

Wateringbury CEP School

Reading Skills and Knowledge Progression



Year 2

Decode/word-reading



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

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

Consolidate from Year 1

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

Consolidate from Year 1 and continue

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

Consolidate from Year 1

Read words with contractions e.g. I'm

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 all the alternative sounds for graphemes (set 13)

Practise

Re-read familiar books to build up fluency and confidence in word reading

Assess

Use reading skills to answer question about a text.

Develop

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

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.

Practise

Read words containing common suffixes with minimal support.

Introduce and Assess

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without hesitation.

Practise

Re-read familiar books to build up their fluency and confidence in word reading

Practise

With some independence, read accurately words of two or more syllables with growing confidence

Develop

Read words containing common suffixes, with increasing independence.

Introduce

Read most words quickly and accurately, without overt sounds and blending, when these have been encountered.

Introduce and Assess

Read aloud books closely linked to the child's ability without undue hesitation

Develop

Re-read familiar books to build up fluency and confidence in word reading

Assess

Use reading skills to answer questions about a text

Develop

Accurately read words of two or more syllables.

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.

Practise and Assess

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Develop

Re-read familiar books to build up their fluency and confidence in word reading.

Practise and Develop

Read most words quickly and accurately, without overt sounding and blending, when these have been frequently encountered.

Develop

Accurately read words of two or more syllables.

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.

Embed

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Embed


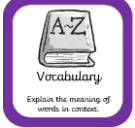

Re-read familiar books to build up their fluency and confidence in word reading.



Embed




Read most words quickly and accurately, without overt sounding and blending, when these have been frequently encountered.

Assess

Use reading skills to answer question about a text

	<p>Introduce, Practise and assess Understand that an apostrophe in contractions represents omitted letters.</p> <p>Introduce and Practise Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Introduce Re-read familiar books to build up their fluency and confidence in word reading. .</p> <p>Introduce Begin to read some words containing common suffixes</p>					
<p>Comprehend, locate and retrieve</p>  <p>Retrieve Find key details.</p>  <p>Vocabulary Explain the meaning of words in context.</p>  <p>Explain Describe an idea.</p>	<p>Introduce With adult modelling, begin to scan for key words in the text order to locate answers</p> <p>Introduce With adult support, begin to recognise simple recurring literary language.</p> <p>Introduce Begin to locate and discuss favourite words and phrases in Rapunzel.</p> <p>Introduce Begin to draw on vocabulary knowledge to understand texts and solve problems.</p> <p>Introduce Check the text makes sense as they read.</p>	<p>Practise With adult support, scan for key words in the text order to locate answers</p> <p>Practise With some support, recognise simple recurring literary language.</p> <p>Practise With some support, locate and discuss favourite words and phrases in Christina Rossetti Poetry.</p> <p>Practise Check the text makes sense as they read.</p> <p>Introduce With adult support, listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they</p>	<p>Practise With some support, scan for key words in the text order to locate answers</p> <p>Practise With some independence, recognise simple recurring literary language.</p> <p>Practise With some independence, locate and discuss favourite words and phrases in Siba and Sama.</p> <p>Practise Check the text makes sense as they read.</p> <p>Practise With some support, listen to and discuss a wide range of poems, stories and non-fiction at a level</p>	<p>Develop With some independence, scan for key words in the text order to locate answers</p> <p>Develop With increasing independence, recognise simple recurring literary language.</p> <p>Develop With increasing independence, locate and discuss favourite words and phrases in Beegu.</p> <p>Develop Check the text makes sense as they read.</p> <p>Practise With some support, listen to and discuss a wide range of poems, stories</p>	<p>Develop With growing independence, scan for key words in the text order to locate answers</p> <p>Develop Independently, recognise simple recurring literary language.</p> <p>Develop Independently, locate and discuss favourite words and phrases in The Land of Roar</p> <p>Develop Check the text makes sense as they read.</p> <p>Develop Confidently listen to and discuss a wide range of poems, stories and non-fiction at a level</p>	<p>Embed Independently scan for key words in the text order to locate answers</p> <p>Embed Independently, recognise simple recurring literary language.</p> <p>Embed Independently, locate and discuss favourite words and phrases in The Owl Who Was Afraid of the Dark</p> <p>Embed Check the text makes sense as they read.</p> <p>Embed Confidently listen to and discuss a wide range of poems, stories and non-fiction text at a level beyond that at</p>

		<p>can read independently.</p> <p>Introduce With adult modelling, begin to analyse the wording of a question in order to choose what to look for in a text.</p> <p>Introduce With adult modelling, sometimes can find answers where the question word does not match the text word.</p> <p>Introduce Begin to read and recite a repertoire of poems including classical poetry.</p> <p>Practise With some support, draw on vocabulary knowledge to understand texts and solve problems.</p>	<p>beyond that at which they can read independently.</p> <p>Practise With some support, analyse the wording of a question in order to choose what to look for in a text.</p> <p>Practise With support, sometimes can find answers where the question word does not match the text word.</p> <p>Practise Continue to read and recite a repertoire of poems including classical poetry.</p> <p>Introduce Begin to learn to: navigate different paragraphs of information texts, locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.</p>	<p>and non-fiction at a level beyond that at which they can read independently.</p> <p>Practise With some confidence, analyse the wording of a question in order to choose what to look for in a text.</p> <p>Develop With some confidence, find answers where the question word does not match the text word.</p> <p>Practise Continue to read and recite a repertoire of poems including classical poetry.</p> <p>Practise With some support navigate different paragraphs of information texts, locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.</p>	<p>beyond that at which they can read independently.</p> <p>Develop Independently, analyse the wording of a question in order to choose what to look for in a text.</p> <p>Develop Independently, find answers where the question word does not match the text word.</p> <p>Develop Independently read and recite a repertoire of poems including classical poetry.</p> <p>Practise With some confidence navigate different paragraphs of information texts, locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.</p> <p>Develop With some independence, draw on vocabulary knowledge</p>	<p>which they can read independently.</p> <p>Embed Independently, analyse the wording of a question in order to choose what to look for in a text.</p> <p>Embed Independently, find answers where the question word does not match the text word.</p> <p>Embed Independently read and recite a repertoire of poems including classical poetry.</p> <p>Develop Independently navigate different paragraphs of information texts, locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.</p> <p>Embed Independently, draw on vocabulary knowledge</p>
<p>Inferential understanding</p>  	<p>Introduce Begin to guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. How does Cinderella feel in the kitchen?</p> <p>Consolidate from Year 1 and Continue Predict what might happen</p>	<p>Practise With support, guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. How does the bear feel?</p> <p>Continue Predict what might happen next, on the basis of what has been</p>	<p>Practise With some support, guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. How does the BFG feel at night?</p> <p>Continue Predict what might happen next, on the basis</p>	<p>Develop With growing confidence, guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. How does Anna feel?</p> <p>Develop Predict what might happen next, on the basis</p>	<p>Develop Independently, guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. How does Florence feel when she sees the soldiers?</p> <p>Develop predict what might</p>	<p>Embed Independently, guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. Is a butterfly patient?</p> <p>Embed Independently predict what might happen next, on the</p>

	<p>next, on the basis of what has been read so far.</p> <p>Introduce Begin to learn about cause and effect e.g. what has prompted a character's behaviour.</p>	<p>read so far.</p> <p>Practise With support, learn about cause and effect e.g. Winnie the Pooh's and Tigger's behaviour.</p> <p>Introduce Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.</p> <p>Introduce Begin to explain their understanding of what is read to them, beyond that which is explicitly stated e.g. make a sequence of events.</p>	<p>of what has been read so far.</p> <p>Practise With some support, learn about cause and effect e.g. what has prompted a character's behaviour.</p> <p>Practise Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.</p> <p>Practise With support, explain their understanding of what is read to them, beyond that which is explicitly stated e.g.</p>	<p>of what has been read so far.</p> <p>Develop With some confidence, understand about cause and effect e.g. what has prompted a character's behaviour.</p> <p>Practise Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.</p> <p>Practise With minimal support explain their understanding of what is read to them, beyond that which is explicitly stated e.g. a message</p>	<p>happen next, on the basis of what has been read so far.</p> <p>Develop With confidence, understand about cause and effect.</p> <p>Develop Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.</p> <p>Develop Independently explain their understanding of what is read to them, beyond that which is explicitly stated e.g. make a sequence of events.</p>	<p>basis of what has been read so far.</p> <p>Embed Independently, understand about cause and effect.</p> <p>Embed Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.</p> <p>Embed Independently explain their understanding of what is read to them, beyond that which is explicitly stated e.g. make a sequence of events, or explain a moral or message</p>
<p>Respond to text</p>  	<p>Consolidate from Year 1 Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Consolidate from Year 1 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Introduce With adult support, begin to develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including non-fiction at a level beyond their independent reading</p>	<p>Practise With some support, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including classic poetry, at a level beyond their independent reading ability.</p> <p>Practise With some support, participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p>Practise With some support, recognise simple recurring literary language e.g. we're going on a bear hunt.</p>	<p>Practise With minimal support, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including classic poetry and stories at a level beyond their independent reading ability.</p> <p>Practise participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p>Practise With some confidence recognise simple recurring literary language e.g. once, long ago.</p>	<p>Develop With growing confidence, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and classic poetry at a level beyond their independent reading ability.</p> <p>Develop participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p>Develop With increasing independence, recognise simple recurring literary language e.g. once, long</p>	<p>Develop Independently, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including stories and non-fiction at a level beyond their independent reading ability.</p> <p>Develop participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p>Develop Independently, recognise simple recurring literary language e.g. once, long ago; far, far away; we shall have snow.</p>	<p>Embed Independently, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary poetry at a level beyond their independent reading ability.</p> <p>Embed participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p>Embed Independently, recognise simple recurring literary language e.g. once, long ago.</p>

	<p>ability.</p> <p>Introduce Begin to participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p>Introduce With adult support, begin to recognise simple recurring literary language e.g. Once upon a time.</p> <p>Introduce Begin to be able to clarify the meaning of words, linking new meanings to known vocabulary.</p> <p>Introduce Begin to discuss favourite words/ phrases in any of the texts this term that interest them.</p>	<p>Practise With support start to clarify the meaning of words, linking new meanings to known vocabulary.</p> <p>Practise With some support, discuss favourite words/ phrases in texts from this term that interest them.</p> <p>Introduce Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear including Christmas poems.</p> <p>Introduce With adult support, begin to participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p>	<p>Practise With some support start to clarify the meaning of words, linking new meanings to known vocabulary.</p> <p>Practise With minimal support, discuss favourite words/ phrases in texts from this term that interest them.</p> <p>Practise Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear including African poems.</p> <p>Practise With some support, participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Introduce With some support, begin to discuss the sequence of events in stories; retell these events orally, once the story has become familiar.</p>	<p>ago; far, far away.</p> <p>Develop With some independence, clarify the meaning of words, linking new meanings to known vocabulary.</p> <p>Develop With growing confidence, discuss favourite words/ phrases from texts this term that interest them.</p> <p>Develop Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Practise With growing confidence, participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Practise With some support, discuss the sequence of events in stories; retell these events orally, once the story has become familiar.</p>	<p>Develop Independently, clarify the meaning of words, linking new meanings to known vocabulary.</p> <p>Develop Independently, discuss favourite words/ phrases from any of the texts this term that interest them.</p> <p>Develop Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Develop Independently, participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Develop With growing confidence, discuss the sequence of events in stories; retell these events orally, once the story has become familiar.</p>	<p>Embed Independently, clarify the meaning of words, linking new meanings to known vocabulary.</p> <p>Embed Independently, discuss favourite words/ phrases from any of the texts this term that interest them.</p> <p>Embed Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear including rhyming poems.</p> <p>Embed Independently, participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Embed Independently, discuss the sequence of events in stories; retell these events orally, once the story has become familiar.</p>
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Fluency and phrasing:



Introduce

With adult modelling, check that the text makes sense as they read and correcting inaccurate reading

Consolidate from Year 1 and continue

Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.

Introduce

Begin to read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.

Practise

With support, check that the text makes sense as they read and correcting inaccurate reading

Practise

Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.

Practise

With support, read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.

Introduce

Begin to recite familiar poems by heart.

Introduce

Read some Y2 CE words automatically by sight.

Introduce

With adult modelling, use expression appropriately to support the meaning of sentences, including those which use subordination.

Practise

With some support, check that the text makes sense as they read and correcting inaccurate reading

Practise

Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.

Practise

With some support, read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge;

Practise

With some support, recite familiar poems by heart.

Practise

Read more Y2 CE words automatically by sight.

Practise

With support, use expression appropriately to support the meaning of sentences, including those which use subordination.

Introduce

Read some 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

Develop

Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.

Develop

With increasing confidence, read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.

Develop

With confidence, recite familiar poems by heart.

Practise

Read many Y2 CE words automatically by sight.

Practise

With some support, use expression appropriately to support the meaning of sentences, including those which use subordination.

Practise

Read many 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

Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.

Develop

Independently, read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.

Develop Independently, recite familiar poems by heart.

Develop

Read many Y2 CE words automatically by sight.

Develop

With confidence, 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.

Embed Independently, check that the text makes sense as they read and correcting inaccurate reading

Embed

Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.

Embed

Independently, read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.

Embed

Independently, recite familiar poems by heart.

Embed

Read most Y2 CE words automatically by sight.

Embed

Independently, 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.

Year 3

Decode/word-reading



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 support, be able to decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.

Consolidate from Year 2 and Continue
Revise and develop their knowledge of the skills needed for reading

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.

Practise
With support, begin to read some exception words, some from Y3-4 list, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Practise
With some support, be able to decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.

Introduce
With support, begin to 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
Revise and develop their knowledge of the skills needed for reading e.g. with Dancing Bears and daily reading, as appropriate.

Introduce and Practise
Identify and used words with l/ sound - al, l/ sound -le, adding suffix -ly to -le adding suffix -ally to -ic and homophones.

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

Practise
With some confidence, be able to decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.

Practise
With some support, 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 Revise and develop their knowledge of the skills needed for reading e.g. with Dancing Bears and daily reading, as appropriate.

Introduce and Practise
Identify and used words adding suffix -ly exceptions, suffix -er with -tch, k/ sound ch and g/ sound - gue.

Develop
With some 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.

Develop
With increasing confidence, be able to decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.

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

Practise and Assess Revise and develop their knowledge of the skills needed for reading e.g. with Dancing Bears and daily reading, as appropriate.

Introduce and Practise
Identify and used words with /s/ sound spelled sc, homophones, common exception words and suffix -sion.

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

Develop
Confidently, be able to decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.

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

Practise and Assess Revise and develop their knowledge of the skills needed for reading e.g. with Dancing Bears and daily reading, as appropriate.

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

Embed
Independently, be able to decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.


Embed
Independently 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 Revise and develop their knowledge of the skills needed for reading e.g. with Dancing Bears and daily reading, as appropriate.

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<p>Comprehend, locate and retrieve</p> <div data-bbox="152 263 273 379">  </div> <div data-bbox="152 386 273 502">  </div> <div data-bbox="152 509 273 625">  </div> <div data-bbox="174 662 250 730">  </div>	<p>Consolidate from Year 2 and Continue With support, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks throughout the term.</p> <p>Consolidate from Year 2 and Continue With support, be able to read books that are structured in different ways and reading for a range of purposes. e.g. stone age non-fiction, rocks and UK.</p> <p>Introduce With adult modelling learn to use dictionaries to check the meaning of words that they have read.</p> <p>Consolidate from Year 2 and Continue With support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Introduce With adult modelling, be able to retrieve and record information from non-fiction.</p> <p>Introduce With adult support, begin to recognise some different forms of poetry e.g. free verse, narrative</p> <p>Introduce With support, increase their familiarity with a wide range</p>	<p>Practise With some support, listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks throughout the term.</p> <p>Practise With some support, read books that are structured in different ways and reading for a range of purposes e.g. metals, magnets non-fiction and Christmas poetry.</p> <p>Practise With support, use dictionaries to check the meaning of words that they have read.</p> <p>Practise With some support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Practise With support, retrieve and record information from non-fiction.</p> <p>Practise With support, recognise some different forms of poetry e.g. free verse, narrative</p> <p>Practise With support, increase their familiarity with a wide range of books and</p>	<p>Practise With some confidence, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks throughout the term.</p> <p>Practise With some confidence, read books that are structured in different ways and reading for a range of purposes. e.g. light (science) and Europe and the Mediterranean.</p> <p>Practise With some support, use dictionaries to check the meaning of words that they have read.</p> <p>Practise With some confidence, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Practise With some support, retrieve and record information from non-fiction.</p> <p>Practise With some support, recognise some different forms of poetry e.g. free verse, narrative</p> <p>Practise With some support, increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p>	<p>Develop With increasing confidence, listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks throughout the term.</p> <p>Develop With increasing confidence, read books that are structured in different ways and reading for a range of purposes e.g. Egypt today and in the past.</p> <p>Develop With some confidence, use dictionaries to check the meaning of words that they have read.</p> <p>Develop With increasing confidence, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Develop With growing confidence, retrieve and record information from non-fiction.</p> <p>Develop With some confidence, recognise some different forms of poetry e.g. free verse, narrative</p> <p>Develop Confidently, increase their familiarity with a wide</p>	<p>Develop With confidence, listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks throughout the term.</p> <p>Develop Confidently, read books that are structured in different ways and reading for a range of purposes. e.g. local history and geography and poetry</p> <p>Develop Confidently, use dictionaries to check the meaning of words that they have read.</p> <p>Develop Confidently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Develop Confidently, retrieve and record information from non-fiction.</p> <p>Develop Confidently, recognise some different forms of poetry e.g. free verse, narrative</p> <p>Develop Independently, increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p>	<p>Embed With confidence, listening to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks throughout the term.</p> <p>Embed Independently, read books that are structured in different ways and reading for a range of purposes e.g. Asia, mountains, volcanoes and animals</p> <p>Embed Independently, use dictionaries to check the meaning of words that they have read.</p> <p>Embed Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Embed Independently, retrieve and record information from non-fiction.</p> <p>Embed Independently, recognise some different forms of poetry e.g. free verse, narrative</p> <p>Embed Independently, increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p>
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	<p>of books, and retelling some of these orally.</p> <p>Introduce With adult modelling, start to become more familiar with retrieving facts and information where question words and text language vary i.e. where the literal answer is somewhat 'hidden' in the vocabulary used.</p> <p>Introduce With adult modelling, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>Introduce With adult modelling, locate and discuss words and phrases they find interesting.</p>	<p>retelling some of these orally.</p> <p>Practise With support, become more familiar with retrieving facts and information where question words and text language vary.</p> <p>Practise With support, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>Introduce With adult modelling, begin to scan for alternative synonyms or phrases.</p> <p>Practise With some support, locate and discuss words and phrases they find interesting.</p> <p>Assess Use their developing reading and comprehension skills independently.</p>	<p>Practise With support, become more familiar with retrieving facts and information where question words and text language vary.</p> <p>Practise With some support, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>Practise With support, start to scan for alternative synonyms or phrases.</p> <p>Introduce With support, ask questions which improve their own understanding.</p> <p>Practise With some support, locate and discuss words and phrases they find interesting.</p>	<p>range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Develop With some confidence, become more familiar with retrieving facts and information where question words and text language vary.</p> <p>Develop With some confidence, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>Develop With growing confidence, scan for alternative synonyms or phrases.</p> <p>Practise With some support, ask questions which improve their own understanding.</p> <p>Develop With some confidence, locate and discuss words and phrases they find interesting.</p> <p>Assess Use their developing reading and comprehension skills independently.</p>	<p>Develop With increasing confidence, become more familiar with retrieving facts and information where question words and text language vary.</p> <p>Develop With confidence, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>Develop Confidently, scan for alternative synonyms or phrases.</p> <p>Develop With some confidence, ask questions which improve their own understanding.</p> <p>Develop Confidently, locate and discuss words and phrases they find interesting.</p>	<p>Embed Independently, retrieve facts and information where question words and text language vary.</p> <p>Embed Independently, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>Embed Independently, scan for alternative synonyms or phrases.</p> <p>Embed Independently, ask questions which improve their own understanding.</p> <p>Embed Independently, locate and discuss words and phrases they find interesting.</p> <p>Assess Use their developing reading and comprehension skills independently.</p>
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<p>Inferential understanding</p> 	<p>Consolidate from Year 2 and Introduce With support, revise how to draw inferences such as inferring characters' feelings, thought and motives from their actions.</p> <p>Consolidate from Year 2 and Introduce With adult modelling, predict what might happen from details stated and implied or from other stories they know.</p> <p>Introduce With adult modelling, be able to identify main ideas drawn from more than one paragraph and summarise them.</p> <p>Consolidate from Year 2 and Introduce With support, talk about what words mean in context.</p>	<p>Practise With adult modelling draw inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence</p> <p>Practise With support, predict what might happen from details stated and implied or from other stories they know.</p> <p>Practise With support, identify main ideas drawn from more than one paragraph and summarise them.</p> <p>Practise With some support, talk about what words mean in context.</p> <p>Introduce With adult modelling, identify themes across the text.</p> <p>Introduce With adult modelling, begin to justify their inferences by locating textual evidence.</p>	<p>Practise With support, draw inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence</p> <p>Practise With some support, predict what might happen from details stated and implied or from other stories they know.</p> <p>Practise With some support, identify main ideas drawn from more than one paragraph and summarise them.</p> <p>Practise With continuing support, talk about what words mean in context.</p> <p>Practise With support, identify themes across the text e.g. friendship and respect Cinderella of the Nile</p> <p>Practise With support, begin to justify their inferences by</p>	<p>Develop With some confidence, draw inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence</p> <p>Develop With growing confidence, predict what might happen from details stated and implied or from other stories they know.</p> <p>Develop With some confidence, identify main ideas drawn from more than one paragraph and summarise them.</p> <p>Develop with some confidence, talk about what words mean in context.</p> <p>Practise With some support, identify themes across the text e.g. greed in Piped Piper.</p> <p>Practise With some support, justify their inferences by</p>	<p>Develop With increasing confidence, draw inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence</p> <p>Develop With confidence, predict what might happen from details stated and implied or from other stories they know.</p> <p>Develop Confidently, identify main ideas drawn from more than one paragraph and summarise them.</p> <p>Develop with increasing confidence, talk about what words mean in context.</p> <p>Develop With some confidence, identify themes across the text e.g. friendship in Mouse and Cat</p> <p>Develop With some confidence, ,</p>	<p>Embed Independently, draw inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence</p> <p>Embed Independently, predict what might happen from details stated and implied or from other stories they know.</p> <p>Embed Independently, identify main ideas drawn from more than one paragraph and summarise them.</p> <p>Embed Independently, talk about what words mean in context.</p> <p>Embed Independently, , identify themes across the text e.g. bravery</p> <p>Embed Confidently, justify their inferences by locating textual evidence.</p>
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<p>Respond to text</p>   	<p>Introduce With adult modelling, ask questions to improve their understanding using VIPERS to develop questioning skills</p> <p>Consolidate from Year 2 and Continue With adult modelling, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Introduce With support, identify themes and conventions in a wide range of books.</p> <p>Introduce With support, develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.</p> <p>Introduce With adult modelling begin to retell some stories orally.</p> <p>Introduce With adult modelling, discuss words and phrases which capture their interest.</p> <p>Introduce With adult modelling, express preferences for text type.</p>	<p>Practise With support, ask questions to improve their understanding using VIPERS to develop questioning skills</p> <p>Practise With encouragement, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Practise With some support, identify themes and conventions in a wide range of books.</p> <p>Practise With support begin to retell some stories orally.</p> <p>Practise With some support, develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.</p> <p>Practise With support, discuss words and phrases which capture their interest.</p> <p>Practise With support, express preferences for text type.</p> <p>Introduce</p>	<p>Practise With some support, ask questions to improve their understanding using VIPERS to develop questioning skills</p> <p>Practise With some support, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Practise With some support, identify themes and conventions in a wide range of books.</p> <p>Practise With some support, retell some stories orally.</p> <p>Practise With some confidence, discuss words and phrases which capture their interest.</p> <p>Practise With some support, express preferences for text type.</p> <p>Practise With support, identify how language, structure and presentation contribute to meaning.</p> <p>Introduce With support, increase their familiarity with texts including fairy stories, myths and legends</p>	<p>Develop With some confidence, ask questions to improve their understanding using VIPERS to develop questioning skills</p> <p>Develop With some confidence, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Develop With some confidence, identify themes and conventions in a wide range of books.</p> <p>Develop With some confidence, retell some stories orally.</p> <p>Develop With some confidence, develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.</p> <p>Develop With increasing confidence, discuss words and phrases which capture their interest.</p> <p>Develop With some confidence, express preferences for text type.</p> <p>Develop</p>	<p>Develop Confidently, ask questions to improve their understanding using VIPERS to develop questioning skills</p> <p>Develop Confidently, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Develop Confidently, identify themes and conventions in a wide range of books.</p> <p>Develop With some confidence, retell some stories orally.</p> <p>Develop Independently, develop positive 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range of fiction, poetry, plays, non-fiction and reference/text books.</p> <p>Embed Confidently, discuss words and phrases which capture their interest</p> <p>Embed Independently, express preferences for text type.</p> <p>Embed Confidently, identify how language, structure and presentation contribute to meaning.</p>
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		<p>With adult modelling, begin to identify how language, structure and presentation contribute to meaning.</p> <p>Assess Use their developing reading, comprehension skills, authorial effect knowledge independently.</p>		<p>With some support, identify how language, structure and presentation contribute to meaning.</p> <p>Practise With some support, increase their familiarity with texts including fairy stories, myths and legends</p> <p>Assess Use their developing reading, comprehension skills, authorial effect knowledge independently.</p>	<p>Develop With some confidence, increase their familiarity with texts including fairy stories, myths and legends.</p>	<p>Embed Confidently, increase their familiarity with texts including fairy stories, myths and legends.</p> <p>Assess Use their developing reading, comprehension skills, authorial effect knowledge independently.</p>
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<p>Fluency and phrasing:</p> 	<p>Consolidate from Year 2 and Continue With support, read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.</p> <p>Consolidate from Year 2 and Continue With support, read age-appropriate books, from the class book corner, school library or differentiated reading books, accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.</p> <p>Introduce With adult modelling, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>Consolidate from Year 2 and Continue With adult modelling, when reading aloud, speak audibly and with growing fluency.</p> <p>Consolidate from Year 2 and Introduce With support read all sight all Y2 CE words and some exception words for Y3-4.</p> <p>Introduce With adult modelling gradually internalise the reading process to read silently.</p>	<p>Practise With some support, read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.</p> <p>Practise With some support, read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.</p> <p>Practise With some support, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>Practise With encouragement, when reading aloud, speak audibly and with growing fluency.</p> <p>Practise With some support, read all sight all Y2 CE words and some exception words for Y3-4.</p> <p>Practise With encouragement, gradually internalise the reading process to read silently.</p> <p>Introduce With adult modelling, recite some poems or songs by heart, in groups and sometimes alone,</p>	<p>Practise With some support, read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.</p> <p>Practise With some confidence, read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.</p> <p>Practise With some support, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>Practise With encouragement, when reading aloud, speak audibly and with growing fluency.</p> <p>Practise With some support, read more exception words for Y3-4.</p> <p>Practise With some encouragement, gradually internalise the reading process to read silently.</p> <p>Practise With support, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency.</p>	<p>Develop With some confidence, read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.</p> <p>Develop With confidence, read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.</p> <p>Develop With some confidence, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>Develop With growing confidence, when reading aloud, speak audibly and with growing fluency.</p> <p>Develop With some confidence, read some more exception words for Y3-4.</p> <p>Develop With growing confidence, internalise the reading process to read silently.</p> <p>Practise With some confidence, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency.</p>	<p>Develop Confidently, read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.</p> <p>Develop Confidently, read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.</p> <p>Develop Confidently, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>Develop Confidently, when reading aloud, speak audibly and with growing fluency.</p> <p>Develop Confidently, read many exception words for Y3-4.</p> <p>Develop Confidently, internalise the reading process to read silently.</p> <p>Develop Confidently, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency.</p>	<p>Embed Confidently, read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.</p> <p>Embed Confidently, read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.</p> <p>Embed Independently, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>Embed Confidently, when reading aloud, speak audibly and with growing fluency.</p> <p>Embed Confidently, read many sight exception words for Y3-4.</p> <p>Embed Independently, internalise the reading process to read silently.</p> <p>Embed Confidently, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency.</p>
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building confidence and fluency.

Year 4

Decode/word-reading



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, 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.

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.

Practise and Assess

Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate.

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.

Practise and Assess

Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate.

Introduce and Assess

Identify and use words that have "s" sound spelled "c" before "l" and "e", word families sol and real, word families phon and sign and prefixes super-, -auto and anti

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.

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

Introduce and Assess

Identify and use words that have prefixes bi, plural apostrophes, possessive apostrophes and plural possessive apostrophes

Develop

Apply, with increasing confidence, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.

Develop

Read most of the exception words taught so far from the Y3-4 list.

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.

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.




Practise and Assess

Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate.

<p>Comprehend, locate and retrieve</p> <div data-bbox="152 263 273 379"> </div> <div data-bbox="152 386 273 502"> </div> <div data-bbox="152 509 273 625"> </div> <div data-bbox="174 662 250 730"> </div>	<p>Introduce With adult modelling, provide justification for ideas using information in texts</p> <p>Introduce With adult support, identify how language, structure and presentation contribute to meaning in texts e.g. The King who Banned the Dark</p> <p>Introduce With adult support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context texts e.g. The King who Banned the Dark</p> <p>Introduce Use dictionaries with growing independence, to define new vocabulary</p> <p>Introduce With adult modelling, develop their reading retrieval skills, working across a wider range of narrative text with growing familiarity</p> <p>Introduce With adult support, work with texts of increasing length, to retrieve information across the whole text as well as at a local level</p> <p>Introduce With adult support, skim or scan a whole text first to select which paragraph or</p>	<p>Practise With some support, provide justification for ideas using information in texts</p> <p>Practise With some support, identify how language, structure and presentation contribute to meaning in texts e.g. Pugs of the Frozen North</p> <p>Practise With some support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context e.g. Pugs of the Frozen North</p> <p>Practise Use dictionaries with growing independence, to define new vocabulary</p> <p>Practise With support, develop their reading retrieval skills, working across a wider range of narrative text with growing familiarity</p> <p>Practise With support, work with texts of increasing length, to retrieve information across the whole text as well as at a local level</p> <p>Practise With support, skim or</p>	<p>Practise With minimal support, provide justification for ideas using information in texts</p> <p>Practise With some confidence, identify how language, structure and presentation contribute to meaning in texts e.g. dinosaur poems</p> <p>Practise With support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context e.g. Cosmo and the Magic Spell.</p> <p>Practise Use dictionaries with growing independence, to define new vocabulary</p> <p>Practise With some support, develop their reading retrieval skills, working across a wider range of poetry texts with growing familiarity</p> <p>Practise With some support, work with texts of increasing length, to retrieve information across the whole text as well as at a local level</p> <p>Practise With some support, skim or scan a whole text first to select which paragraph or section of text an answer</p>	<p>Develop With increasing confidence, provide justification for ideas using information in texts</p> <p>Develop Confidently, identify how language, structure and presentation contribute to meaning in texts e.g. Mouse, Bird, Snake, Wolf</p> <p>Develop With growing confidence, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context e.g. The Great Kapok Tree</p> <p>Develop Use dictionaries with growing independence, to define new vocabulary</p> <p>Develop With growing confidence, develop their reading retrieval skills, working across a wider range of non-fiction text with growing familiarity</p> <p>Develop With increasing independence, work with texts of increasing length, to retrieve information across the whole text as well as at a local level</p> <p>Develop With developing confidence, skim or scan</p>	<p>Develop Independently, provide justification for ideas using information in texts</p> <p>Develop Independently, identify how language, structure and presentation contribute to meaning in texts e.g. The Pea and the Princess</p> <p>Develop Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context e.g. The Princess and Pea by Rachel Isadora</p> <p>Develop Use dictionaries with growing independence, to define new vocabulary</p> <p>Develop Independently, develop their reading retrieval skills, working across a wider range of fairy tale text with growing familiarity</p> <p>Develop Independently, work with texts of increasing length, to retrieve information across the whole text as well as at a local level</p> <p>Develop Independently, skim or scan a whole text first to</p>	<p>Embed Independently, provide justification for ideas using information in texts</p> <p>Embed Independently, identify how language, structure and presentation contribute to meaning in texts e.g. 13 Storey Tree House</p> <p>Embed Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context e.g. Arthur and the Golden Rope</p> <p>Embed Use dictionaries with growing independence, to define new vocabulary</p> <p>Embed Independently, develop their reading retrieval skills, working across a wider range of non-fiction text with growing familiarity.</p> <p>Embed Confidently, work with texts of increasing length, to retrieve information across the whole text as well as at a local level</p> <p>Embed Confidently and independently, skim or scan a whole text first to select which paragraph or section of text an</p>
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	<p>section of text an answer may be located in and then use the text to support their answers.</p>	<p>scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p> <p>Assess Use their developing reading and comprehension skills independently.</p>	<p>may be located in and then use the text to support their answers.</p>	<p>a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p> <p>Assess Use their developing reading and comprehension skills independently.</p>	<p>select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p>	<p>answer may be located in and then use the text to support their answers.</p> <p>Assess Use their developing reading and comprehension skills independently.</p>
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<p>Inferential understanding</p> 	<p>Introduce With adult support, begin to sequence events orally and create story maps</p> <p>Introduce Begin to ask questions to improve their understanding of a text when needed.</p> <p>Introduce and Practise With growing confidence, gathering experience from texts, children learn to identify themes in the narratives.</p> <p>Introduce With adult support, predict what might happen from implied details</p> <p>Introduce With adult support, discuss and explain words and phrases to explore meanings in context</p>	<p>Practise With support, sequence events orally and create story maps</p> <p>Practise With encouragement ask questions to improve their understanding of a text when necessary.</p> <p>Practise and Develop With growing confidence, gathering experience from texts, children learn to identify themes in the narratives.</p> <p>Practise With some support, predict what might happen from implied details</p> <p>Practise With some support, discuss and explain words and phrases to explore meanings in Context</p> <p>Assess Use inference skills taught so far independently.</p>	<p>Practise With some help, sequence events orally and create story maps</p> <p>Practise With some confidence, ask questions to improve their understanding of a text when needed.</p> <p>Introduce and Practise Recognising some different forms of poetry e.g. free verse, narrative</p> <p>Introduce With some confidence, gathering experience from texts, children learn to draw inferences such as inferring characters' feelings, thoughts.</p> <p>Practise With confidence, predict what might happen from implied details</p> <p>Practise With some support, discuss and explain words and phrases to explore meanings in context</p> <p>Introduce Begin to justify their inferences with textual evidence, as a familiar exercise.</p>	<p>Develop With increasing confidence, sequence events orally and create story maps</p> <p>Develop Confidently ask questions to improve their understanding of a text when needed.</p> <p>Practise With some confidence, gathering experience from texts, children learn to draw inferences such as inferring motives for character's actions.</p> <p>Develop With increasing confidence, predict what might happen from implied details</p> <p>Develop With growing confidence, discuss and explain words and phrases to explore meanings in context</p> <p>Practise With some confidence, justify their inferences with textual evidence, as a familiar exercise.</p> <p>Assess Use inference skills taught so far independently.</p>	<p>Develop Independently, sequence events orally and create story maps</p> <p>Develop Confidently and independently, ask questions to improve their understanding of a text when necessary.</p> <p>Develop With growing confidence, gathering experience from texts, children learn to draw inferences such as inferring characters' feelings.</p> <p>Develop Independently, predict what might happen from implied details</p> <p>Develop With confidence, discuss and explain words and phrases to explore meanings in context</p> <p>Develop Confidently, justify their inferences with textual evidence, as a familiar exercise.</p>	<p>Embed Independently, sequence events orally and create story maps</p> <p>Embed Independently, ask questions to improve their understanding of a text when necessary.</p> <p>Embed With confidence, gathering experience from texts, children learn to draw inferences such as inferring characters' feelings, thoughts and motives for their actions</p> <p>Embed Independently, predict what might happen from implied details</p> <p>Embed Independently, discuss and explain words and phrases to explore meanings in context</p> <p>Embed Independently, justify their inferences with textual evidence, as a familiar exercise</p> <p>Assess Use inference skills taught so far independently.</p>
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<p>Respond to text</p>   	<p>Introduce With adult modelling, write and orally evaluate texts by writing book reviews</p> <p>Introduce With adult modelling, consider relationship between vocabulary, plot and illustration</p> <p>Introduce and Embed Discuss intention of use of and connotations of words 'power' and 'ban'</p> <p>Introduce With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of fiction.</p> <p>Introduce Take turns and listening to what others say.</p> <p>Introduce With adult support, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest.</p> <p>Introduce With adult modelling, identify how language, paragraph structure and layout contribute to meaning in fiction.</p> <p>Introduce and Embed Understand where books can be accessed throughout the school</p>	<p>Practise With some support, write and orally evaluate texts by writing book reviews</p> <p>Practise With some support, consider relationship between vocabulary, plot and illustration</p> <p>Introduce and Practise Develop their familiarity with myths and legends; retell some of these orally</p> <p>Practise With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of fiction.</p> <p>Practise Take turns and listening to what others say.</p> <p>Practise With support, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest.</p> <p>Practise With support, identify how language, paragraph structure and layout contribute to meaning in fiction.</p> <p>Assess Use their developing</p>	<p>Practise With minimal support, write and orally evaluate texts by writing book reviews</p> <p>Practise With some support, consider relationship between vocabulary, plot and illustration</p> <p>Introduce and Develop Identify word and poetic device choices in poems and discuss effect on reader</p> <p>Introduce Discuss relationship between author and character in poems by considering portrayal through vocabulary choice</p> <p>Introduce and Develop Identify and discuss emotions in poetry</p> <p>Practise With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of poetry.</p> <p>Practise Take turns and listening to what others say.</p> <p>Practise With some confidence, show an increasing awareness of authorial choice, discuss words and phrases which</p>	<p>Develop With some confidence, write and orally evaluate texts by writing book reviews</p> <p>Develop With some support, consider relationship between vocabulary, plot and illustration</p> <p>Develop With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of non-fiction.</p> <p>Develop Take turns and listening to what others say</p> <p>Develop With greater confidence, show increasing awareness of authorial choice, discuss words and phrases which capture their interest.</p> <p>Develop With some confidence, identify how language, paragraph structure and layout contribute to meaning in non-fiction text.</p> <p>Assess Use their developing reading, comprehension skills, authorial effect knowledge independently.</p> <p>Develop</p>	<p>Develop With increasing confidence, write and orally evaluate texts by writing book reviews</p> <p>Develop With increasing confidence, consider relationship between vocabulary, plot and illustration</p> <p>Introduce and Develop Identify messages hidden in fables and fairy tales</p> <p>Practise and Develop Develop their familiarity with myths and legends; retell some of these orally.</p> <p>Develop With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of reference/text books</p> <p>Develop Take turns and listening to what others say.</p> <p>Develop Independently, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest.</p> <p>Develop With confidence, identify</p>	<p>Embed Independently, write and orally evaluate texts by writing book reviews</p> <p>Embed Independently, consider relationship between vocabulary, plot and illustration</p> <p>Develop Develop their familiarity with myths and legends; retell some of these orally.</p> <p>Develop Identify word and poetic device choices in poems and discuss effect on reader</p> <p>Develop With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading listening to and discussing a wide range of fiction, poetry and non-fiction</p> <p>Embed Take turns and listening to what others say.</p> <p>Develop Independently, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest.</p> <p>Develop Independently, identify</p>
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	<p>and how to access them when appropriate.</p> <p>Introduce and Embed Understand where books of different levels are kept and be able to access them when appropriate.</p> <p>Introduce With adult modelling, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions</p>	<p>reading, comprehension skills, authorial effect knowledge independently.</p> <p>Practise With support, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions</p>	<p>capture their interest in poetry text.</p> <p>Practise With some support, identify how language, paragraph structure and layout contribute to meaning in poetry.</p> <p>Practise With some support, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions</p>	<p>With growing confidence, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions</p>	<p>how language, paragraph structure and layout contribute to meaning in reference and text books.</p> <p>Develop Confidently, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions</p>	<p>how language, paragraph structure and layout contribute to meaning in fiction and non-fiction texts</p> <p>Assess Use their developing reading, comprehension skills, authorial effect knowledge independently.</p> <p>Embed Independently and confidently, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions.</p>
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Fluency and phrasing:



Consolidate from Year 3, continue and Assess

Read one sentence each in reading aloud once a week during whole class reading.

Introduce

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

Consolidate from Year 3, Introduce and Assess

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

Introduce

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

Continue and Assess

Read one sentence each in reading aloud at least once a week during whole class reading.

Practise

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

Practise and Assess

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

Practise

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

Introduce and Assess

Read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.

Practise

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

Practise and Assess

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

Practise

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

Introduce and Practise

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

Introduce

With support, notice where commas create phrasing within sentences

Introduce

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

Introduce and practise

Practise and Assess

Read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.

Develop

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

Develop and Assess

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

Develop

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

Practise

With some support, notice where commas create phrasing within sentences

Practise

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

Develop and Assess

Read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.

Develop

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

Develop and Assess

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

Develop

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

Develop

Confidently, notice where commas create phrasing within sentences

Practise and Develop

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

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

Embed and Assess

Read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.

Embed

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

Embed and Assess

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

Embed

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

Embed

Independently, notice where commas create phrasing within sentences

Develop

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

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

			Begin to recite whole poems with growing awareness of the listener			
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Year Five – Bluebell Class

Decode/word-reading



Consolidate from Year 4 and Introduce

Be able to read Y3/4 statutory spellings plus begin to read some from the Year 5/6 list including words ending in '-ious.' '-cious.' if the root word ends in -ce the sound is usually spelled '-cious.', '-cial' and '-tial.' And challenge words.

Consolidate from Year 4, Practise and Embed

Understand alphabetical order

Consolidate from Year 4 and Continue

With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).

Consolidate from Year 4 and Continue

Use a dictionary successful to find meanings of words.

Introduce and Assess

Begin to read some of the exception words from the Y5-6 list including words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place, words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place, use -ent and ence after soft c (/s/ sound), soft g (/j/ sound) and qu and challenge words.

Practise

With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).

Practise

Use a dictionary successful to find meanings of words.

Practise

With minimal support, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.

Introduce and Assess

Read an increasing amount of the exception words from the Y5-6 list including words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g, adding suffixes beginning with vowel letters to words ending in -fer, words with 'silent' letters at the start and challenge words

Develop

With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).

Develop

Use a dictionary successful to find meanings of words.

Practise

With some confidence, ensure that attention is paid to new vocabulary, both its meaning and

Introduce and Assess

Read many of the exception words from the Y5-6 list including words spelled with 'ie' after c, words with the 'ee' sound spelled ei after c; the 'i' before e except after 'c' rule, words containing the letter string 'ough' where the sound is /aw/ and challenge Words

Embed

With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).

Embed

Use a dictionary successful to find meanings of words.

Develop

With growing confidence, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.

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


	<p>Consolidate from Year 4 and Continue With some support, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.</p> <p>Consolidate from Year 4, Continue and Assess Revise and develop their knowledge of the skills needed for reading - daily reading (SEND), as appropriate</p>	<p>Practise and Assess Revise and develop their knowledge of the skills needed for reading e.g. Apples and Pears, Dancing Bears and daily reading, as appropriate</p>	<p>correct pronunciation.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading</p>	<p>Practise and Assess Revise and develop their knowledge of the skills needed for reading</p>		
<p>Comprehend, locate and retrieve</p> 	<p>Consolidate from Year 4, Continue Read and discuss an increasingly wide range of fiction and poetry including looking at their structure and reading for a purpose</p> <p>Consolidate from Year 4 and Introduce With support, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Consolidate from Year 4 and Continue Revisit the understanding that books that are structured in different ways and reading for a range of purposes.</p> <p>Introduce Distinguish between statements of fact and opinion when discussing whole class</p>	<p>Practise Read and discuss an increasingly wide range of plays including looking at their structure and reading for a purpose.</p> <p>Practise With support, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Develop and Embed Confidently, understand that books that are structured in different ways and reading for a range of purposes - Why does Boy in the Tower have parts? What do you think will happen in part two? What do you notice about the tense in part two?</p> <p>Practise Distinguish between statements of fact and opinion in whole class</p>	<p>Practise Read and discuss an increasingly wide range of Greek myths including looking at their structure and reading for a purpose.</p> <p>Practise With increasing confidence, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Practise Distinguish between statements of fact and opinion in the main English texts.</p> <p>Practise Explain and discuss their understanding of what they have read, including debates and using notes where necessary.</p> <p>Practise With support, discuss their understanding and</p>	<p>Develop Read and discuss an increasingly wide range of instructions and limericks including looking at their structure and reading for a purpose.</p> <p>Develop With confidence, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Develop Distinguish between statements of fact and opinion in various texts throughout the term.</p> <p>Develop Explain and discuss their understanding of what they have read, including through debates, and using notes where necessary.</p> <p>Introduce Begin to recommend books that they have</p>	<p>Develop Read and discuss an increasingly wide range of biographies including looking at their structure and reading for a purpose.</p> <p>Develop With some independence, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Develop Distinguish between statements of fact and opinion in biographies.</p> <p>Develop Explain and discuss their understanding of what they have read, including through formal presentations and using notes where necessary.</p> <p>Practise and Develop Confidently recommend books</p>	<p>Embed Read and discuss an increasingly wide range of diaries and poetry including looking at their structure and reading for a purpose</p> <p>Embed Independently and confidently, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Embed Distinguish between statements of fact and opinion a variety of texts throughout the term.</p> <p>Embed Explain and discuss their understanding of what they have read, including through informal presentations, maintaining a focus on the topic and using notes where necessary.</p>

	<p>reading texts</p> <p>Introduce Explain and discuss their understanding of what they have read, including maintaining a focus on the topic and using notes where necessary.</p> <p>Consolidate from Year 4 and Continue With adult modelling, discuss their understanding and explore the meaning of words in context.</p> <p>Consolidate from Year 4 and Introduce With adult modelling, ask questions which develop their understanding.</p> <p>Introduce With adult modelling, begin to retrieve key details and begin to find quotations from a whole text.</p> <p>Introduce With adult modelling, begin to learn to locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.</p> <p>Introduce With adult support, begin to understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or</p>	<p>reading texts</p> <p>Practise Explain and discuss their understanding of what they have read, including debates and using notes where necessary.</p> <p>Practise With some support, discuss their understanding and explore the meaning of words in context.</p> <p>Practise With some support, ask questions which develop their understanding.</p> <p>Practise With some support, retrieve key details and begin to find quotations from a whole text.</p> <p>Practise With some support, locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.</p> <p>Practise With some support, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p> <p>Practise With support continue to skim or scan a whole</p>	<p>explore the meaning of words in context</p> <p>Practise With support, ask questions which develop their understanding.</p> <p>Practise With some support, retrieve key details and begin to find quotations from a whole text.</p> <p>Practise With some confidence, locate the author's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.</p> <p>Practise With developing confidence, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p> <p>Practise With some support continue to skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers</p>	<p>read to their peers, giving reasons for their choices – start a display board for their reviews in the reading lounge.</p> <p>Introduce With support, begin to identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Introduce With adult support, begin to retrieve, record and present information from non-fiction.</p> <p>Develop With some confidence, discuss their understanding and explore the meaning of words in context</p> <p>Develop With some confidence, ask questions which develop their understanding.</p> <p>Develop With increasing confidence, retrieve key details and begin to find quotations from a whole text.</p> <p>Develop With increasing confidence, locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.</p> <p>Develop</p>	<p>that they have read to their peers, giving reasons for their choices – develop the use of the review board.</p> <p>Practise and Develop With growing confidence, Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Practise and Develop With some support, retrieve, record and present information from non-fiction.</p> <p>Develop Confidently, discuss their understanding and explore the meaning of words in context.</p> <p>Develop Confidently, ask questions which develop their understanding.</p> <p>Develop Confidently, retrieve key details and begin to find quotations from a whole text.</p> <p>Develop Confidently, locate the author's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.</p> <p>Develop With increased confidence, skim or scan</p>	<p>Embed Enthusiastically recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Embed Independently, identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Embed Independently, retrieve, record and present information from non-fiction.</p> <p>Embed Independently, discuss their understanding and explore the meaning of words in context</p> <p>Embed Independently, ask questions which develop their understanding.</p> <p>Embed Independently, retrieve key details and begin to find quotations from a whole text.</p> <p>Embed Independently and confidently, locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.</p> <p>Embed</p>
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	<p>thesaurus.</p> <p>Consolidate from Year 4, Revise and Continue With adult modelling revise how to skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers</p>	<p>text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p> <p>Assess Use their developing reading and comprehension skills independently.</p>		<p>With increasing confidence, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p> <p>Develop With some confidence, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p> <p>Assess Use their developing reading and comprehension skills independently.</p>	<p>a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p> <p>Develop Confidently, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p>	<p>Confidently and independently, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p> <p>Embed Confidently, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.</p> <p>Assess Use their developing reading and comprehension skills independently.</p>
<p>Inferential understanding</p>  <p>Infer Find clues in the text to reach a conclusion.</p>  <p>Summarise Explain the key points in the text in a 'shortened' way.</p>  <p>Predict Think about what might happen in a text.</p>	<p>Consolidate from Year 4 and Continue With support continue to draw inferences independently, often justifying with textual evidence.</p> <p>Consolidate from Year 4 and Continue Revise asking questions to improve their understanding.</p> <p>Consolidate from Year 4 and Continue Revise making predictions about what might happen from details stated and implied.</p> <p>Introduce and Practise With adult support,</p>	<p>Practise and Develop Confidently, draw inferences independently, often justifying with textual evidence.</p> <p>Practise With some support, ask good quality questions to improve their understanding.</p> <p>Practise With some support, make predictions about what might happen from details stated and implied.</p> <p>Introduce, Practise and Embed Be able to identify and discuss themes across a</p>	<p>Embed Independently, draw inferences independently, often justifying with textual evidence.</p> <p>Practise With some confidence, ask some good quality questions to improve their understanding.</p> <p>Practise With some confidence, make predictions about what might happen from details stated and implied.</p> <p>Introduce With some support, make predictions from implied details, both</p>	<p>Introduce With adult support, begin to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Develop With increasing confidence, ask good quality questions to improve their understanding.</p> <p>Develop With a developing confidence, make predictions about what might happen from details stated and</p>	<p>Practise and Develop With growing confidence, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Develop With confidence ask appropriate questions to improve their understanding.</p> <p>Develop Confidently, make predictions about what might happen from details stated and implied.</p>	<p>Embed Confidently, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Embed Confidently, ask appropriate questions to improve their understanding.</p> <p>Embed Confidently and independently make predictions about what might happen from details stated and implied.</p>


	<p>orally and in writing summarise main ideas of a text.</p> <p>Introduce With adult modelling, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.</p>	<p>wide range of texts, both fiction, non-narrative and poetry.</p> <p>Practise and Develop With growing confidence, orally and in writing summarise main ideas of a text.</p> <p>Practise With some support, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.</p> <p>Assess Use their inferential skills independently developed so far.</p>	<p>before and after events.</p> <p>Develop and Embed Independently, orally and in writing summarise main ideas of a text.</p> <p>Introduce With adult support, make comparisons within and across texts, referring to both reference points.</p> <p>Introduce With adult support begin to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Practise With some confidence, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.</p>	<p>implied.</p> <p>Practise With some confidence, make predictions from implied details, both before and after events.</p> <p>Practise With some support, make comparisons within and across texts, referring to both reference points.</p> <p>Practise and Develop With some support, summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Develop With increasing confidence, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.</p> <p>Assess Use their inferential skills independently developed so far.</p>	<p>Develop With increasing confidence, make predictions from implied details, both before and after events.</p> <p>Develop With increasing confidence, make comparisons within and across texts, referring to both reference points.</p> <p>Develop With increasing confidence, summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Develop With some independence, discuss and explore the precise meaning of words and phrases in context using teacher led sentences</p>	<p>Embed Independently, make predictions from implied details, both before and after events.</p> <p>Embed Confidently, make comparisons within and across texts, referring to both reference points.</p> <p>Embed Independently, summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Embed Independently, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.</p> <p>Assess Use their inferential skills independently developed so far</p>
<p>Respond to text</p>  	<p>Consolidate from Year 4 and Continue Revise identifying how language, structure and presentation contribute to meaning.</p> <p>Introduce and Embed Understand where books of different levels are kept and be able to access them when appropriate.</p> <p>Introduce</p>	<p>Practise With some support, identify how language, structure and presentation contribute to meaning.</p> <p>Continue Extend their familiarity with texts to include modern fiction, fiction from our literary heritage.</p>	<p>Practise With some confidence, identify how language, structure and presentation contribute to meaning.</p> <p>Continue Extend their familiarity with texts to include modern fiction, fiction from our literary heritage and books from other cultures.</p>	<p>Develop With increasing confidence, identify how language, structure and presentation contribute to meaning.</p> <p>Continue Extend their familiarity with texts to include modern fiction and fiction from our literary heritage.</p>	<p>Develop Confidently, identify how language, structure and presentation contribute to meaning.</p> <p>Continue Extend their familiarity with texts to include modern fiction, fiction from our literary heritage, and books from other cultures.</p>	<p>Embed Independently, identify how language, structure and presentation contribute to meaning.</p> <p>Continue Extend their familiarity with texts to include modern fiction, fiction from our literary heritage and books from other cultures.</p> <p>Embed</p>

	<p>With adult support, extend their familiarity with texts to include modern fiction, fiction from our literary heritage.</p> <p>Consolidate from Year 4 and Continue With adult support, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader e.g. The Highway Man</p> <p>Introduce With adult modelling, discuss and build on their own and others' ideas.</p> <p>Introduce With adult modelling, begin to make comparisons within and across books.</p> <p>Consolidate from Year 4 and Continue With adult modelling, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction</p> <p>Introduce With adult modelling make comparisons within and across texts.</p> <p>Introduce With adult modelling, distinguish between fact and opinion.</p>	<p>Practise With some support, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader – Viking Boy.</p> <p>Practise With some support, discuss and build on their own and others' ideas.</p> <p>Practise With some support, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction</p> <p>Practise With support, make comparisons within and across books.</p> <p>Practise During supported discussion, make comparisons within and across texts.</p> <p>Practise With support, distinguish between fact and opinion.</p> <p>Practise With some support, discuss and evaluate how authors use language, considering the impact on the reader and how this has been achieved using how, what, where and</p>	<p>Practise With some confidence, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. e.g. Iron Man a key text.</p> <p>Practise With some confidence, discuss and build on their own and others' ideas.</p> <p>Practise With support, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction.</p> <p>Practise With some support, make comparisons within and across books.</p> <p>Practise With some confidence during discussion make comparisons within and across texts.</p> <p>Practise With minimal support, distinguish between fact and opinion.</p> <p>Practise With some confidence, discuss and evaluate how authors use language, considering the impact on the reader and how this has</p>	<p>Introduce With some support, participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Develop With increasing confidence, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Develop With increasing confidence, discuss and build on their own and others' ideas.</p> <p>Develop With some confidence, make comparisons within and across books.</p> <p>Develop With increasing confidence, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction</p> <p>Develop During supported discussion, with some confidence, make comparisons within and across texts.</p> <p>Develop</p>	<p>Practise and Develop With increasing confidence, participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Develop Confidently, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Develop Confidently, discuss and build on their own and others' ideas.</p> <p>Develop Confidently, make comparisons within and across books.</p> <p>Develop Confidently, maintain positive attitudes to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction</p> <p>Develop During supported discussion, with increasing confidence, make comparisons within and across texts.</p> <p>Develop With increasing confidence, distinguish</p>	<p>Confidently, participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Embed Confidently and independently, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Embed Independently, make comparisons within and across books.</p> <p>Embed Confidently and independently, discuss and build on their own and others' ideas.</p> <p>Embed Confidently, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction</p> <p>Embed During supported discussion, independently, make comparisons within and across texts.</p> <p>Embed Independently, distinguish between fact and opinion.</p>
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	<p>Consolidate from Year 4 and Continue With support, discuss and evaluate how authors use language, considering the impact on the reader and how this has been achieved using how, what, where and why questions</p> <p>Introduce With adult support, begin to understand figurative language</p>	<p>why questions.</p> <p>Practise With some support, understand figurative language – writing tasks linked to Iron Man.</p> <p>Assess Use their developing reading, comprehension skills, authorial effect knowledge independently.</p>	<p>been achieved using how, what, where and why questions.</p> <p>Practise With some confidence show an understanding and use figurative language</p>	<p>With some confidence, distinguish between fact and opinion.</p> <p>Develop With increasing confidence, discuss and evaluate how authors use language, considering the impact on the reader and how this has been achieved using how, what, where and why questions.</p> <p>Develop With increasing confidence, show an understanding and use of figurative language</p> <p>Assess Use their developing reading, comprehension skills, authorial effect knowledge independently.</p>	<p>between fact and opinion.</p> <p>Develop Confidently, discuss and evaluate how authors use language, considering the impact on the reader and how this has been achieved using how, what, where and why questions.</p> <p>Develop Confidently, understand and use figurative language</p>	<p>Embed Independently, discuss and evaluate how authors use language, considering the impact on the reader and how this has been achieved using how, what, where and why questions.</p> <p>Embed Independently understand and use figurative language</p> <p>Assess Use their developing reading, comprehension skills, authorial effect knowledge independently.</p>
<p>Fluency and phrasing:</p> 	<p>Consolidate from Year 4 and Continue Learn a wider range of poetry by heart.</p> <p>Consolidate from Year 4 and Continue Begin to read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace.</p> <p>Introduce With adult modelling, begin to notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p>	<p>Practise Learn a wider range of poetry by heart.</p> <p>Practise Continue to read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace.</p> <p>Practise With support, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>Practise Read silently and then discuss what they have</p>	<p>Practise Learn a wider range of poetry by heart.</p> <p>Practise With increasing confidence read aloud a wider range of age-appropriate non-fiction and other texts with accuracy and at a reasonable speaking pace.</p> <p>Practise With some support, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p>	<p>Develop Learn a wider and increasing range of poetry by heart.</p> <p>Develop Confidently read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace.</p> <p>Develop With some confidence, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>Practise Prepare poems and</p>	<p>Develop Learn a wider and increasing range of poetry by heart.</p> <p>Develop Confidently read aloud a wider range of age-appropriate fiction with accuracy and at a reasonable speaking pace.</p> <p>Develop With increasing confidence, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>Develop Prepare readings to read aloud and to perform,</p>	<p>Embed Learn a wider and increasing range of poetry by heart.</p> <p>Embed Confidently read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace.</p> <p>Embed Confidently and independently, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>Embed Prepare poems and</p>




	<p>Introduce Read silently and then discuss what they have read on a daily basis.</p> <p>Consolidate from Year 4 and Continue With continuing confidence revise and sight-read all Y3-4 exception words with automaticity.</p>	<p>read on a daily basis.</p> <p>Develop With continuing confidence revise and sight-read all Y3-4 exception words with automaticity.</p>	<p>Introduce Prepare readings and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Practise Read silently and then discuss what they have read on a daily basis.</p> <p>Embed With continuing confidence revise and sight-read all Y3-4 exception words with automaticity.</p>	<p>readings to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Introduce With adult support, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>Develop Read silently and then discuss what they have read on a daily basis.</p> <p>Introduce Begin to sight-read some Yr5-6 exception words with some automaticity.</p>	<p>showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Practise With some support, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>Develop Read silently and then discuss what they have read on a daily basis.</p> <p>Practise Be able to sight-read more Yr5-6 exception words with some automaticity</p>	<p>other readings to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Develop With some confidence, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>Embed Read silently and then discuss what they have read on a daily basis.</p> <p>Develop Be able to sight-read many Yr5-6 exception words with increasing automaticity.</p>
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Year 6


<p>Decode/word-reading</p> 	<p>Consolidate from Year 5, Revise and Embed Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <p>Consolidate from Year 5, Continue and Assess Read a wide range of exception words,</p>	<p>Practise and Assess Read some more words from the Year 5-6 list including short vowel sound i spelled y, long vowel sound i spelled y, prefix 'over' to verbs and suffix ful.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading</p>	<p>Practise and Assess Read some more words from the Year 5-6 list including words which can be nouns or verbs, words with an o sound spelled 'ou' or 'ow', soft c spelled ce, prefix dis, un, over, im, F spelled ph and words with origins in other countries e.g. bungalow, veranda, ballet</p> <p>Practise and Assess Revise and develop their</p>	<p>Practise and Assess Read some more words from the Year 5-6 list including unstressed vowel sounds, endings cial/tial after a vowel sound, endings cial/tial after a consonant sound, words with letter string 'acc' at the beginning of words, words ending in ably and words ending in ible.</p> <p>Practise and Assess Revise and develop their</p>	<p>Practise and Assess Read some more words from the Year 5-6 list including adding suffix ibly to create an adverb, changing ent to ence er, or, or at the end of words, grammar vocabulary e.g. synonym, antonym, colon and mathematical vocabulary</p> <p>Practise and Assess Revise and develop their</p>	<p>Practise and Assess Read some more words from the Year 5-6 list including adverbs synonymous with determination, adjectives to describe settings, vocabulary to describe feelings and adjectives to describe character e.g. obnoxious, repugnant, exquisite</p> <p>Practise and Assess Revise and develop their</p>
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	<p>including from the Y5-6 list and similar words which occur in the texts they read.</p> <p>Consolidate from Year 5 Continue and Assess Revise and develop their knowledge of the skills needed for reading</p>		knowledge of the skills needed for reading.	knowledge of the skills needed for reading	knowledge of the skills needed for reading	knowledge of the skills needed for reading
<p>Comprehend, locate and retrieve</p>	<p>Consolidate from Year 5 and Continue Learn a wider range of poetry sometimes by heart.</p> <p>Introduce With adult modelling, prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Consolidate from Year 5 and Continue Continue to demonstrate an increasing familiarity with range of fiction including traditional stories (Indian folktales folktales from other cultures).</p> <p>Consolidate from Year 5 and Continue Show an ability to distinguish between statements of fact and opinion.</p> <p>Consolidate from Year 5, Revise and Continue Retrieve, record and present information from non-fiction.</p> <p>Introduce</p>	<p>Practise Learn a wider range of poetry sometimes by heart.</p> <p>Practise With some support, prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Practise With an increasing confidence demonstrate an increasing familiarity with range of fiction including classic literature and stories including suspense.</p> <p>Practise Show a developing ability to distinguish between statements of fact and opinion.</p> <p>Practise Retrieve, record and present information from non-fiction e.g. newspaper reports and non-chronological reports.</p> <p>Practise</p>	<p>Practise Learn a wider range of poetry sometimes by heart.</p> <p>Develop With increasing confidence, prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Practise Confidently demonstrate a familiarity with range of fiction including myths and legends from around the world and adventure stories.</p> <p>Practise Show a developing ability to distinguish between statements of fact and opinion.</p> <p>Practise Retrieve, record and present information from non-fiction e.g. non- chronological reports and explanation texts.</p> <p>Practise With support, maintain</p>	<p>Develop Learn a wider range of poetry often by heart.</p> <p>Embed Independently, prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Develop Confidently demonstrate a familiarity with range of fiction including classic literature.</p> <p>Develop Show a confident ability to distinguish between statements of fact and opinion.</p> <p>Develop Retrieve, record and present information from non-fiction e.g. biography and NCR.</p> <p>Develop With increasing confidence, maintain focus on the subject during text discussions,</p>	<p>Develop Learn a wider range of poetry often by heart.</p> <p>Introduce and Practise With support, prepare to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Develop Independently and confidently show a familiarity with range of fiction including classic literature.</p> <p>Develop Independently be able to show an ability to distinguish between statements of fact and opinion.</p> <p>Develop Retrieve, record and present information from non-fiction e.g. playscripts, newspaper articles</p> <p>Develop With confidence, maintain focus on the subject during text</p>	<p>Embed Learn a wider range of poetry mostly by heart.</p> <p>Develop and Embed With increasing confidence, prepare to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Embed Independently show a familiarity with range of fiction including literature from other cultures.</p> <p>Embed Independently be able to show an ability to distinguish between statements of fact and opinion.</p> <p>Embed Retrieve, record and present information from non-fiction e.g. speeches and argument.</p> <p>Embed Independently, maintain focus on the subject during text</p>

	<p>With adult modelling, maintain focus on the subject during text discussions, using notes when necessary</p> <p>Consolidate from Year 5, Revise and Continue Demonstrate how to locate information and provide reasoned justifications for their views.</p> <p>Consolidate from Year 5 Demonstrate how to find accurate quotations from a whole text.</p> <p>Introduce With adult modelling, retrieve and summarise details to support opinions and predictions.</p> <p>Consolidate from Year 5, Revise and Continue Revise how to use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint.</p>	<p>With some support, maintain focus on the subject during text discussions, using notes when necessary</p> <p>Practise With increasing confidence, demonstrate how to locate information and provide reasoned justifications for their views.</p> <p>Introduce With support, routinely find accurate quotations from whole texts.</p> <p>Practise With support, retrieve and summarise details to support opinions and predictions.</p> <p>Practise With support continue to use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint. For example, find as many descriptive references in this chapter as you can using dark or black...</p> <p>Introduce Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Assess</p>	<p>focus on the subject during text discussions, using notes when necessary</p> <p>Practise With increasing confidence, demonstrate how to locate information and provide reasoned justifications for their views.</p> <p>Practise With some support, routinely find accurate quotations from whole texts.</p> <p>Practise With some support, retrieve and summarise details to support opinions and predictions.</p> <p>Practise With some confidence, use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint</p> <p>Practise What is the effect of the rule of 3, The wind, the waves, the danger?</p>	<p>using notes when necessary</p> <p>Develop Confidently locate information and provide reasoned justifications for their views.</p> <p>Develop With some confidence, routinely find accurate quotations from whole texts.</p> <p>Develop With increasing confidence, retrieve and summarise details to support opinions and predictions.</p> <p>Develop With increasing confidence, use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint. For example, List the three details used to describe the captain.</p> <p>Develop</p> <p>Assess Use their developing reading and comprehension skills independently.</p>	<p>discussions, using notes when necessary</p> <p>Develop Confidently locate information and provide reasoned justifications for their views.</p> <p>Develop Confidently, routinely find accurate quotations from whole texts.</p> <p>Develop Confidently retrieve and summarise details to support opinions and predictions.</p> <p>Develop Confidently, use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint. For example: Explain why Nathaniel is unable to find joy or happiness in the beauty of the garden.</p> <p>Develop Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Assess via SATs Use their developing reading and comprehension skills independently.</p>	<p>discussions, using notes when necessary</p> <p>Embed Confidently locate information and provide reasoned justifications for their views.</p> <p>Embed Independently, routinely find accurate quotations from whole texts.</p> <p>Embed Confidently, retrieve and summarise details to support opinions and predictions.</p> <p>Embed Independently, use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint. Collect as much information and evidence as you can.</p> <p>Develop Identify and discuss themes and conventions in and across a wide range of writing e.g. gender inequality</p>
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		Use their developing reading and comprehension skills independently.				
<p>Inferential understanding</p>   	<p>Consolidate from Year 5, Revise and Continue With some fluency, continue to draw hidden inferences, justifying with textual evidence.</p> <p>Introduce With adult modelling, make reasoned predictions from implied details.</p> <p>Consolidate from Year 5, Revise and Continue Identify and discuss the theme of poetry across a wide range of texts.</p> <p>Consolidate from Year 5, Revise and Continue With adult modelling begin to summarise main ideas across whole text and note developments e.g. of a character or relationship.</p> <p>Introduce With adult modelling, begin to make comparisons within and across texts, using evaluative skills.</p> <p>Introduce With adult modelling, work out the nuanced meanings of words and phrases in context. For example, 'What is meant by resilience in this</p>	<p>Practise With increasing fluency and independence, draw hidden inferences, justifying with textual evidence.</p> <p>Practise With some support, make reasoned predictions from implied details.</p> <p>Practise With support, summarise main ideas across whole text and note developments e.g. of a character or relationship.</p> <p>Practise With some support, start to make comparisons within and across texts, using evaluative skills.</p> <p>Practise With some support, work out the nuanced meanings of words and phrases in context.</p> <p>Assess Use their developing reading, comprehension skills, authorial effect knowledge</p>	<p>Practise With some confidence and fluency draw hidden inferences, justifying with textual evidence and Introduce including finding quotations which illustrate.</p> <p>Practise With some confidence, make reasoned predictions from implied details.</p> <p>Practise Identify and discuss the theme of planet Earth across a wide range of texts.</p> <p>Practise With some confidence, summarise main ideas across whole text and note developments e.g. of a character or relationship.</p> <p>Practise With some confidence, be able to make comparisons within and across texts, using evaluative skills.</p> <p>Practise With some confidence, work out the nuanced meanings of words and phrases in context.</p>	<p>Develop With increasing confidence, fluency and growing independence, draw hidden inferences, justifying with textual evidence, including some quotations which illustrate.</p> <p>Develop With increasing confidence, make reasoned predictions from implied details.</p> <p>Develop Identify and discuss the theme of classical text.</p> <p>Develop With growing confidence, summarise main ideas across whole text, note developments e.g. of a character or relationship.</p> <p>Develop With increasing confidence continue to make comparisons within and across texts, using evaluative skills.</p> <p>Develop With increasing confidence, work out the nuanced meanings of words and phrases in context. For example, Find and</p>	<p>Develop With confidence, fluency and independence, draw hidden inferences, justifying with textual evidence, including many quotations which illustrate.</p> <p>Develop Confidently and independently, make reasoned predictions from implied details.</p> <p>Develop Identify and discuss the theme of historical facts across a wide range of texts.</p> <p>Develop With confidence and some independence, summarise main ideas across whole text, note developments e.g. of a character or relationship.</p> <p>Develop Confidently and independently, be able to make comparisons within and across texts, using evaluative skills.</p> <p>Develop Confidently and independently, work out the nuanced meanings of words and phrases in</p>	<p>Embed With confidence, fluency and independence, draw hidden inferences, justifying with textual evidence, including regular quotations which illustrate.</p> <p>Embed Confidently and independently, make reasoned predictions from implied details.</p> <p>Embed Identify and discuss the theme of biographies across a wide range of texts.</p> <p>Embed Independently, summarise main ideas across whole text, note developments e.g. of a character or relationship.</p> <p>Embed Independently, make comparisons within and across texts, using evaluative skills.</p> <p>Embed Independently, work out the nuanced meanings of words and phrases in context.</p>

	extract?			copy a phrase that tells us that the narrator sleeps during his journey by mail. Assess Use their developing reading, comprehension skills, authorial effect knowledge	context Assess via SATs Use their developing reading, comprehension skills, authorial effect knowledge	
Respond to text  	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 and Introduce begin challenging others' views courteously. Consolidate from Year 5, Revise and Continue Discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader Introduce with adult modelling, focusing on How does this text make you feel? What do you think of this character? Which part do you prefer? Can you explain why? How does the way this is set out on the page help us to find information? Introduce With adult support, identify and talk about figurative language and its impact - similes and metaphors	Practise With familiarity, participate in discussion about books that are read to them and those they read independently, building on their own and others' ideas and start to challenge others' views courteously. Practise With support, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader focusing on How does this text make you feel? What do you think of this character? Which part do you prefer? Can you explain why? How does the way this is set out on the page help us to find information? Practise With some support identify and talk about figurative language and its impact - inc similes, metaphors, personification, onomatopoeia Practise With some support, distinguish between fact and opinion.	Practise With some confidence and familiarity, participate in discussion about books that are read to them and those they read independently, building on their own and others' ideas and continue to challenge others' views courteously. Practise With some confidence, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader Introduce with adult support, focusing on Do you think this letter has been structured in a way that is helpful to the reader? Can you see how the author has achieved that? Do you like the phrase this author has chosen? Can you think of another text which compares with this one? How is it different? Practise With some confidence, identify and talk about figurative language and its impact- inc similes, metaphors,	Develop With growing confidence and familiarity, participate in discussion about books that are read to them and those they read independently, building on their own and others' ideas and continue to challenge others' views courteously. Develop With some confidence, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader focusing on Do you think this letter has been structured in a way that is helpful to the reader? Can you see how the author has achieved that? Do you like the phrase this author has chosen? Can you think of another text which compares with this one? How is it different? Develop With growing confidence, identify and talk about figurative language and its impact -inc similes, metaphors, personification and	Develop With confidence and familiarity, participate in discussion about books that are read to them and those they read independently, building on their own and others' ideas and challenging others' views courteously Develop Confidently, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader using all the questioning from previous terms. Develop With confidence, identify and talk about figurative language and its impact - inc similes, metaphors, personification and hyperbole and onomatopoeia Develop Confidently, distinguish between fact and opinion. Develop Confidently, explain and discuss their understanding of what they have read, expressing their point of view.	Embed With continued confidence and familiarity, participate in discussion about books that are read to them and those they read independently, building on their own and others' ideas and challenging others' views courteously Embed discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader using all the questioning from previous terms. Embed Confidently, identify and talk about figurative language and its impact - inc similes, metaphors, personification and hyperbole and onomatopoeia Embed Confidently, distinguish between fact and opinion. Embed Confidently, explain and discuss their understanding of what they have read, expressing their point of view.

	<p>Consolidate from Year 5, Revise and Continue With support, distinguish between fact and opinion.</p> <p>Introduce With adult modelling, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p>Consolidate from Year 5, Revise and Continue With adult modelling, provide reasoned justification for views.</p>	<p>Practise With some support, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p>Practise With support, provide reasoned justification for views.</p> <p>Assess Use their developing reading, comprehension skills, authorial effect knowledge</p>	<p>personification and hyperbole</p> <p>Practise With some confidence, distinguish between fact and opinion.</p> <p>Practise With some confidence, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p>Practise With some confidence, provide reasoned justification for views.</p>	<p>hyperbole and onomatopoeia</p> <p>Develop With increasing confidence, distinguish between fact and opinion.</p> <p>Develop With increasing confidence, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p>Develop With confidence, provide reasoned justification for views.</p> <p>Assess Use their developing reading, comprehension skills, authorial effect knowledge</p>	<p>Develop Confidently, provide reasoned justification for views.</p> <p>Assess via SATs Use their developing reading, comprehension skills, authorial effect knowledge</p>	<p>Embed Confidently, provide reasoned justification for views.</p>
<p>Fluency and phrasing:</p> 	<p>Consolidate from Year 5, Revise and Continue With adult modelling, read aloud and perform poems, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</p> <p>Consolidate from Year 5, Revise and Continue With support, notice and respond to punctuation and phrasing when reading aloud.</p> <p>Introduce With support, automatically read a</p>	<p>Practise With some support, read aloud and perform poems, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</p> <p>Practise With some support, notice and respond to punctuation and phrasing when reading aloud.</p> <p>Practise With support, automatically read a range of exception words,</p>	<p>Practise With some confidence, read aloud and perform poems, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</p> <p>Practise With some confidence, notice and respond to punctuation and phrasing when reading aloud.</p> <p>Practise With some support, automatically read a range of exception words,</p>	<p>Develop With increasing confidence, notice and respond to punctuation and phrasing when reading aloud.</p> <p>Develop With some confidence, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts.</p>	<p>Develop Confidently, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts.</p>	<p>Embed Independently, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts.</p>

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