, by reading	positive attitudes to	positive attitudes to	positive attitudes to	positive attitudes to
and discussing a wide	listening to and	reading, by reading	reading, by reading	reading, by reading	reading, by reading
range of fiction.	discussing a wide	listening to and	listening to and	listening to and	listening to and
	range of fiction.	discussing a wide	discussing a wide	discussing a wide	discussing a wide
Consolidation from		range of poetry.	range of non-fiction.	range of reference/text	range of fiction, poetry
year 3	Consolidation from			books	and non-fiction
Develop their	year 3	Consolidation from	Consolidation from		
familiarity with texts	Develop their	year 3	year 3	Consolidation from	Consolidation from
including myths and	familiarity with texts	Develop their	Develop their	year 3	year 3
legends; retell some of	including myths and	familiarity with texts	familiarity with texts	Develop their familiarity	Develop their familiarity
these orally;	legends; retell some of	including myths and	including myths and	with texts including	with texts including
	these orally;	legends; retell some of	legends; retell some of	myths and legends;	myths and legends;
Introduce With adult		these orally;	these orally;	retell some of these	retell some of these
modelling, identify how	Practise			orally;	orally;
language, paragraph	With support, identify	Practise			
structure and layout	how language,	With some support,	Develop	Develop	Develop
contribute to meaning	paragraph structure	identify how language,	With some confidence,	With confidence,	Independently, identify
in fiction.	and layout contribute	paragraph structure	identify how language,	identify how language,	how language,
	to meaning in fiction.	and layout contribute	paragraph structure	paragraph structure	paragraph structure
Introduce		to meaning in poetry.	and layout contribute	and layout contribute to	and layout contribute to
With adult modelling,	Practise	<b>D</b>	to meaning in non-	meaning in reference	meaning in fiction and
discuss the impact of	With support, discuss	Practise	fiction text.	and text books.	non-fiction texts
the text on the reader	the impact of the text	With some support,	Develop	Develop	Truck and
and how this has been	on the reader and how	discuss the impact of	Develop	Develop Operfidenties eliseres	Embed
achieved using how,	this has been achieved	the text on the reader	With growing	Confidently, discuss	Independently and
what, where and why	using how, what,	and how this has been	confidence, discuss	the impact of the text	confidently, discuss the
questions	where and why	achieved using how,	the impact of the text	on the reader and how	impact of the text on
	questions	what, where and why	on the reader and how	this has been achieved	the reader and how
		questions	this has been achieved		this has been achieved

				using how, what, where and why questions	using how, what, where and why questions	using how, what, where and why questions.
Respond to text: evaluation response to author authorial effect and intent	Introduce With adult support, extend their familiarity with texts to include modern fiction, fiction from our literary heritage.	Throughout the year Extend their familiarity with texts to include modern fiction, fiction from our literary heritage.	Throughout the year Extend their familiarity with texts to include modern fiction, fiction from our literary heritage and books from other cultures.	Throughout the year Extend their familiarity with texts to include modern fiction and fiction from our literary heritage.	Throughout the year Extend their familiarity with texts to include modern fiction, fiction from our literary heritage, and books from other cultures.	Throughout the year Extend their familiarity with texts to include modern fiction, fiction from our literary heritage and books from other cultures.
effect of vocabulary Year 5	Introduce With adult modelling, discuss and build on their own and others' opinions	Practise With some support, discuss and build on their own and others' ideas.	Practise With some confidence, discuss and build on their own and others' ideas.	<b>Develop</b> With increasing confidence, discuss and build on their own and others' ideas.	<b>Develop</b> Confidently, discuss and build on their own and others' ideas.	Embed Confidently and independently, discuss and build on their own and others' ideas.
	Consolidate from Year 4, and Continue With adult modelling, maintain a positive	Practise With some support, maintain a positive attitude to reading texts structured in	<b>Practise</b> With support, maintain a positive attitude to reading texts structured in	Develop With increasing confidence, maintain a positive attitude to reading texts	<b>Develop</b> Confidently, maintain positive attitudes to reading texts structured in different ways for a	Embed Confidently, maintain a positive attitude to reading texts
	attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-	different ways for a range of purposes i.e. poetry, fiction, non- fiction	different ways for a range of purposes i.e. poetry, fiction, non- fiction.	structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction	range of purposes i.e. poetry, fiction, non- fiction <b>Develop</b>	structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction
	fiction Introduce With adult modelling make comparisons within and across texts	Practise During supported discussion, make comparisons within and across texts.	Practise With some confidence during discussion make comparisons within and across texts	Develop With some confidence, make comparisons within and across books	Confidently, make comparisons within and across books. <b>Develop</b> With increasing	Embed Independently, make comparisons within and across books.
	<b>Introduce</b> With adult modelling, distinguish between fact and opinion.	Practise With support, distinguish between fact and opinion.	Practise With minimal support, distinguish between fact and opinion.	<b>Develop</b> With some confidence, distinguish between fact and opinion.	confidence, distinguish between fact and opinion.	Independently, distinguish between fact and opinion
	Consolidate from Year 4, and Continue With support, discuss and evaluate how	Practise With some support, discuss and evaluate how authors use language, considering	Practise With some confidence, discuss and evaluate how authors use language, considering	<b>Develop</b> With increasing confidence, discuss and evaluate how authors use language,	Confidently, discuss and evaluate how authors use language, considering the impact on the reader and how	Independently, discuss and evaluate how authors use language, considering the impact on the reader and how

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

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

	confidence revise and	exception words with	sight-read all Y3-4	words with some	Develop	words with increasing
	sight-read all Y3-4	automaticity.	exception words with	automaticity.	Read silently and then	automaticity.
	exception words with		automaticity.		discuss what they have	
	automaticity.	Practise		Develop	read on a daily basis.	Embed
		Read silently and then	Practise	Read silently and then		Read silently and then
	Introduce	discuss what they have	Read silently and then	discuss what they have	Develop	discuss what they have
	Read silently and then	read on a daily basis.	discuss what they have	read on a daily basis.	With some confidence,	read on a daily basis.
	discuss what they have		read on a daily basis.		read most words	
	read on a daily basis.	Introduce		Practise	effortlessly and work	Embed and Assess
		With adult support,	Practise	With some support,	out how to pronounce	With confidence, read
		read most words	With some support,	read most words	unfamiliar written	most words effortlessly
		effortlessly and work	read most words	effortlessly and work	words with increasing	and work out how to
		out how to pronounce	effortlessly and work	out how to pronounce	automaticity.	pronounce unfamiliar
		unfamiliar written	out how to pronounce	unfamiliar written		written words with
		words with increasing	unfamiliar written	words with increasing	Embed	increasing
		automaticity.	words with increasing	automaticity.	Prepare poems and	automaticity.
			automaticity.		other readings to read	
		Introduce		Develop	aloud and to perform,	Embed and Assess
		Prepare readings and	Practise	Prepare readings to	showing understanding	Prepare poems and
		plays to read aloud	Prepare poems and	read aloud and to	through intonation,	other readings to read
		and to perform,	readings to read aloud	perform, showing	tone and volume so	aloud and to perform,
		showing understanding	and to perform,	understanding through	that the meaning is	showing understanding
		through intonation,	showing understanding	intonation, tone and	clear to an audience.	through intonation,
		tone and volume so	through intonation,	volume so that the		tone and volume so
		that the meaning is	tone and volume so	meaning is clear to an		that the meaning is
		clear to an audience.	that the meaning is	audience.		clear to an audience.
			clear to an audience.			
Voor C						
Year 6	W/h ala Oak a al Taut	The Contenents	Latters from the	Lattern fram tha	The Diana (Animatian)	4004 Archiev Nickto
	Whole School Text:	The Explorer by Katherine Rundell	Letters from the Lighthouse	Letters from the Lighthouse	The Piano (Animation)	1001 Arabian Nights Persuasive letter
	Flotsam by David		Emma Carroll	Emma Carroll		
	Weisner	STREET,				<u> </u>
		RENDER	Emma Carroll	Emma Carroll	Contraction of the second	ANGGARD BURTON
	DAVID WIESNER		+ LETTERS	+ LETTERS		
		FYPIÖDFR	IGHTHOUSE	LIGHTHOUSE		2001
		EXPLORER				ARABIAN
		Constanting of the second			Ruin (Animation)	1 HONIS
	Journey to Jo'Burg		1 "La Mind Maryan and Park Polina Cost	F Tak Mchard Wroppe Food Falling Fording Control International part for theme		
	By Beverley Naidoo		1.15 WHILE REPORT	1.15 Home Rosent		The day the crowers and
						The day the crayons quit
					A MARCEN	

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

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

	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	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	<ul> <li>Practise:</li> <li>With teacher modelling and support, use PEE to justify inferences, identifying suitable quotations to illustrate.</li> <li>Practise</li> <li>With some support, make reasoned predictions from implied details;</li> <li>Practise</li> <li>With support, summarise main ideas across whole text and note developments e.g. of a character or relationship.</li> <li>Consider how a character changes from the beginning to the end of a narrative.</li> <li>Introduce</li> <li>With adult modelling, use evaluative skills to make simple comparisons across texts around a theme.</li> <li>Practise</li> </ul>	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 texts around the theme of Post War Britain.	<ul> <li>Develop</li> <li>With confidence, fluency and independence, children draw hidden inferences, justifying with textual evidence, including quotations which illustrate;</li> <li>Embed and Assess</li> <li>With independence and confidence make reasoned predictions from implied details;</li> <li>Embed and Assess Independently, summarise main ideas across whole text, note developments e.g. of a character or relationship.</li> <li>Embed</li> <li>With reduced support, use evaluative skills to make simple comparisons across texts around a theme.</li> <li>Embed and Assess Share narrative and non-narrative texts</li> </ul>

	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. <b>Practise</b> Share narrative and non-narrative texts around the theme of WW2. <b>Practise</b> With some confidence, work out the nuanced meanings of words and phrases in context. For example, why is the rope described as "a 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. <b>Develop</b> 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	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

In	ntroduce with adult	Which part do you	With adult support,	structured in a way that	Develop	figurative language ar
				-		
	nodelling, focusing on:	prefer? Can you	focusing on: Do you think this letter has	is helpful to the reader? Can you see	With confidence,	its impact - inc similes
	low does this text	explain why? How			identify and talk about	metaphors,
	nake you feel? What	does the way this is set	been structured in a	how the author has	figurative language and	personification and
	o you think of this	out on the page help	way that is helpful to	achieved that? Do you	its impact - inc similes,	hyperbole and
	haracter? Which part	us to find information?	the reader? Can you	like the phrase this	metaphors,	onomatopoeia
	o you prefer? Can		see how the author	author has chosen?	personification and	
	ou explain why? How	Practise	has achieved that? Do	Can you think of	hyperbole and	Embed
	oes the way this is set	With some support	you like the phrase this	another text which	onomatopoeia	Confidently, distingui
	ut on the page help	identify and talk about	author has chosen?	compares with this		between fact and
u	s to find information?	figurative language	Can you think of	one? How is it	Develop	opinion.
		and its impact – inc	another text which	different?	Confidently, distinguish	
Ir	ntroduce	similes, metaphors,	compares with this		between fact and	Embed
N	Vith adult support,	personification,	one? How is it	Develop	opinion.	Confidently, explain
	lentify and talk about	onomatopoeia	different?	With growing		and discuss their
	gurative language			confidence, identify	Develop	understanding of what
	nd its impact – similes	Practise With some	Practise and assess	and talk about	Confidently, explain	they have read,
	nd metaphors	support, distinguish	With some confidence,	figurative language	and discuss their	expressing their poin
		between fact and	identify and talk about	and its impact -inc	understanding of what	of view.
С	consolidate from	opinion.	figurative language	similes, metaphors,	they have read,	••••••
	'ear 5,	op	and its impact- inc	personification and	expressing their point	Embed
	evise and Continue	Practise	similes, metaphors,	hyperbole and	of view.	Confidently, provide
	Vith support,	With some support,	personification and	onomatopoeia		reasoned justification
	istinguish between	explain and discuss	hyperbole	onomatopoela	Develop	for views.
	act and opinion.	their understanding of	hyperbole	Develop	Confidently, provide	101 1101003.
		what they have read,	Practise	With increasing	reasoned justification	
L.	ntroduce	expressing their point	With some confidence,	confidence, distinguish	for views.	
				between fact and	IOI views.	
	Vith adult modelling,	of view.	distinguish between			
	xplain and discuss	Deseties	fact and opinion.	opinion.	Assess via SATs	
	neir understanding of	Practise	Provide a	Develop	Use their developing	
	hat they have read,	With support, provide	Practise	Develop	reading,	
	xpressing their point	reasoned justification	With some confidence,	With increasing	comprehension skills,	
0	f view.	for views. Assess Use	explain and discuss	confidence, explain	authorial effect	
		their developing	their understanding of	and discuss their	knowledge	
	onsolidate from	reading,	what they have read,	understanding of what		
	ear 5,	comprehension skills,	expressing their point	they have read,		
	evise and Continue	authorial effect	of view.	expressing their point		
	Vith adult modelling,	knowledge		of view.		
	rovide reasoned		Practise			
ju	stification for views.		With some confidence,	Develop		
			provide reasoned	With confidence,		
			justification for views.	provide reasoned		
				justification for views.		

				Assess Use their developing reading, comprehension skills, authorial effect knowledge		
Fluency and	Consolidate from Year	Practise	Practise	Develop	Develop	Embed
phrasing:	5, Device and Continue	Read age-appropriate	Read age-appropriate	Read age-appropriate	Read age-appropriate	Read age-appropriate
reading at 90%	Revise and Continue Read age-appropriate	texts with developing fluently from the class	texts with continued developing fluently	texts with greater fluently from the class	texts with increasing fluently from the class	texts with increased fluently from the class
accuracy without overt	texts with some fluently	book area, school	from the class book	book area, school	book area, school	book area, school
segmenting and	from the class book	library and	area, school library	library and	library and	library and
blending	area, school library	differentiated text	and differentiated text	differentiated text	differentiated text	differentiated text
automaticity	and differentiated text	during whole class	during whole class	during whole class	during whole class	during whole class
phrasing	during whole class	reading. Practise With	reading.	reading.	reading.	reading.
appropriate to	reading.	continued support,				
meaning		recite a wider range of	Practise	Develop	Develop	Embed
	Consolidate from	poetry, sometimes by	With some confidence,	With growing	Confidently, notice and	Confidently, notice and
*150-200+	Year 5,	heart.	recite a wider range of	confidence, read aloud	respond to punctuation	respond to punctuation
wpm	Revise and Continue With support, recite a	Practise	poetry, sometimes by heart.	and perform poems, showing understanding	and phrasing when reading aloud.	and phrasing when reading aloud;
	wider range of poetry,	With some support,	nean.	through intonation,	reading aloud.	reading aloud,
	sometimes by heart	read aloud and	Practise	tone and volume so	Develop and assess	Embed and assess
		perform poems,	With some confidence,	that the meaning is	Confidently,	Independently,
	Consolidate from	showing understanding	read aloud and	clear to the audience.	automatically read a	automatically read a
	Year 5,	through intonation,	perform poems,		range of exception	range of exception
	Revise and Continue	tone and volume so	showing understanding	Develop	words, including some	words, including some
	With adult modelling,	that the meaning is	through intonation,	With increasing	of the Y5-6 list and	of the Y5-6 list and
	read aloud and	clear to the audience.	tone and volume so	confidence, notice and	similar words which	similar words which
	perform poems,	Practise	that the meaning is clear to the audience.	respond to punctuation	occur in texts.	occur in texts.
	showing understanding through intonation,	With some support,	cieal to the audience.	and phrasing when reading aloud.		
	tone and volume so	notice and respond to	Practise			
	that the meaning is	punctuation and	With some confidence,	Develop and assess		
	clear to the audience.	phrasing when reading	notice and respond to	With some confidence,		
		aloud.	punctuation and	automatically read a		
	Consolidate from		phrasing when reading	range of exception		
	Year 5,	Practise and assess	aloud.	words, including some		
	Revise and Continue	With support,	Practice and esses	of the Y5-6 list and		
	With support, notice and respond to	automatically read a range of exception	Practise and assess With some support,	similar words which occur in texts.		
	punctuation and	words, including some	automatically read a	occur in texts.		
	Punctuation and	words, including some	automatically lead a			

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