



Reading Curriculum

Intent, Implementation and Impact

Intent

As a Church of England school, our English curriculum is underpinned by our gospel values. These values are used and applied throughout the English curriculum. Our children are learned and wise in the way that they practise and apply English skills in a variety of different contexts and use these skills to read for a real purpose. They show curiosity, attentiveness and active learning through their independence within lessons, following their own learning journey, taking charge of their own learning by using a variety of resources, including their working wall and continuously acting on their 'pink pen' feedback through active marking within each lesson. Our gospel values create a solid moral background for our children and encourage them to become better members of society.

At the heart of our English curriculum is our core skills, evident in our termly learning journeys. These skills are progressive and are built on year after year from EYFS all the way through to Year 6. These learning journeys enable our pupils to be ready to access the next stages in their education, culminating in them being well-equipped in their English education for secondary school. Our children come from a wide range of backgrounds and many are not equipped with the English skills and experiences they need to become the best readers that they can be. We have worked together to create our main outcomes that we want for our children. In English, we want to instil curiosity and a love of learning through immersion in high quality texts. Real-life experiences provide children with purposeful contexts for their reading. Our class/lesson set-up and marking policy promotes independence, resilience and high aspirations through our bronze, silver and gold learning journeys.

Implementation

St Thomas' Reading Learning Journey focuses on a spiral curriculum model where previous skills and knowledge are revisited and built upon.

EYFS

As part of Development Matters (2021), Reading is taught in relation to the strand 'Literacy', with some sessions linking to the 'Communication and Language' strand. Children in EYFS are taught the mechanics of reading and have whole class reading sessions in addition to being read with. The children in EYFS are exposed to a class text each week and will answer questions in this during their adult-led input and activity. These questions link to the 'Comprehension' sub-strand of the 'Literacy' strand. Children are taught to recognise graphemes, segmenting and blending through phonics sessions as well as their mechanics of reading session linking to the sub-strand 'Word Reading'. Children in EYFS also have stories read to them each day to promote a passion for reading.

EYFS Learning Journey

1. Explore (retrieval)

Make it, show me, KWL grid, mindmap, key vocab sharing

3. Practise and Questioning

Busy time, I wonder... questions, enhanced provision, facilitation

2. Teach (Explanation, modelling)

concrete materials, metacognitive talk, group work, input/carpet sessions

4. Apply (Active learning)

Independent tasks, scaffolding, continuous provision, child-led learning

5. Review (retrieval)

What have you learnt today?, mini input on previous learning, KWL revisit, mindmaps, repeat 'explore' activity, explore tray work.

Continuous AFL

Phonics

We have chosen to follow Supersonic Phonic Friends as our phonic scheme; it was chosen because it had strong links to rhyme and alliteration, was interactive for our children and would ensure consistency in approach to teaching phonics across school. Staff follow the Supersonic Phonic Friends planning and Powerpoint presentations online. Staff are expected to plan their own revisit and review sessions which will be based on previous assessments of learning. Staff have the autonomy to and are expected to make alterations to planning to suit the needs of the children, for instance how long to spend on the learning of a GPC (Grapheme Phoneme Correspondence).

Each new piece of learning should include the following sections:

- ☐ Revisit and review (every lesson)
- ☐ Listen with Len
- ☐ Segment with Seb and blend with Ben
- ☐ See it with Sam
- ☐ Segment with Seb and build with Bill
- ☐ Read with Rex
- ☐ Write with Ron

Nursery lessons last for 5-10 minutes. Reception lessons start at 10 minutes, with daily additional oral blending - increasing to 20 minutes when ready, like Key Stage 1. Timely interventions take place for the lowest 20% and children who have been identified as needing more support from lesson assessments.

These take the form of post-teach and microphonic bursts of no more than 10 minutes. This is also the case for Year 2 and Key Stage 2 children who need extra support with phonics.

Reading

Whilst some reading strategies are used more often to teach emergent reading (such as phonics), the academy recognises that learners may require a blend of different strategies in order for children to progress.

1. Phonics (see previous sections on phonics)

2. Individual Reading

- At the learning to read stage, teachers and support staff may listen to children read individually or as part of a group of similar ability children, if the child requires more focused support in applying their phonics.
- Texts are chosen from the school's phonics book bands and are at the instructional level for each child

Individual reading will be used to:

- Provide a context for the teacher to teach common exception words, decoding skills, use of picture clues and use of context to support prediction;
- Provide an opportunity for child to consolidate his/her early decoding skills;
- Monitor the application of reading skills of the child.
- ☐ Focus on developing fluency in reading
- ☐ Enable teachers to model the skills and strategies used by effective readers.
- ☐ Ensure that the mechanics of reading are being taught explicitly to the children (A combination of phonemic awareness, word analysis, phonics and sight words are key principles that make the reading process both meaningful and manageable for young children.)

3. Whole Class Reading

- Shared reading takes place in various forms across all ages:

EYFS - Reading is a whole-class learning experience based on a shared text. These texts provide the theme for continuous provision and the adult-led activities. Through these experiences children develop their understanding of language, characters, settings and simple story structures, which may include repetition.

KS1 and KS2- Reading takes place within the Whole Class Reading session, using their focus text for that half term. Children access the text through copies and the use of the interactive whiteboard. The children's reading has a purpose, such as exploring characters, plot, making simple predictions and developing vocabulary further. The texts used in shared reading are linked to writing activities.

WCR across all stages will be used to:

- Demonstrate how to read a wide variety of different genres and text types.
- Demonstrate that reading is a pleasurable experience;
- Give access to challenging texts for all pupils;
- Focus on developing the comprehension skills of the children
- Focus on language development through oracy

4. Independent Reading (Read and Relax)

As pupils reach the 'reading to learn' stage and are confidently decoding and answering simple comprehension questions, then they will also be encouraged to read independently.

Independent reading will be used to:

- Promote enjoyment of reading;
- Promote the development of independent learning strategies;

- Provide a context for the application of skills and knowledge about reading.

In WCR, work is recorded in an exercise book and marked in line with the marking policy.

Impact

The impact of the St Thomas' Learning Journey is that children will (as stated in the national curriculum):

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Whole School Yearly Overviews

SUPERSONIC Phonic Friends

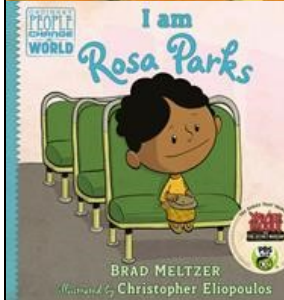
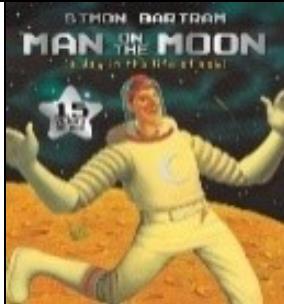
EYFS			KS1			
Nursery	Reception		Year 1			Year 2
Firm Foundations in Phonics 1 Wrap them in Rhyme and Oral Blending and Segmenting						
Firm Foundations in Phonics 1 Wrap them in Rhyme	The Basics 2	The Basics 3 The Basics 3 plus	The Basics 4 Adjacent Consonants & Polysyllabic	The Higher Levels of Phonics 5c Choose to Use	The Higher Levels of Phonics 5b Switch it Spell Sounds	Statutory Spelling Appendices Spelling Patterns & Rules 6
General Sound Discrimination	Group 1 s a t p	The Basics 3	Group 1: CVCC	Group 1: ai/ay ee/ea igh/ie oa/oe oo/ue	Group 1: i o c g	Year 1 & Year 2 NC Appendices
Aspect 1	Group 2 i n m d	Group 1 j v w x	Group 2: CVCC & Polysyllabic	Group 2: ai/ay/a_e ee/ea/e_e igh/ie/i_e oa/oe/o_e oo/ue/u_e	Group 2: u ow ie ea	
Aspect 2	Group 3 g o c k	Group 2 qu z zz y	Group 3: CCVC		Group 3: a a oi o	
Aspect 3	Group 4 ck e u r	Group 3 ch sh th ng	Group 4: CCVC & Polysyllabic	Group 3 oi/oy ur/ir ow/ou or/aw w/wh	Group 4 y y ch ch ou	
Aspect 4	Group 5 h b f l	Group 4 ai ee igh oa	Group 5 CCVCC CCCVCC & Polysyllabic	Group 4: air/are n/kn r/wr t/ff/ph or/aw/au		
Phonological Awareness	Group 6 ll ff ss	Group 5 oo oo or ar		Group 5: n/kn/gn or/aw/au/ore ee/ea/e_e/eye e/ea/e_e/ey/y oo/ue/u_e/ew		
Aspect 4		The Basics 3 plus		Group 6: air/ are/ ear ur/ir/ or/ ch/tch j/dge ur/ir/ or/er		
Aspect 5		Group 6: ur ow oi er				
Aspect 6		Group 7: ure ear air				
Aspect 7						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1/2/ 3 A	  <p>Poem Focus Alphabet poems - Michael Rosen Listening Ears-Brian Moses</p>	 <p>Poem focus Now we are six – AA Milne</p>	 <p>Poem focus Simple shape poems:</p>	 <p>Poem focus I opened a book – Julia Donaldson</p>	  <p>Poem focus Buckingham Palace -AA Milne</p>	 <p>Poem focus Diamante – various examples</p>

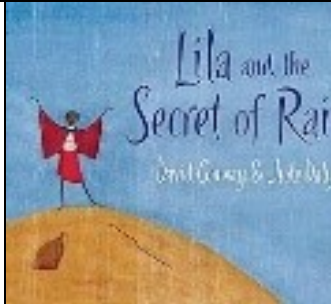
Y1/2/

3

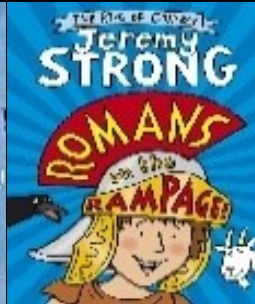
B



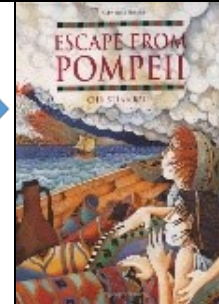
Poem focus
Rhythm of Life – Michael Rosen



Poem focus
Onomatopoeia and alliteration: The Sound Collector – Roger McGough



Poem focus
Acrostic poems
Fruit Picking – Jack Ousbey



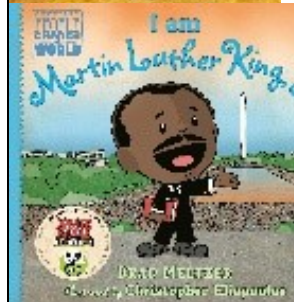
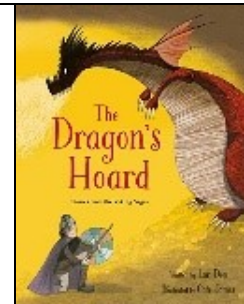
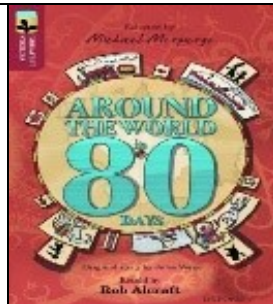
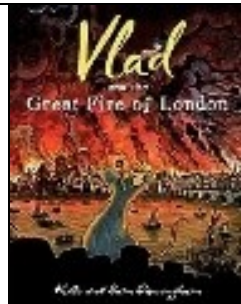
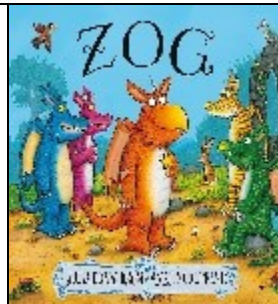
Poem focus
Kennings: Bird Dresser – Tony Mitton
Here is the Seed – John Foster



Y1/2/

3

C



Poem focus

Acrostic poem (Fireworks or Christmas) Gervais Phinn



Poem focus

From a railway carriage – Robert Louis Stevenson

Poem focus

Riddles: www.poetry4kids.com

The Quangle wangles hat – Edward Lear

F

Poem focus

Please Mrs Butler – Allan Ahlberg

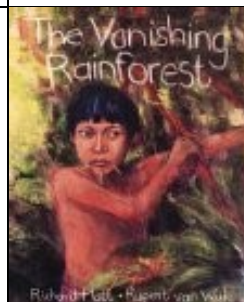
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Poem focus

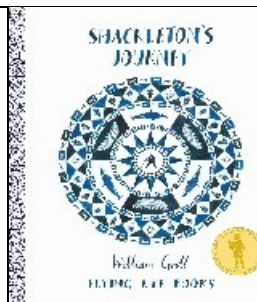
Personification: Snow and Snow – Ted Hughes

Leap like a Leopard – John Foster



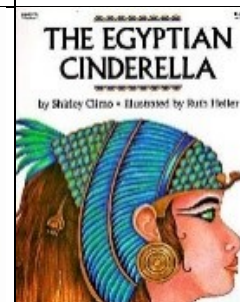
Poem focus

Nature trail – Benjamin Zephaniah



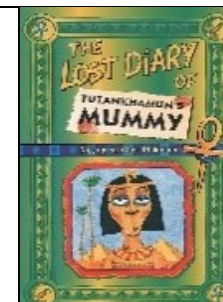
Poem focus

Limericks: Loopy Limericks – John Fost



Poem focus

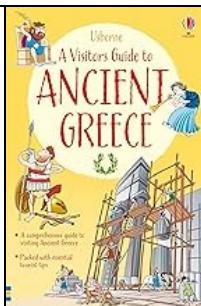
On the ning nag nong – Spike Milligan



Poem focus

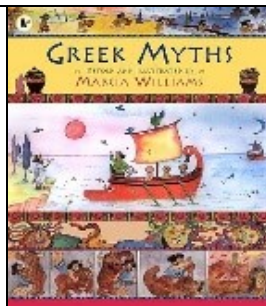
Haikus: Seaview Haiku and Windy Day – John Foster

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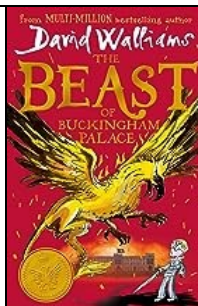
Poem focus

The Charge of the Light Brigade – Alfred Lord Tennyson



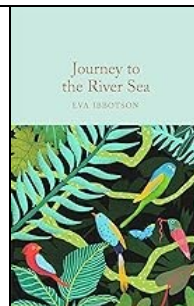
Poem focus

Metaphors: Winter Morning – Ogden Nash



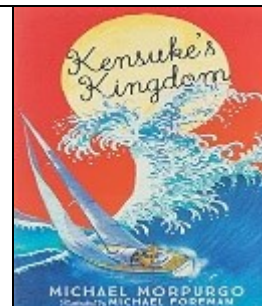
Poem focus

The Highwayman – Alfred Noyes



Poem focus

Tankas: Various – John Foster

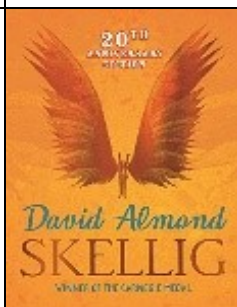


Poem focus

Cinquains: Various – John Foster

The Tale of Custard the Dragon – Ogden Nash

6



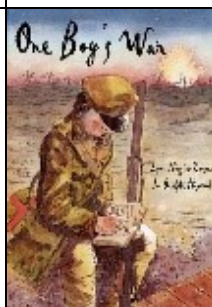
Poem focus

The Tyger – William Blake



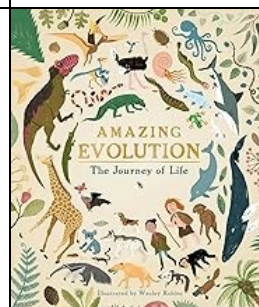
Poem focus

Sonnet:: Any Shakespeare with iambic pentameter



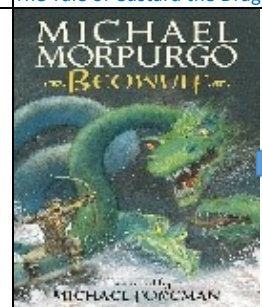
Poem focus

In Flanders Fields



Poem focus

Narrative: The Highwayman – Alfred Noye



Poem focus

Rhyming couplets/nonsense: Any nonsense poem

– Edward Lear

Macavity's the Mystery Cat

Whole School Progression of Skills

(key questions stems in grey boxes)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<p>Identify the taught GPCs (the sounds that the letters make) including some digraphs.</p> <p>Blend the taught sounds to read CVC, CVCC and CCVC words</p> <p>Read some taught common exception/ high frequency and familiar words.</p> <p>Read sentences made up of words with taught sounds and common exception words</p>	<p>read aloud phonically-decodable texts</p> <p>speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>read Year 1 common exception words</p> <p>read polysyllabic words containing taught GPCs</p> <p>read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>read contractions and understand that the apostrophe represents the omitted letter(s)</p>	<p>apply phonic decoding until automatic and reading is fluent</p> <p>read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</p> <p>note punctuation to read with appropriate expression</p> <p>read Year 2 common exception words</p> <p>read polysyllabic words containing above graphemes</p> <p>read most words quickly & accurately without overt sounding and blending</p>	<p>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 they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>		<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	

Vocabulary



Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary

Use and understand recently introduced vocabulary during discussions

discussing word meanings, linking new meanings to those already known

draw upon knowledge of vocabulary in order to understand the text

join in with predictable phrases

use vocabulary given by the teacher

discuss his/her favourite words and phrases

discussing and clarifying the meanings of words; link new meanings to known vocabulary

discussing their favourite words and phrases

recognise some recurring language in stories and poems

use dictionaries to check the meaning of words that they have read

discuss words that capture the readers interest or imagination

identify how language choices help build meaning

find the meaning of new words using substitution within a sentence.

using dictionaries to check the meaning of words that they have read

use a thesaurus to find synonyms

discuss why words have been chosen and the effect these have on the reader

explain how words can capture the interest of the reader

discuss new and unusual vocabulary and clarify the meaning of these

find the meaning of new words using the context of the sentence.

explore the meaning of words in context, confidently using a dictionary

discuss how the author's choice of language impacts the reader

evaluate the authors use of language

investigate alternative word choices that could be made

begin to look at the use of figurative language

use a thesaurus to find synonyms for a larger variety of words

re-write passages using alternative word choices

read around the word' and *explore its meaning in the broader context of a section or paragraph.

evaluate how the authors' use of language impacts upon the reader

find examples of figurative language and how this impacts the reader and contributes to meaning or mood.

discuss how presentation and structure contribute to meaning.

explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.

		<ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word which means • Which word in do you think is the most important? Why? • Which of the words best describes the character or setting? • Which word in this part do you think is the most important? • Why do you think they repeat this word in the story? 	<p>Can you find a noun/adjective/verb that tells/shows you that...?</p> <ul style="list-style-type: none"> • Why do you think that the author used the word... to describe...? • Which other word on this page means the same as...? • Find an adjective in the text which describes... • Which word do you think is most important in this section? Why? • Which word best describes...? 	<p>What does this word/phrase/sentence tell you about the character/setting/mood?</p> <ul style="list-style-type: none"> • Can you find this word in the dictionary? • By writing in this way, what effect has the author created? • What other words/phrases could the author have used here? • How has the author made you feel by writing...? • Which word tells you that...? • Find and highlight the word that is closest in meaning to...? 	<p>Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus?</p> <ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? • Do you think they intended to? • What other words/phrases could the author have used here? Why? How has the author...? • Which word is closest in meaning to...? 	<p>Can you quickly find...in the dictionary and thesaurus?</p> <ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • What other words/phrases could the author have used here? Why? • How has the author made you/this character feel by writing...? Why? • Find and highlight the word which is closest in meaning to • Find a word which demonstrates... • Can you rewrite this in the style of the author using your own words? • How have simile and metaphor been used here to enhance the text? 	<p>What does this word/phrase/sentence tell you about the character/setting/mood?</p> <ul style="list-style-type: none"> • By writing..., what effect has the author created? Do you think they intended to? • Can you find examples of simile, metaphor, hyperbole or personification in the text? • Why has the text been organised in this way? Would you have done it differently? • What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?
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Inference



Discuss the significance of the title and events

children make basic inferences about characters' feelings by using what they say as evidence.

infer basic points with direct reference to the pictures and words in the text

discuss the significance of the title and events

demonstrate simple inference from the text based on what is said and done

make inferences about characters' feelings using what they say and do.

infer basic points and begin, with support, to pick up on subtler references.

answering and asking questions and modifying answers as the story progresses

use pictures or words to make inferences

children can infer characters' feelings, thoughts and motives from their stated actions.

justify inferences by referencing a specific point in the text.

ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.

make inferences about actions or events

ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)

infer characters' feelings, thoughts and motives from their stated actions.

consolidate the skill of justifying them using a specific reference point in the text

use more than one piece of evidence to justify their answer

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

make inferences about actions, feelings, events or states

use figurative language to infer meaning

give one or two pieces of evidence to support the point they are making.

begin to draw evidence from more than one place across a text.

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

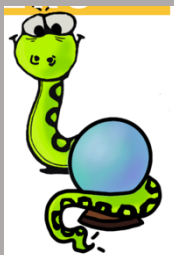
discuss how characters change and develop through texts by drawing inferences based on indirect clues.

make inferences about events, feelings, states backing these up with evidence.

infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text

		<p>What do you think.....means?</p> <ul style="list-style-type: none"> • Why do you think that? • How do you think. ...? • When do you think. ...? • Where do you think. ? • How does make you feel? • Why did happen? 	<p>What do you think.... means?</p> <ul style="list-style-type: none"> • Why do you think that? • Why do you think...? • How do you think....? • When do you think...? • Where do you think...? • How has the author made us think that...? 	<p>What do you think.... means?</p> <ul style="list-style-type: none"> • Why do you think that? • Why do you think...? • How do you think....? • Can you explain why....? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show...? • How does the description of ... show that they are...? • Who is telling the story? • Why has the character done this at this time? 	<p>What do you think.... means?</p> <ul style="list-style-type: none"> • Why do you think that? Could it be anything else? • I think....; do you agree? Why / why not? • How do you think....? • Can you explain why....? • Can you explain why based on two different pieces of evidence? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show that... • What impression of ...do you get from this paragraph? 	<p>What do you think... means? Why do you think that? Could it be anything else?</p> <ul style="list-style-type: none"> • I think....; do you agree? Why/why not? • Why do you think the author? decided to...? • Can you explain why...? Can you give me evidence from somewhere else in the text? • What do these words mean and why do you think that the author chose them? • How does the author make you feel? • What impression do you get from these paragraphs? 	<p>What do you think... means? Why do you think that? Could it be anything else?</p> <ul style="list-style-type: none"> • I think....; do you agree? Why/why not? • Why do you think the author decided to...? • Can you explain why...? • What do these words mean and why do you think that the author chose them? • How do other people's descriptions of ...show that...? • Where else in the text can we find the answer to this question?
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Prediction



Suggests how a story might end

Anticipates key events and phrases in rhymes and stories

predicting what might happen on the basis of what has been read so far in terms of story, character and plot

make simple predictions based on the story and on their own life experience.

begin to explain these ideas verbally or through pictures.

predicting what might happen on the basis of what has been read in terms of plot, character and language so far

make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them

justify predictions using evidence from the text.

use relevant prior knowledge to make predictions and justify them.

use details from the text to form further predictions.

justify predictions using evidence from the text.

use relevant prior knowledge as well as details from the text to form predictions and to justify them.

monitor these predictions and compare them with the text as they read on

predicting what might happen from details stated and implied

support predictions with relevant evidence from the text.

confirm and modify predictions as they read on.

predicting what might happen from details stated and implied

support predictions by using relevant evidence from the text

confirm and modify predictions in light of new information.

Looking at the cover and the title, what do you think this book is about?
 • Where do you think.....will go next?
 • What do you think... will say / do next?
 • What do you think this book will be about? Why?
 • How do you think that this will end?

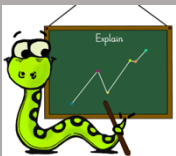
Where do you think.... will go next?
 • What do you think... will say/do next?
 • What do you think this book will be about? Why?
 • How do you think that this will end? What makes you say that?
 • Who do you think has done it?

Can you think of another story with a similar theme?
 • Which stories have openings like this?
 • Do you think that this story will develop the same way?
 • Why did the author choose this setting? Will that


Can you think of another text with a similar theme? How do their plots differ?
 • Which stories have openings like this? Do you think that this story will develop the same way?
 • Why did the author choose

Can you think of another story with a similar theme? How do their plots differ?
 • Which stories have openings like this? Do you think that this story will develop the same way?
 • Why did the author choose this setting? Will that influence the story?


Can you think of another story with a similar theme? How do their plots differ?
 • Which stories have openings like this? Do you think that this story will develop the same way?
 • Why did the author choose this setting? Will that influence the story?


		<ul style="list-style-type: none"> • Who do you think has done it? • What might.....say about that? • Can you draw what might happen next? 	<ul style="list-style-type: none"> • What might.... say about that? • How does the choice of character affect what will happen next? 	influence the story? <ul style="list-style-type: none"> • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward? 	this setting? Will that influence the story? <ul style="list-style-type: none"> • What does this paragraph suggest what will happen next? • Do you think ... will happen? Explain your answers with evidence from the text.		
Explaining 	Give my opinion on what I have read.	give my opinion including likes and dislikes link what they read or hear to their own experiences explain clearly my understanding of what has been read to them express views about events or characters	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves express my own views about a book or poem discuss some similarities between books	discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts	discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning recognise authorial choices and the purpose of these	provide increasingly reasoned justification for my views recommend books for peers in detail give reasons for authorial choices begin to challenge points of view begin to distinguish between fact and opinion identifying how language, structure	provide increasingly reasoned justification for my views recommend books for peers in detail give reasons for authorial choices begin to challenge points of view begin to distinguish between fact and opinion identifying how language, structure

			listen to the opinion of others	recognise authorial choices and the purpose of these		and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader explain and discuss their understanding of what they have read, including through formal presentations and debates.	and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader explain and discuss their understanding of what they have read, including through formal presentations and debates. distinguish between fact, opinion and bias explaining how they know this.
		Is there anything you would change about this story? • What do you like about this text? • Who is your favourite character? Why?	What is similar/different about two characters? • Explain why... did that.. • Is this as good as...? • Which is better and why? • Does the picture help us? How? • What would you do if you were...?	What is similar/different about two characters? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...?	What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...?	What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why?	What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why?

			<ul style="list-style-type: none"> • Would you like to live in this setting? Why? • Is there anything you would change about this story? • Do you agree with the author's...? Why? 	<ul style="list-style-type: none"> • Which is better and why? • Why do you think they chose to order the text in this way? • What is the purpose of this text and who do you think it was written for? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked? 	<ul style="list-style-type: none"> • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most ...? Why? 	<ul style="list-style-type: none"> • How is the text organised and what impact does this have on you as a reader? • Why has the text been written this way? • How can you tell whether it is fact and opinion? • How is this text similar to the writing we have been doing? • How does the author engage the audience? 	<ul style="list-style-type: none"> • Can you identify where the author has shown bias towards a particular character? • Is it fact or is it opinion? How do you know? • How does the author make you feel at this point in the story? Why did they do that? • Can you explain it in a different way?
<p>Retrieval</p> 	<p>Answer simple retrieval questions.</p> <p>Describes main story settings, events and principal characters</p>	<p>answer a question about what has just happened in a story.</p> <p>develop their knowledge of retrieval through images.</p> <p>recognize characters, events, titles and information.</p>	<p>independently read and answer simple questions about what they have just read.</p> <p>asking and answering retrieval questions</p> <p>draw on previously taught knowledge</p>	<p>use contents page and subheadings to locate information</p> <p>learn the skill of 'skim and scan' to retrieve details.</p>	<p>confidently skim and scan texts to record details,</p> <p>using relevant quotes to support their answers to questions.</p> <p>retrieve and record</p>	<p>confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>use evidence from across larger sections of text</p> <p>read a broader range of texts</p>	<p>Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts</p> <p>Read a broader range of texts including</p>

		<p>recognize differences between fiction and non-fiction texts.</p> <p>retrieve information by finding a few key words.</p> <p>Contribute ideas and thoughts in discussion</p>	<p>remember significant event and key information about the text that they have read</p> <p>Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read</p>	<p>begin to use quotations from the text.</p> <p>retrieve and record information from a fiction text.</p> <p>retrieve information from a non-fiction text</p>	<p>information from a fiction or non-fiction text.</p>	<p>including myths, legends, stories from other cultures, modern fiction and archaic texts.</p> <p>retrieve, record and present information from non-fiction texts.</p> <p>ask my own questions and follow a line of enquiry.</p>	<p>myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</p> <p>Retrieve, record and present information from a wide variety of non-fiction texts.</p> <p>Ask my own questions and follow a line of enquiry.</p>
		<p>Who is your favourite character?</p> <ul style="list-style-type: none"> • Why do you think all the main characters are ... in this book? • Would you like to live in this setting? Why/why not? • Who is/are the main character(s)? • When/where is this story set? • Which is your favourite/worst/funniest/scariest part of the story? • Is this a fiction or a non-fiction book? How do you know? 	<p>Who is/are the main character(s)?</p> <ul style="list-style-type: none"> • When/where is this story set? How do you know? • Which is your favourite/worst/funniest/scariest part of the story? Why? • Tell me three facts you have learned from the text. • Find the part where... • What type of text is this? • What happened to ... in the end of the story? 	<p>Who are the characters in this text?</p> <ul style="list-style-type: none"> • When / where is this story set? How do you know? • Which part of the story best describes the setting? • What do you think is happening here? • What might this mean? • How might I find the information quickly? 	<p>Find the... in this text. Is it anywhere else?</p> <ul style="list-style-type: none"> • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • What do you think is happening here? Why? • What might this mean? • Whose perspective is the story told 	<p>Find the... in this text. Is it anywhere else?</p> <ul style="list-style-type: none"> • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • Can you skim/scan quickly to find the answer? 	<p>Find the... in this text. Is it anywhere else?</p> <ul style="list-style-type: none"> • Can you skim the next... and find me the answer to...? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • What genre is...? • Can you look at these other texts and find me what is similar and what is

				<ul style="list-style-type: none"> • What can I use to help me navigate this book? • How would you describe the story? • Whose perspective is the story told from? 	by and how do you know? • How can you use the subheading to help you here?		different?
Sequence 	<p>Can retell familiar stories with detail, telling the main events in order.</p> <p>Describe the main events in the simple stories they have read.</p>	<p>retell familiar stories orally e.g fairy stories and traditional tales</p> <p>sequence the events of a story they are familiar with</p> <p>begin to discuss how events are linked</p>	<p>discuss the sequence of events in books and how items of information are related.</p> <p>retell using a wider variety of story language.</p> <p>order events from the text.</p> <p>begin to discuss how events are linked focusing on the main content of the story.</p>				
		<p>What happens in the beginning of the story?</p> <ul style="list-style-type: none"> • Can you number these events in the story? 	<p>What happens in the story's opening?</p> <ul style="list-style-type: none"> • How/where does the story start? 				

		<ul style="list-style-type: none">• How/where does the story start?• What happened at the end of the....?• Can you retell the story to me in 20 words or less?• What happened before that?• Can you sequence the key moments in this story?	<ul style="list-style-type: none">• What happened at the end of the...?• What is the dilemma in this story?• How is it resolved?• Can you retell the story to me in 20 words or less?• Can you summarise in 3 sentences the beginning, middle and end of this story?				
Summarise 				identifying main ideas drawn from a key paragraph or page and summarising these begin to distinguish between the important and less important information in a text. give a brief verbal summary of a story.	use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. identifying main ideas drawn from more than one paragraph. identify themes from a wide range of books	summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. make connections between information across the text and include this in an answer. discuss the themes or conventions from a chapter or text	summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas

		<p>teachers begin to model how to record summary writing.</p> <p>identify themes from a wide range of books</p> <p>make simple notes from one source of writing</p>	<p>summarise whole paragraphs, chapters or texts</p> <p>highlight key information and record it in bullet points, diagrams, maps etc</p>	<p>identify themes across a wide range of writing</p>	<p>make comparisons across different books.</p> <p>summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</p>
		<p>What is the main point in this paragraph?</p> <ul style="list-style-type: none"> • Sum up what has happened so far in X words or less. • Which is the most important point in these paragraphs? • Do any sections/paragraphs deal with the same themes? • Have you noticed any similarities between this text and any others you have 	<p>What is the main point in this paragraph?</p> <p>Is it mentioned anywhere else?</p> <ul style="list-style-type: none"> • Sum up what has happened so far in X words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • How might I record this to 	<p>What is the main point in this paragraph? Is it mentioned anywhere else?</p> <ul style="list-style-type: none"> • Sum up what has happened so far in... words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • Can you find a text with a similar theme? 	<p>What is the main point of the text?</p> <ul style="list-style-type: none"> • Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Can you read the text and summarise what has happened? • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes?

		read? • What do I need to jot down to remember what I have read?	ensure the best possible outcome?		
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SEND Adjustments

To ensure all pupils can access our Reading curriculum and lessons, we make the following adjustments where necessary:

Cognition and Learning	Communication and Language	SEMH	Physical and Sensory
<ul style="list-style-type: none"> • Alternative methods of recording (talking tins, laptops, creative tasks) • Differentiated tasks - sometimes from the previous year group objectives • Visual supports • Word banks/phonic maps • Split teaching • Pre-teaching of vocabulary • Teaching of key skills • Coloured overlays • Timers and chunked activities • Use of practical apparatus • Sit close to the board • Mark target spellings only • Allow extra time 	<ul style="list-style-type: none"> • Talking tins • Pre-teaching language • Visuals to support • Social stories • Now/Next • Increased focus on Oracy and developing talk opportunities • Thinking time • Explicit instructions • Makaton signs • Steps to success (one task at a time) 	<ul style="list-style-type: none"> • Brain and movement breaks • CalmBrain • Reward time • Reflection areas (weighted blankets) • Sensory/fidget toys • Sit near to the teacher • Steps to success (one task at a time) • Peer buddies 	<ul style="list-style-type: none"> • Own learning space (workstation) • Brain/Sensory breaks • Appropriate seating • Fidget toys • Adapted resources (scissors, rulers etc) • Sloping board • Alternative methods of recording • Wobble cushions • Use of a sensory areas (tent) • Chew buddies • Pencil grips/sloping boards

Reading Assessment Grids

EYFS

Birth to 3 years

- Enjoy songs and rhymes, tuning in and paying attention.
 - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
 - Say some of the words in songs and rhymes.
 - Copy finger movements and other gestures.
 - Sing songs and say rhymes independently, for example, singing whilst playing.
-
- Enjoy sharing books with an adult.
 - Pay attention and respond to the pictures or the words.
 - Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
 - Repeat words and phrases from familiar stories.
 - Ask questions about the book. Makes comments and shares their own ideas.
 - Develop play around favourite stories using props.
-
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

3 to 4 years

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
-
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
-
- Engage in extended conversations about stories, learning new vocabulary.

ELG

- Read individual letters by saying the sounds for them.
-
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
-
- Read some letter groups that each represent one sound and say sounds for them.
-
- Read a few common exception words matched to the school's phonic programme.
-
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
-
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Pre-Key Stage 1

	Word Reading	Language Comprehension
Standard 1		<p>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?' • show anticipation about what is going to happen (e.g. by turning the page) • join in with some actions or repeat some words, rhymes and phrases when prompted.
Standard 2	<p>The pupil can:</p> <ul style="list-style-type: none"> • say a single sound for 10+ graphemes • read words by blending sounds with known graphemes, with help from their teacher. 	<p>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?' • join in with predictable phrases or refrains.
Standard 3	<p>The pupil can:</p> <ul style="list-style-type: none"> • say a single sound for 20+ graphemes • read accurately by blending the sounds in words with two and three known graphemes. 	<p>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • respond to questions that require simple recall • recount a short sequence of events (e.g. by sequencing images or manipulating objects).
Standard 4	<p>The pupil can:</p> <ul style="list-style-type: none"> • say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes* • read accurately by blending the sounds in words with up to five known graphemes • read some common exception words* • read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence. 	<p>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • talk about events in the story and link them to their own experiences • retell some of the story.

Year 1

	WTS	EXS	GDS
Word Reading	<ul style="list-style-type: none"> Respond with correct sound to graphemes for phonemes taught so far Know how to segment and blend sounds in some unfamiliar words, using the GPCs taught. Read a number of simple common exception words, adding to these over time, e.g. a, the, to, today, of, are, was, is, his, has, I, you, be, he, me. Read familiar words with more than one syllable which contain known GPCs. Read phonically-decodable books which match their developing phonic knowledge. 	<ul style="list-style-type: none"> Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. Read accurately by blending sounds in unfamiliar words containing GPCs taught. Read a range of simple common exception words e.g. the, said, they, once, she, friend, school. Read words with the endings -s, -es, -ing, -ed and -est. Read words of more than one syllable which contain GPCs known. Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters. Read some phonically-decodable books, closely matched to phonic knowledge. 	<ul style="list-style-type: none"> Respond automatically with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. Confidently blend sounds where appropriate, in unfamiliar words. Read the full range of common frequency words for YR 1 (Spelling appendix 1). Independently read words of more than one syllable, appropriate to age-related texts. Automatically read contractions and know the omitted letters that the apostrophes represent e.g. don't, won't, doesn't, we'll, couldn't, didn't.
Comprehension	<ul style="list-style-type: none"> Listen to and talk about some poems and stories read to them. Become familiar with some key stories, fairy stories and traditional tales; with support, attempt to retell them orally; begin to know their characteristics. Link what they read to their own experiences. Recognise and join in with some predictable phrases in stories and poems, usually in a group. Talk about new words and what they mean. Talk about and enjoy some non-fiction texts, becoming aware of their difference from stories. Talk about the information they are finding out. Read aloud and sometimes notice that the text does not make sense. Re-read with support or guidance. Say what the title means and how it relates to the events. Draw simple inferences e.g. know that the king is happy by looking at the pictures, or by what he says and does; With help, begin to make predictions about what might happen next. Provide a simple explanation of an aspect of what is happening in a text. 	<ul style="list-style-type: none"> Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently. Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics. Recognise and join in with predictable phrases in poems and stories. Discuss the meanings of new words, linking them to words already known. Listen to, discuss and enjoy a range of non-fiction texts; use what they know, background information and teacher vocabulary Check that texts make sense when reading; self-correct and re-read inaccurate reading. Talk about the significance of the title and events. Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns. Explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently; offer contribution to discussion; raise questions; explain opinions. Securely know a range of key stories, fairy stories and traditional tales; retell them orally with confidence and without support; retell in writing. Discuss and clarify the meanings of more challenging words, using other known vocabulary to support explanation. Quickly identify when reading has not made sense, or punctuation misinterpreted; re-read and self-correct without prompting. Understand and explain how the title relates to the events or information within the text. Make inferences with confidence, on the basis of what is said and done. Make credible predictions on the basis of what has been read so far.

Year 2 (Teacher Assessment Framework)

	Word Reading	Language Comprehension
WTS	<p>The pupil can:</p> <ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes* • read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)* • read many common exception words* <p>In a book closely matched to the GPCs as above, the pupil can:</p> <ul style="list-style-type: none"> • read aloud many words quickly and accurately without overt sounding and blending • sound out many unfamiliar words accurately. 	<p>In a familiar book that is read to them, the pupil can:</p> <ul style="list-style-type: none"> • answer questions in discussion with the teacher and make simple inferences.
EXS	<p>The pupil can:</p> <ul style="list-style-type: none"> • read accurately most words of two or more syllables • read most words containing common suffixes* • read most common exception words.* <p>In age-appropriate¹ books, the pupil can:</p> <ul style="list-style-type: none"> • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words² • sound out most unfamiliar words accurately, without undue hesitation. 	<p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences • explain what has happened so far in what they have read.
GDS		<p>The pupil can, in a book they are reading independently:</p> <ul style="list-style-type: none"> • make inferences • make a plausible prediction about what might happen on the basis of what has been read so far • make links between the book they are reading and other books they have read.

Pre-Key Stage 2

Word Reading

Language Comprehension

Standard
1

Standard
2

Standard
3

Standard
4

See Pre-Key Stage 1 assessment grid

Standard
5
(WTS
KS1)

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

Standard
6
(Working
at KS1
expected)

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

Year 3

	WTS	EXS	GDS
Word Reading	<ul style="list-style-type: none"> Read age-appropriate texts from those specified for YRs 3, developing in fluency with occasional support. Read a developing range of common exception words by sight, noting unusual correspondence between spelling and sound; read most common exception words in the YR 2 spelling appendix. Decode alternative sounds for a wide range of graphemes. Recognise the root and affixes of a range of words in the YR 3 spelling appendix Attempt to use appropriate intonation and volume. 	<ul style="list-style-type: none"> Read with fluency age-appropriate texts from those specified for YRs 3. Read at a speed sufficient for them to focus on understanding. Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound. Know the full range of GPCs, use phonic skills consistently and automatically for new words. Determine the meaning of new words by sometimes applying knowledge of root words and their affixes Show appropriate intonation and volume when reciting or reading aloud. 	<ul style="list-style-type: none"> Read with fluency and automaticity age-appropriate texts from those specified for YRs 3. Read at a speed sufficient for them to focus on understanding. Read almost all familiar common exception words by sight, noting unusual correspondence between spelling and sound. Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. Determine the meaning of new words by confidently applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect. Show appropriate intonation, tone, expression and volume when reciting or reading aloud.
Comprehension	<ul style="list-style-type: none"> Make choices and be able to say why those choices were made; talk about books read in and out of school. Talk about some non-fiction texts, that are structured in different ways; identify some typical features with support. Identify themes in a few books e.g. What is it mainly about? How does a fairy story often begin? Recognise one or two different forms of poetry, e.g. shape poems, free verse or narrative; recognise their difference. Draw inferences not immediately obvious from the text e.g. characters' feelings from their actions or words. Predict what might happen, with some prompting. Explain what words within texts mean; e.g. use a dictionary with guidance, to check meanings. Sometimes re-read or self-check, to make the meaning clear. Give a simple explanation of a text, showing understanding. Begin to identify how words or presentation contribute to meaning e.g. trembling=scared Find words / phrases which interest them and help them to imagine things. During book talk, ask questions to improve their understanding; take turns and listen to what others have to say. 	<ul style="list-style-type: none"> Make choices and explain preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school. Discuss a range of non-fiction texts that are structured in different ways with little support. Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences. Draw inferences and justify with evidence e.g. characters' feelings, from their actions or words. Predict what might happen from details stated and implied. Explain the meaning of words in context; use dictionaries Check the text makes sense, reading to the punctuation and usually re-reading or self-checking. Explain and discuss their understanding of the text e.g. explain events; describe a character's actions. Identify how language, structure and presentation contribute to meaning e.g. trembling=scared Discuss words and phrases that capture the reader's interest and imagination. During book talk, ask questions to improve their understanding; take turns and listen to what others have to say. 	<ul style="list-style-type: none"> Make choices and explain preferences; can name preferred authors and text types, drawing comparisons; discuss books enjoyed both in and out of school; know how to locate books in a library. Discuss a range of non-fiction texts that are structured in different ways; identify their particular characteristics confidently and without support Identify themes and conventions in a range of books e.g. identify a theme of 'poverty' or 'life cycles'; recognise the conventions of a legend or play. Recognise several different forms of poetry, such as shape poems, free verse or narrative; explain their differences of style and layout. Without prompting, draw inferences and justify with evidence e.g. characters' feelings from their actions or words. Provide credible predictions about what might happen, within the context. Explain the meaning of words in context; use dictionaries independently. Re-read automatically to ensure that the text makes sense, reading to the punctuation. Explain, with sufficient detail, their understanding of the text e.g. explain events; describe a character's actions. Identify how language, structure and presentation contribute to meaning e.g. 'threatening' means dangerous storm; use of bold font Discuss and explain vocabulary that captures the reader's imagination. During book talk, ask relevant questions to improve their understanding; take turns and build on what others have to say.

Year 4

	WTS	EXS	GDS
Word Reading	<ul style="list-style-type: none"> Read a range of age-appropriate text types from those specified for YRs 3 and 4, developing in fluency; with occasional support. Read a wide and developing range of common exception words by sight, noting unusual correspondence between spelling and sound. Use phonic skills of segmenting and blending for unfamiliar words. Determine the meaning of new words by sometimes applying knowledge of root words and their affixes Prepare poems and play scripts to read aloud and perform, with support; attempt to use appropriate intonation and volume. 	<ul style="list-style-type: none"> Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4. Read at a speed sufficient for them to focus on understanding. Read most common exception words, noting unusual correspondence between spelling and sound. Use phonic skills consistently and automatically for unknown words. Determine the meaning of new words by sometimes applying knowledge of root words and their affixes Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud. 	<ul style="list-style-type: none"> Read with fluency and automaticity a range of age-appropriate text types from those specified for YRs 3 and 4 Read almost all common exception words automatically, noting unusual correspondence between spelling and sound. Use phonic skills automatically where relevant, to address unfamiliar or challenging words. Determine the meaning of new words by confidently applying knowledge of root words and their affixes Independently or in small groups, prepare poems and play scripts to read aloud and perform. Show appropriate intonation, tone, expression and volume when reciting or reading aloud.
Comprehension	<ul style="list-style-type: none"> Listen to, and talk about a range of fiction, poetry and plays - sometimes at a level beyond that which they can read independently. Listen to and talk about some non-fiction books; identify some typical features & how presentation helps the reader Identify themes in a range of books e.g. identify a theme of 'wintry settings'; begin to recognise the conventions of a legend or play; Recognise different forms of poetry, such as shape poems, free verse or narrative; recognise their differences. Draw inferences not immediately obvious from the text e.g. characters' feelings, thoughts and motives. Predict what might happen, sometimes independently. Explain what words mean; use a dictionary with help Sometimes re-read or self-check, to make the meaning clear. Show understanding through simple explanation of text Find and record information independently; with support. Begin to identify how words or presentation contribute to meaning e.g. 'angry' clouds; use of introduction Pick out words and phrases which interest them and help them to imagine things. During book talk, ask questions to improve their understanding; take turns and listen to what others have to say. 	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of fiction, poetry and plays. Begin to justify comments. Listen to and discuss a range of non-fiction books; recognise typical presentational features & how information is sign posted for the reader. Identify themes and conventions in a range of books e.g. identify a theme of 'recycling'; recognise the conventions of a myth or play script. Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences. Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons. Predict what might credibly happen from details stated and implied. Explain the meaning of words in context; use dictionaries Check the text makes sense, reading to the punctuation and habitually re-reading and self-correcting. Explain and discuss their understanding of the text, identify and summarise main ideas drawn from more than one paragraph Retrieve and record information from non-fiction texts. Identify how language, structure and presentation contribute to meaning e.g. 'threatening' storm; use of introduction, use of paragraphs Discuss words and phrases that capture the reader's interest and imagination. During book talk, ask relevant questions to improve their understanding; take turns and build on what others have to say. 	<ul style="list-style-type: none"> Listen to, discuss, express and justify views about a wide range of fiction, poetry and plays. Listen to and discuss a range of non-fiction books; identify their particular characteristics confidently and independently; identify typical presentational features. Independently or in groups, identify themes and conventions in a range of books. Make comparisons. Recognise, compare and evaluate several different forms of poetry. Without prompting, draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Provide credible and insightful predictions about what might happen. Explain the precise meaning of words in context; use dictionaries independently. Re-read automatically to ensure that the text makes sense, reading to the punctuation. Provide explanations which show their high level of understanding of the text. Confidently identify and summarise main ideas drawn from more than one paragraph. Retrieve and record information competently from non-fiction texts. Identify how language, structure and presentation contribute to meaning. Discuss and precisely explain vocabulary that captures the reader's imagination. During book talk, ask relevant questions to improve their understanding; take turns and build on what others have to say.

Year 5

	WTS	EXS	GDS
Word Reading	<ul style="list-style-type: none"> Read a range of age-appropriate text types from those specified for YRs 5 and 6. Read at a speed sufficient for them to focus on understanding. Read most common exception words, noting unusual correspondence between spelling and sound. Decode alternative sounds for a wide range of graphemes. Use phonic skills of segmenting and blending to address unfamiliar words. Determine the meaning of new words by sometimes applying knowledge of root words. Prepare poems and play scripts to read aloud and perform. Use appropriate intonation and volume when reciting or reading aloud. 	<ul style="list-style-type: none"> Fluently read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception. Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough. Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. 	<ul style="list-style-type: none"> Fluently and effortlessly read a wide range of age-appropriate texts from some of the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. Determine with confidence the meaning of new words by applying morphological knowledge of root words and affixes from the YR 5-6 spelling appendix. With little guidance, use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.
Comprehension	<ul style="list-style-type: none"> Be familiar with some of the text types specified in the YR 5-6 programme of study. Recommend books they have read to their peers, being able to say why those choices were made. Identify the main themes and conventions in several genres e.g. 'suspense' in a story; 'goodbyes' in a poem; use of first person in diary-writing. Recite age-appropriate poetry which has been learned by heart, with some success. Attempt to explain the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs. Discuss how authors use language, including figurative language (e.g. simile, imagery) and attempt to explain its effect. Ask questions during discussion, to improve understanding. Make comparisons within texts; begin to compare across texts e.g. contrasting poems. Draw inferences and begin to justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make credible predictions. Begin to distinguish fact from opinion; understand the difference. Summarise main ideas from more than one paragraph, with guidance, identifying key details which support these. Participate in discussion about books, expressing opinions, building on others' ideas. 	<ul style="list-style-type: none"> Read and enjoy a growing repertoire of texts, both fiction and non-fiction. Recommend books they have read to their peers, giving reasons. Discuss and comment on themes and conventions in a variety of genres. Read and recite age-appropriate poetry which has been learned by heart. Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs. Discuss their understanding of the meaning of words in context, finding other words which are similar. Readily ask questions to enhance understanding. Make comparisons within and across texts e.g. compare two ghost stories. Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions. Distinguish fact from opinion with some success. Retrieve, record and present information from non-fiction texts. Summarise main ideas from more than one paragraph, identifying key details which support these. Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. Explain what they know or have read, including through formal presentation and debates, using notes where necessary. 	<ul style="list-style-type: none"> Identify confidently many of the text types specified in the YR 5-6 programme of study. Competently recommend books to their peers, giving substantiated reasons. Explain and comment on the purpose of the language, structure and presentation of texts, clearly understanding how they contribute to meaning. Discuss their understanding of the meaning of challenging vocabulary in context. Discuss and evaluate how authors use language, including figurative language (e.g. simile, metaphor, imagery) and its effect on the reader. Readily ask pertinent questions to enhance understanding. Make comparisons within and across texts e.g. compare two works by one author. Draw inferences and justify these with evidence from the text e.g. explain how and why a character's feelings changed, how they know this; make considered predictions. Distinguish fact from opinion, with an awareness of ambiguity. Retrieve, record and present information from non-fiction texts. Summarise main ideas from more than one paragraph, identifying key details which support these. Participate confidently in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. Explain what they know or have read, including through formal presentation and debates, using notes where necessary.

Year 6

	WTS	EXS	GDS
Word Reading	<ul style="list-style-type: none"> Read independently and with some fluency, a range of age-appropriate texts from those specified in the YR 5-6 programme of study. Determine the meaning of new words by applying morphological knowledge of some root words and affixes e.g. possible/possibly; prefer/preferring; confident/confidence. With occasional guidance, use appropriate intonation, tone and volume when reciting and reading aloud to an audience. 	<ul style="list-style-type: none"> Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence. Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. 	<ul style="list-style-type: none"> Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage. Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. tolerance, substantial. Able to pronounce homophones or near homophones appropriately e.g. advice/advise; prophecy/prophesy. Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.
Comprehension	<ul style="list-style-type: none"> Read and enjoy a growing repertoire of texts, both fiction and non-fiction. Form reading preferences; be able to recommend some to peers, giving reasons for choices. With guidance initially, identify and comment on themes and conventions across some text types. Read and recite some age-appropriate poetry which has been learned by heart. Identify the kind of language typical in some text types; also the structural and presentation features e.g. sub-headings and bullet points; how a letter is set out. Develop the ability to explain its use. Show, discuss and explore their understanding of the meaning of vocabulary in context. Explain challenging words by using other known words. Discuss the effect of language, including some of the following: simile, metaphor, imagery; personification. Readily ask questions to enhance understanding. Make comparisons within texts; attempt comparisons across texts. Draw inferences such as characters' feelings, thoughts and motives; develop the habit of using textual evidence to support comments; make predictions. Sort fact from opinion with some success. Retrieve, record and present information from non-fiction texts. Find key words or information. With guidance, form a simple summary across several paragraphs. Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. Develop the ability to explain 	<ul style="list-style-type: none"> Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction. Recommend books to others, giving reasons for their choices; state preferences. Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use. Demonstrate that they have learned a wide range of poetry by heart. Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning. Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context. Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification. During discussion, ask pertinent questions to enhance understanding. Make accurate and appropriate comparisons within and across different texts. Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text. Distinguish between fact and opinion. Retrieve, record and present information from non-fiction texts. Identify key details which support main ideas; summarise content drawn from more than one paragraph. Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. 	<ul style="list-style-type: none"> Demonstrate a positive attitude by frequently reading a wide range of highly challenging or sophisticated texts, both fiction and non-fiction. Recommend books to their peers, giving detailed reasons for their choices; state and substantiate reading preferences. Accurately and independently identify and comment on the features, themes and conventions across a range of writing, including more obscure or underlying themes. Identify language, structural and presentational features in texts (e.g. idiom, rhetoric, imagery, sub-plots, sentence structures which mimic content) and explain how they contribute to meaning. Use contextual evidence to further explore the text; identify finer meanings of words; discuss and explore their understanding of challenging vocabulary. Identify the effect of figurative language; explain and evaluate its effect e.g. impact of a phrase on the reader; suitability of a chosen simile; personification. Ask probing questions to enhance understanding; pose hypotheses. Draw inferences including hidden meanings or plays on words; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text. Distinguish between fact and opinion; discuss ambiguity between the two. Retrieve, record and present information from non-fiction texts, independently and creatively. Confidently summarise content drawn from more than one paragraph. Participate in discussion about books, expressing and justifying opinions, building ideas and challenging others' views courteously. Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.