John Fletcher of Madeley Reading Progression Document

Read Write Inc Expectations:

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds	Read Purple Storybooks; read some Set 2 sounds	Read Blue Storybooks
End of Autumn term	Read all Set 1 sounds; blend sounds into words orally	Read Pink Storybooks; read all Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Spring 1	Blend sounds to read words; read short Ditty stories	Read Orange Storybooks; read some Set 3 sounds	Read Grey Storybooks
End of Spring term	Read Red Storybooks	Read Yellow Storybooks	Read Grey Storybooks with fluency and comprehension
End of Summer 1	Read Green Storybooks; read some Set 2 sounds	Read Yellow Storybooks; read all of Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green or Purple Storybooks	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes

Book Banding Guidelines

John Fletcher of Madeley Primary School uses ReadWrite Inc, then PM Benchmarking Colour Banding.

PM Benchmark Levels	PM 2-Level Colour Band	UK Book Band (Single Colour)	Reading Age	Year Group	ReadWrite Inc
For these Book Bands, ReadWrite Inc phonetically decodable books must be used. All other books are for pleasure.					
1-2	Red	Pink	4-5	Nursery/Beginning Reception	
3-4	Red	Red	5 – 5.2	Reception	
5-6	Yellow	Yellow	5.2-5.5	Reception	
7-8	**Yellow**	**Blue**	**5.5 – 5.7**	**End of Reception GLD**	**Green-Purple Storybooks**
9-10	Blue	Green	5.7-6	Year 1	
11-12	Blue	Orange	6-6.2	Year 1	
13-14	**Green**	**Turquoise**	**6.2-6.5**	**Year 1 End of Year**	**Blue Storybooks**
15-16	Orange	Purple	6.5-7	Year 2	**Grey storybooks and beyond**
Once children have completed RWI:					
17-18	Turquoise	Gold	7-7.5	Year 2	
19-20	**Purple**	**White**	**7.5-8**	**Year 2 End of Year**	
21-22	Gold	Lime	8-8.5	Year 2/3	
23-24	**Silver**	**Brown**	**8.5-9**	**Year 3 End of Year**	
25	Emerald	Grey	9-9.5	Year 4	
26	**Emerald**	**Grey**	**9.5-10**	**Year 4**	
27-28	**Ruby**	**Dark Blue/free**	**10-11**	**Year 5**	
29-30	**Sapphire**	**Dark Red/ free**	**11-12**	**Year 6**	

Our non-negotiable end of year goals:

	Reading Skills and Strategies **The pupil can:**	**Comprehension** **The pupil can:**
Reception ELG **RWI Green or Purple Story Books** 	**Bold = ELGs** • **read and understand simple sentences** • link sounds to letters, naming and sounding the letters of the alphabet. • **use phonic knowledge to decode regular words and read them aloud accurately.** • **read some common irregular words.**	• listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. • **demonstrate understanding when talking with others about what they have read.** • express themselves effectively, showing awareness of listeners' needs. • answer 'how' and 'why' questions about their experiences and in response to stories or events.
Year 1 Expected standard RWI Blue Story Books 	• Quickly and accurately, sound and blend unfamiliar printed words, polysyllabic words and words with contractions • Read aloud phonetically decodable texts	• When questioned, draw on what they already know or from background information and vocabulary provided by the teacher • Check that the text makes sense as they read and reread when required • Correct inaccurate reading by rereading • Discuss the significance of the title and events *(from texts they are reading or have read to them)* • Retell the main events in a story *(in the correct sequence or order)* • Begin to make simple inferences *(based on what is said or done in a text)*
Year 2 Expected standard RWI Grey Storybooks and beyond	• Read accurately most words of two or more syllables • Read most words containing common suffixes* • Read most common exception words*	In a familiar book that they can already read fluently, the pupil can: • Check it makes sense to them • Correct any inaccurate reading

Book Band: Purple ***(bold = national standard STA)***	In age-appropriate books, the pupil can: • read most words accurately without overt sounding and blending • read with sufficient fluency to allow a focus on understanding rather than on decoding individual words • Sound out most unfamiliar words accurately, without undue hesitation *(L&S phase 5/6)*	• Explain what has happened so far in what they have read. • Make inferences based on what they have read (in particular the vocabulary used).
Year 3 Expected standard Book Band: Silver IOE Band 9-10	• Read silently, widely and frequently • Decode most new words making a good approximation to the word's pronunciation applying knowledge of affixes • Use contents pages and indexes to locate information • Use dictionaries to check the meaning of words that have been read	• Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Identify themes and conventions in a wide range of books • Recognise poetic forms that have been studied and describe differences between them • Demonstrate understanding of figurative language, distinguish shades of meaning among related words, and use age-appropriate, academic vocabulary when talking about words and grammatical features • Justify views about what has been read (with prompting through questions) • Ask questions about a text and read on to find the answers
Year 4 Expected standard Book Band: Emerald Fiction: 80-100 pages	• Read expressively using punctuation to guide their reading • Know what information they need to look for, before they begin to read non-fiction • Determine the meaning of new words by applying their knowledge of roots and affixes (year 3 and 4 spelling word list and rules)	• Independently justify views and opinions about what has been read • Identify main ideas drawn from more than one paragraph and summarise these accurately • Identify themes and conventions in a wide range of books including plays, legends

	• Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action	• Discuss words and phrases that capture the reader's interest and imagination • Begin to draw inferences from what is read • Identify how language, structure, and presentation contribute to meaning • Find, retrieve and record information from non-fiction independently *(e.g. make clear, accurate notes)*
Year 5 Expected standard Book band: Ruby (free for younger readers) Fiction 100- 200+ pages	• Read expressively using intonation, tone and volume to match to the need within plays and presentations • Work out how to pronounce unfamiliar written words with increasing automaticity • Check that the book makes sense to them	• Explain the purpose of the language, structure and presentation of texts • Talk about and discuss new vocabulary • Summarise and present a familiar story in their own words with carefully selected vocabulary • Begin to recognise themes in narrative *(e.g. loss, loneliness, heroism)* • Compare different characters – identifying similarities and differences that may not be explicitly described • Consider different accounts of the same event and discuss viewpoints *(both of the author and of fictional characters),* within a text • Retrieve, record and present information from non-fiction in different ways to suit a particular purpose and audience • Discuss their understanding and explore the meaning of words in context • Ask questions to improve their understanding and read on to discover the answers
Year 6 Expected standard Book band: Sapphire (free) Fiction 200-300+ pages	• Read age-appropriate books with confidence and fluency (including whole novels) • Read aloud with intonation that shows understanding • Work out the meaning of words from the context	• Recommend books that they have read to their peers, giving reasons for their choices • Predict what might happen from details stated and implied

		• Make inferences about a characters' feelings, thoughts and motives from their actions, • Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence • Discuss and evaluate how authors use figurative language, and its impact on the reader • Distinguish between statements of fact and opinion • Provide reasoned justifications for their views. • Retrieve information from non-fiction • Summarise main ideas, identifying key details and using quotations for illustration • Evaluate how authors use language, including figurative language, considering the impact on the reader • Make comparisons within and across books

EYFS		
Reading – Word reading		
	Objectives	**What should be seen in the classroom?**
Phonics and decoding Emerging Early Learning Goals	Read individual letters by saying the sounds for them. 1 Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. 2 Read some letter groups that each represent one sound and say sounds for them. Word Reading ELG Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending;	Reception -Phonics teaching, using Read Write Inc that is tracked to age related expectations -Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. -Storytelling, songs and rhymes -Daily story time -Weekly individual reading with books appropriate to the reading age of the child which include targeted sounds they are developing and can recognise - Those making better than expected progress begin to read Year 1 common exception words.
Common Exception Words/ HFW	3 Read a few common exception words matched to the school's phonic programme. To read some common irregular words.	
Fluency Emerging Early Learning Goals	4 Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 5	

EYFS		
Reading - Comprehension		
Skills	Objectives - **30 – 50 months, 40 – 60 months, Early Learning Goals**	**What should be seen in the classroom?**
Understanding and correcting inaccuracies	To know that print carries meaning and, in English, is read from left to right and top to bottom. To understand humour, e.g. nonsense rhymes, jokes.	-Hear questions being asked to children throughout reading both whole class and individual. -Can you find the front cover? Can you find/point to the title/ blurb?
Connecting and becoming familiar with texts	To listen to stories with increasing attention and recall. To enjoy an increasing range of books. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To demonstrate understanding when talking with others about what they have read.	
Non Fiction	To know that information can be relayed in the form of print. To know that information can be retrieved from books and computers.	
Poetry and Performance	To listen to and join in with stories and poems, one-to-one and also in small groups. To join in with repeated refrains in rhymes and stories. To use intonation, rhythm and phrasing to make the meaning clear to others. To develop preference for forms of expression. To play cooperatively as part of a group to develop and act out a narrative. To express themselves effectively, showing awareness of listeners' needs.	
		Question Examples
Vocabulary	To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	What does this word mean?
Inference	To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events.	(Looking at pictures) What might they be feeling? How do you know?
Prediction	To anticipate key events and phrases in rhymes and stories. To suggest how a story might end.	What might happen at the end of the story? What might happen in the story? What might happen next?

Retrieval	To describe main story settings, events and principal characters.	What did you find out? What can you see on the front cover?
Sequence	To begin to be aware of the way stories are structured. To follow a story without pictures or props.	Can you order these parts of the story? What happened first, next….?

Year 1		
Reading – Word reading		
Skills	**Objectives**	**What should be seen in the classroom?**
Phonics and decoding	To apply phonic knowledge to decode words To speedily read all 40+ letters/groups for 40+ phonemes To read accurately by blending taught GPC To read common suffixes (-s, -es, -ing, -ed, etc.) To read multisyllable words containing taught GPCs To read contractions and understanding use of apostrophe To read aloud phonically-decodable text	-Phonics teaching, using Letters and Sounds that is tracked to age related expectations -Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. -Daily high frequency words Intervention – precision teaching for children struggling with CVC or VC words -Weekly individual reading with books appropriate to the reading age of the child after benchmarking which include targeted sounds they are developing and can recognise. -Storytelling, songs and rhymes -Hear questions being asked to children throughout reading both whole class and individual.
Common Exception Words/ HFW	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	
Fluency	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	

** These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*

Year 1						
	Autumn Term		**Spring Term**		**Summer Term**	
Texts Talk 4 Writing	T4W- Traditional Tales 3 Billy Goats Gruff Toolkit: Openings Innovation: Substitution T4W- Instructions How to trap a troll	Monkey See Tricking Tale Toolkit: Suspense Innovation: Substitution How to travel safely through the forest. Explanation David McKee Tusk Tusk Not Now Bernard Elmer Two Can Toucan	*Billy's Beetle* *Losing Tale* Toolkit: Characterisation. Endings Innovation: Substitution *We want a pet!* Per-suasion	*Handa's Surprise* Quest Story Toolkit: Settings Innovation: Substitution *My Surprising Day!* Recount (Diary)	*The Lucky Dip* (Film) Character Description Setting Description *My Lucky Day* (Recount)	*Lighthouse Keepers' lunch* Defeating the monster Toolkit: Characterisation Innovation: Substitution *Should seagulls eat sandwiches?* Discussion
Supplementary reading texts	The Koala who could- Rachel Bright The Bear and the Piano- David Litchfield	5 Minutes Peace- Jill Murphy On the way home-- Jill Murphy	Mog the forgetful cat Judith Kerr The Owl who was afraid of the dark Jill Thomlinson Non- Fiction Where does our food come from? Anabelle Karmer	Where the wild things are -Maurice Sendak Non -Fiction Coming to England Baroness Floella Benjamin & Diane Ewen	After the fall- Dan Santat Non- fiction What do you see when you look at the tree? Lifecycles- From seed to sunflower	Non Fiction Little Brown Nut Mary Auld Dawn Cooper

	Year 1 Working towards Book Band: RWI	**Year 1 Expected standard** Book Band: RWI	**Year 1 Greater depth / higher standard** Book Band: RWI Blue Storybooks

Reading skills and strategies	The pupil can: • Follow print with their eyes and only use finger-pointing at particular points of difficulty • Use phonic skills to segment new or unknown words • Recognise familiar words and letter clusters and use these to read unknown words e.g. look - took - shook • Take more note of punctuation and use it to support the use of grammar and oral retellings • In non-fiction texts, cross-check all sources of information more quickly whilst they are reading • Search for information to predict or confirm ideas	The pupil can: • Quickly and accurately, sound and blend unfamiliar printed words, polysyllabic words and words with contractions • Read aloud phonetically decodable texts	The pupil can: • Read longer phrases and multiclause sentences • Notice and read to a range of punctuation • Blend phonemes in unfamiliar words more fluently (including alternate graphemes) • Cross-check information from meaning, syntax as the print is being read • Use familiar or recognised syllables within words to read longer words using phonics where necessary • Check information in non-fiction texts and comment orally on the content
Comprehension	• Notice relationships between one text and another • Begin to make simple predictions • Use personal experience when reading non-fiction texts • Use illustrations to support the understanding of a text quite closely • Can talk about the main events in a text and relate story settings and incidents to their own experience. • Understand and use correct terms when referring to conventions of print *(e.g. cover, page, word, letter, beginning, end)*	• When questioned, draw on what they already know or from background information and vocabulary provided by the teacher • Check that the text makes sense as they read and reread when required • Correct inaccurate reading by rereading • Discuss the significance of the title and events *(from texts they are reading or have read to them)* • Retell the main events in a story *(in the correct sequence or order)* • Begin to make simple inferences *(based on what is said or done in a text)*	• Begin to understand and use appropriate terminology when discussing different text types *(e.g. narrative - traditional tales, non-fiction - instructions)* • Use illustrations to support the overall meaning of text • Discuss the main events in a story, express opinions about events and characters *(e.g. likes and dislikes)* • Read and discuss non-fiction texts that contain more formal sentences and a widening range of unfamiliar terms *(e.g. theme or topic related)* • Understand how information texts are organised and use this to read simple texts
Skills	**Objectives**		**What should be seen in the classroom?**

Understanding and correcting inaccuracies	To check that a text makes sense to them as they read and to self- correct. To draw on what they already know or on background information and vocabulary provided by the teacher. To explain clearly their understanding of what is read to them.	Daily individual reading Daily story time
Connecting and becoming familiar with texts	To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics To recognise and join in with predictable phrases participate in discussion about what is read to them, taking turns and listening to what others say	
Non Fiction	To discuss features and layout.	
Poetry and Performance	learning to appreciate rhymes and poems, and to recite some by heart	
		Question Stems
Vocabulary	discussing word meanings, linking new meanings to those already known	• What does the word…….mean in this sentence? • Find and copy a word which means ……. • What does this word or phrase tell you about ……? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think…….is repeated in this section?
Inference	discussing the significance of the title and events making inferences on the basis of what is being said and done Developing inference though use of pictures	•Why was…….feeling……..? • Why did ……happen? • Why did……. say…….? • Can you explain why…….? • What do you think the author intended when they said…….? • How does…….make you feel?

Prediction	predicting what might happen on the basis of what has been read so far	• Look at the book cover/blurb –what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests? What will happen next?
Explanation		• Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?
Retrieval	To develop their knowledge of retrieval through images.	• What kind of text is this? • Who did…..? • Where did…..? • When did…..? • What happened when…..? • Why did …….. happen? • How did…….? • How many…..? • What happened to……?
Sequence	To retell familiar stories orally To sequence the events of a story they are familiar with	• Can you number these events 1-5 in the order that they happened? • What happened after …….? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story? •Sequence the key events in the story

Year 2		
Reading – Word reading		
Skills	**Objectives**	**What should be seen in the classroom?**
Phonics and decoding	To secure phonic decoding until reading is fluent. To read accurately by blending, including alternative sounds for graphemes. To read multisyllable words containing these graphemes To read common suffixes. To read exception words, noting unusual correspondences. To read most words quickly & accurately without overt sounding and blending.	-Phonics teaching, using RWI at the appropriate phase for those children who have not attained year 1 phonics screening. -Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. -Lower attainers receive daily RWI in order to support and develop high frequency words -Daily high frequency words -Weekly individual reading with books appropriate to the reading age of the child after benchmarking which include targeted sounds they are developing and can recognise. -Storytelling, songs and rhymes -Hear questions being asked to children throughout reading both whole class and individual.
Common Exception Words/ HFW	To read Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	

** These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*

Texts Talk 4 Writing	**R*umplestiltskin*** Traditional Tale Toolkit: Openings Innovation: Substitution + addition **How to spin straw into gold** Instructions	**The Papaya that spoke** Quest Tale Toolkit: Setting Innovation: Substitution + addition ***Buy my Papaya!*** Persuasion	**The Magic Brush** Tricking Tale Toolkit Character-isation Innovation: Substitution + addition **Dear Diary** (Linked from my magic brush) Recount (Letter)	**Kasim and the Greedy Dragon** Warning story Toolkit:: Suspense Setting Ending **The Rainbow Dragon** NC report	**The Enormous Crocodile** Defeating the monster Toolkit: Innovation: Substitution + addition ***Should the Enormous Crocodile be banished?*** Discussion	Film Unit Poetry
Supplementary reading texts	Little Red – Lynn Roberts Baker Boy of London. Toby and the GFoL The Great Fire of London	**The Big Bad Story** **The true story of the Three Little Pigs** **Inside the Villains** **The River that Flows Beside Me** Charlotte Guillain & Jo Empson	Clem and the crab. The Baker Boy by the sea. **The Big Book of the Blue** Yuval Zommer	Tell me a dragon – Jackie Morris The Tunnel – Anthony Browne Meet the microbes Dr Emily Grossman & Maggie Li	The Stone Giant - Anna Hoglund The Wright Brothers Amelia Earhart Counting on Katherine Helaine Becker	Michael Rosen book of very silly poems George's marvellous medicine. The Twits The Problem with plastic **Wheels: The Big Fun Book of Vehicles** Tom Schamp

Year 2			
Reading - Comprehension			
	Year 2 Working towards Book Band: Purple	**Year 2 Expected standard** Book Band: Turquoise/Purple ***(bold = national standard STA)***	**Year 2 Greater depth / higher standard** Book Band: Purple/Gold
Reading skills and strategies	The pupil can: • Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes* • Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)* • Read many common exception words*	The pupil can: • Read accurately most words of two or more syllables • Read most words containing common suffixes* • Read most common exception words* In age-appropriate books, the pupil can: • read most words accurately without overt sounding and blending • read with sufficient fluency to allow a focus on understanding rather than on decoding individual words • Sound out most unfamiliar words accurately, without undue hesitation	The pupil can: • Reread sentences or sections of a text to clarify information or meaning • Read fluently with little or no pauses between sentences, paragraphs or sections • Use increasing expression and appropriate intonation • Read all the common exception words accurately • Read short chaptered books

Comprehension	In a book closely matched to the GPCs as above, the pupil can: • read aloud many words quickly and accurately without overt sounding and blending • sound out many unfamiliar words accurately. In a familiar book <u>that is read to them</u>, the pupil can: • answer questions in discussion with the teacher and make simple inferences.	In a familiar book that they can already read fluently, the pupil can: • Check it makes sense to them • Correct any inaccurate reading • Explain what has happened so far in what they have read. • Make inferences based on what they have read (in particular the vocabulary used).	**The pupil can, in a book they are reading independently:** • Make inferences • Make a plausible prediction about what might happen on the basis of what has been read so far • Make links between the book they are reading and other books they have read.

Skills	Objectives	What should be seen in the classroom?
Understanding and correcting inaccuracies	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading. *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	Daily individual reading Daily story time Daily reading lessons
Connecting and becoming familiar with texts	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry *participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say	

Non Fiction	being introduced to non-fiction books that are structured in different ways	
Poetry and Performance	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	
		Question Stems
Vocabulary	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	• What does the word…….mean in this sentence? • Find and copy a word which means ……. • What does this word or phrase tell you about ……? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think…….is repeated in this section?
Inference	*making inferences on the basis of what is being said and done *answering and asking questions	•Why was…….feeling……..? • Why did ……happen? • Why did……. say…….? • Can you explain why…….? • What do you think the author intended when they said…….? • How does…….make you feel?
Prediction	*predicting what might happen on the basis of what has been read so far	• Look at the book cover/blurb –what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests? What will happen next?

Explanation	*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	• Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?
Retrieval	Asking and answering retrieval questions	• What kind of text is this? • Who did…..? • Where did…..? • When did…..? • What happened when…..? • Why did …….. happen? • How did……..? • How many…..? • What happened to……?
Sequence	To discuss the sequence of events in books and how items of information are related.	• Can you number these events 1-5 in the order that they happened? • What happened after …….? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story? •Sequence the key events in the story

Year 3		
Reading – Word reading		
Skills	**Objectives**	**What should be seen in the classroom?**
Phonics and decoding	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*	-Phonics teaching, to the children who did not pass the re-take in Y2 of Phonics screening. -Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. -Daily individual reading if required lower 20% of readers
Common Exception Words	To read Y3/4 common exception words	

Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

** These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*

Year 3 and 4	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	Summer 2
Genres and writing outcomes	Pied Piper of Hamelin (Tricking tale) Toolkit – Openings and endings Innovation/substitution and addition <u>Non-fiction</u> How to catch a rat Toolkit: Instructions	Little Red Riding Hood -traditional tale Toolkit: Characterisation Innovation/substitution and addition Non-fiction Should the wolf be jailed? Toolkit: Discussion	The cobbler of Krakow -defeating the monster tale Toolkit: Action Innovation/substitution Non-fiction How to defeat a dragon Toolkit: Explanation	King Midas - wishing tale Toolkit: dialogue Substitution and addition	Non-fiction Gold!Gold!Gold! – newspaper Toolkit: Recount The tunnel – a portal story Toolkit: Setting Substitution	The Black hat – film unit Finding and losing story Toolkit: Description
Supplementary reading texts	**The pebble in my pocket** – Meredith Hooper **The Stone Age Boy –** Satoshi Kitamura **The First Drawing -** Mordicai Gerstein **Mo's Best friend –** Bridget Marzo	**The Last Bear – Hannah Gold** **Llama out loud–** Anabelle Sami	**Romans on the Rampage** (Jeremy Strong) **A Roman Soldier's Handbook** Hawes, Alison	**Dragon rider –** Cornelia Funke **Cloud Tea** Monkeys – Mal Peet	**<u>Odysseus' Trojan Trick -</u>** Tarakson, Stella **Leo and the gorgon's curse** – Joe Todd-Stanton **<u>Beowulf: Monster Slayer</u>** Paul D Storrie	**The Queen's nose** – Dick King-Smith **The Borrowers** – Mary Norton

	Ancestory – Hannah Salyar					

Year 3			
Reading - Comprehension			
	Year 3 Working towards Book Band: Purple	**Year 3 Expected standard** Book Band: Gold/SIlver IOE Band 9-10	**Year 3 Greater depth / higher standard** Book Band: Silver/Emerald
Reading skills and strategies	The pupil can: • Decode alternative sounds for a wide range of graphemes • Occasionally use phonic skills to segment and blend unfamiliar words • Attempt to use appropriate intonation and volume when reading poems aloud	The pupil can: • Read silently, widely and frequently • Decode most new words making a good approximation to the word's pronunciation applying knowledge of affixes • Use contents pages and indexes to locate information • Use dictionaries to check the meaning of words that have been read	The pupil can: • Explain some words that are unfamiliar using the context of the sentence • Confidently navigate a contents page to locate information to answer a question of their choosing which has been selected prior to reading

Comprehension	• Talk about books they have read both inside and outside of school, when prompted • Give reasons for book choices they have made • Begin to identify underlying themes in some narrative books and text organisation in non-fiction • Recognise one or two different forms of poetry *(as covered in the curriculum e.g. shape poems, free verse or simple narrative)* • Draw inferences that are not immediately obvious from the text *e.g. characters' feelings, thoughts and motives, from their actions or words* • Predict what might happen next, with some prompting • Sometimes re-read or self-check, to make sure the meaning is clear • Provide a simple explanation of a text in order to show their understanding • With support, find and record information from texts *(fiction and non-fiction)*	• Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Identify themes and conventions in a wide range of books • Recognise poetic forms that have been studied and describe differences between them • Demonstrate understanding of figurative language, distinguish shades of meaning among related words, and use age-appropriate, academic vocabulary when talking about words and grammatical features • Justify views about what has been read (with prompting through questions) • Ask questions about a text and read on to find the answers	• Read widely and is able to discuss a wide range of texts (fiction, poetry, plays, non-fiction or textbooks) • Independently justify views or opinions about what has been read with reference to the text • Reread and check texts to clarify the meaning, usually independently • Make predictions based on what has been read and read on to find out the accuracy of their predictions • Is able to summarise sections or information from a text

Skills	Objectives	What should be seen in the classroom?
Understanding	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	Daily individual reading for all Daily intervention reading for lowest 20% (pre read or book banded book) 2/3 times weekly story time At least 30 minutes whole class guided reading daily Whole class VIPERS focus

Connecting and becoming familiar with texts	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *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	Every two weeks rest of the class heard individually
Non Fiction	*retrieve and record information from non-fiction	
Poetry and Performance	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	
		Question Stems
Vocabulary	*using dictionaries to check the meaning of words that they have read	• What do the words ..... and ..... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....

Inference	* To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	• Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ..... show that they are ..... ? • How can you tell that..... ? • What impression of ..... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... ? • Who is telling the story?
Prediction	* To justify predictions using evidence from the text.	• From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
Explanation	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	• Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
Retrieval	To retrieve and record information from a fiction text.	How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ..... is .....? • What can you learn about ..... from this section? • Give one example of..... • The story is told from whose perspective?

Sequence/ summaries	*identifying main ideas drawn from more than one paragraph and summarising these	• Can you number these events 1-5 in the order that they happened? • What happened after .....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter

Year 4		
Reading – Word reading		
Skills	**Objectives**	**What should be seen in the classroom?**
Phonics and decoding	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*	Daily individual reading for some Weekly story time Daily phonics if needed – lowest 20% Intervention – precision teaching for those that need it Links to spelling
Common Exception Words	To read Y3/4 common exception words	
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

** These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*

Year 3 and 4	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	Summer 2
Genres and writing outcomes	Pied Piper of Hamelin (Tricking tale) Toolkit – Openings and endings Innovation/substitution and addition <u>Non-fiction</u> How to catch a rat Toolkit: Instructions	Little Red Riding Hood -traditional tale Toolkit: Characterisation Innovation/substitution and addition Non-fiction Should the wolf be jailed? Toolkit: Discussion	The cobbler of Krakow -defeating the monster tale Toolkit: Action Innovation/substitution Non-fiction How to defeat a dragon Toolkit: Explanation	King Midas - wishing tale Toolkit: dialogue Substitution and addition	Non-fiction Gold!Gold!Gold! – newspaper Toolkit: Recount The tunnel – a portal story Toolkit: Setting Substitution	The Black hat – film unit Finding and losing story Toolkit: Description
Supplementary reading texts	**The pebble in my pocket** – Meredith Hooper **The Stone Age Boy –** Satoshi Kitamura **The First Drawing -** Mordicai Gerstein **Mo's Best friend –** Bridget Marzo **Ancestory –** Hannah Salyar	**The Last Bear – Hannah Gold** **Llama out loud–** Anabelle Sami	**Romans on the Rampage** (Jeremy Strong) **A Roman Soldier's Handbook** Hawes, Alison	**Dragon rider –** Cornelia Funke **Cloud Tea** Monkeys – Mal Peet	**<u>Odysseus' Trojan Trick -</u>** Tarakson, Stella **Leo and the gorgon's curse** – Joe Todd-Stanton **<u>Beowulf: Monster Slayer</u>** Paul D Storrie	**The Queen's nose** – Dick King-Smith **The Borrowers** – Mary Norton

Year 4			
Reading - Comprehension			
	Year 4 Working towards Book Band: Silver	**Year 4 Expected standard** Book Band: Emerald Fiction: 80-100+ pages	**Year 4 Greater depth / higher standard** Book band: Emerald +
Reading skills and strategies	The pupil can: • Read with a developing fluency but may occasionally require support or prompting • Begin to determine the meaning of new words by sometimes applying their knowledge of root words and affixes • With support, prepare poems and play scripts to read aloud and perform, and attempt to use appropriate intonation and volume	The pupil can: • Read expressively using punctuation to guide their reading • Know what information they need to look for, before they begin to read non-fiction • Determine the meaning of new words by applying their knowledge of roots and affixes (year 3 and 4 spelling word list and rules) • Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action	The pupil can: • Read automatically with fluency, intonation and expression • Determine the meaning of new words by confidently applying knowledge of root words and their affixes *e.g. immature, impatient, international, autobiography, frantically, vigorous, spontaneous*

Comprehension	• Listen to and talk about some non-fiction, reference or text books, that are structured in different ways; identify some typical features (*e.g. title, subheadings, index, glossary, information, diagrams)* • Identify themes in a range of books and begin to recognise the conventions of a legend or play • Recognise how a non-fiction book is organised in order to help the reader navigate and locate information • Draw inferences *(e.g. characters' feelings, thoughts and motives)* that are not immediately obvious from the text, from actions or vocabulary choices • Sometimes independently predict what might happen next • Sometimes re-read or self-check to make sure the meaning is clear • Provide a simple explanation of a text, to show their understanding. • Find and record information independently or with some support.	• Independently justify views and opinions about what has been read • Identify main ideas drawn from more than one paragraph and summarise these accurately • Identify themes and conventions in a wide range of books including plays, legends • Discuss words and phrases that capture the reader's interest and imagination • Begin to draw inferences from what is read • Identify how language, structure, and presentation contribute to meaning • Find, retrieve and record information from non-fiction independently *(e.g. make clear, accurate notes)*	• Independently justify views and opinions about what has been read and how it contributes to the overall text and meaning • Provide credible predictions and explanations about what might happen, and why • Discuss words and phrases that capture the reader's interest and imagination, and explain why • Retrieve and record information from non-fiction independently and present it in a different way *(translation)* • Explain the precise meaning of words in context and independently use dictionaries to find the meaning of new words • Read to all punctuation all of the time • Confidently identify and summarise the main ideas drawn from more than one paragraph • Retrieve and record information competently from non-fiction texts • Identify how language, structure and presentation contribute to meaning • Discuss and precisely explain vocabulary that captures the reader's imagination

Skills	Objectives	What should be seen in the classroom?
Understanding	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	Daily individual reading Weekly story time 30 minutes whole class guided reading daily

Connecting and becoming familiar with texts	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *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	
Non Fiction	*retrieve and record information from non-fiction	
Poetry and Performance	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	
		Question Stems
Vocabulary	*using dictionaries to check the meaning of words that they have read	• What do the words ..... and ..... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....

Inference	* To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	• Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ..... show that they are ..... ? • How can you tell that..... ? • What impression of ..... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... ? • Who is telling the story?
Prediction	* To justify predictions using evidence from the text.	• From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
Explanation	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	• Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
Retrieval	To retrieve and record information from a fiction text.	How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ..... is .....? • What can you learn about ..... from this section? • Give one example of..... • The story is told from whose perspective?

Sequence/ summaries	*identifying main ideas drawn from more than one paragraph and summarising these	• Can you number these events 1-5 in the order that they happened? • What happened after .....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter

Year 5		
Reading – Word reading		
Skills	**Objectives**	**What should be seen in the classroom?**
Phonics and decoding	*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	Daily individual reading for some Weekly story time Daily phonics if needed Links to spelling Precision teaching for some daily or 3x weekly
Common Exception Words	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

** These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genres and writing outcomes	*The Awangaleema Tree* Quest Tale Toolkit: Openings Innovation: Substitution + addition How to keep an Awangaleema Tree happy	*The Canal* Warning Story Toolkit: Endings Innovation: Substitution + reorder A Dangerous Place to be – The Canal NC report	Dobber and the Silver Ring Losing/finding tale Toolkit: Suspense Innovation: Substitution / addition *Bully Proof mobile phone* Persuasion	*Kidnapped* Timeslip Toolkit: Suspense Innovation Substitution + reorder KIDNAPPED! Recount (News-paper report)	Midas	The Highwayman. (Poem) The Tempest Playscript/Shakespeare
Supplementary reading texts	Street Child Berlie Doherty	Cogheart Peter Bunzl	You wouldn't want to be an Anglo-Saxon peasant. Jacqueline Morley	Nowhere Emporium Ross Mckenzie	The Tin Forest Helen Ward	Journey Aaron Becker River Boy Tim Boler

Year 5			
	Year 5 Working towards Book band: Emerald	**Year 5 Expected standard** Book band: Ruby Fiction 100- 200+ pages	**Year 5 Greater depth / higher standard** Book band: Ruby/Sapphire

Reading skills and strategies	The pupil can: • Determine the meaning of new words by sometimes applying their knowledge of root words and their affixes in the YR 5-6 spelling appendix *e.g. assist/ assistance, adorable/adoration, horrible/horribly*. • Know the different pronunciations of words with the same letter-string *e.g. ough - bought, rough, cough, though, plough*	The pupil can: • Read expressively using intonation, tone and volume to match to the need within plays and presentations • Work out how to pronounce unfamiliar written words with increasing automaticity • Check that the book makes sense to them	The pupil can: • Read confidently, fluently and effortlessly • Confidently determine the meaning of new words by applying morphological knowledge of root words and affixes from the YR 5-6 spelling appendix. • Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, in order to make the meaning clear.
Comprehension	• Attempt to explain the purpose of the language, structure and presentation of texts • Discuss their understanding of the meaning of words in context, finding other words which are similar. • Discuss how authors use language, including figurative language *(e.g. simile, imagery)* and attempt to explain its effect • Make comparisons within texts; begin to compare across texts *e.g. contrasting poems* • Draw inferences and begin to justify these with evidence from the text *e.g. explain how a character's feelings changed* • Begin to understand the difference between fact and opinion • Retrieve, record and present information from non-fiction texts • With support, summarise main ideas from more than one paragraph and begin to identify key details which support these ideas	• Explain the purpose of the language, structure and presentation of texts • Talk about and discuss new vocabulary • Summarise and present a familiar story in their own words with carefully selected vocabulary • Begin to recognise themes in narrative *(e.g. loss, loneliness, heroism)* • Compare different characters – identifying similarities and differences that may not be explicitly described • Consider different accounts of the same event and discuss viewpoints *(both of the author and of fictional characters),* within a text • Retrieve, record and present information from non-fiction in different ways to suit a particular purpose and audience • Discuss their understanding and explore the meaning of words in context • Ask questions to improve their understanding and read on to discover the answers	• Explain and comment on the purpose of the language, structure and presentation of texts, clearly understanding how they contribute to the overall meaning • Discuss the meaning of challenging vocabulary in context *(using a dictionary to support)* • Evaluate how the reader is affected by the author's use of language, including figurative language *(e.g. simile, metaphor, imagery)* • Ask relevant and deep questions to enhance their understanding of a text • Make comparisons within and across texts • Draw inferences and justify these with evidence from the text *(e.g. explain how and why a character's feelings have changed: what evidence there is to support this)* • Distinguish fact from opinion • Show an awareness of ambiguity within a text • Summarise main ideas from more than one paragraph, identifying key details which support these

Skills	Objectives	What should be seen in the classroom?
Understanding	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *provide reasoned justifications for their view	Daily individual reading Daily story time 30 minutes whole class guided reading
Connecting and becoming familiar with texts	*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across book *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing	
Non Fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction	
Poetry and Performance	*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	
		Question Stems
Vocabulary		• What do the words ..... and ..... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....

Inference	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ..... show that they are ..... ? • How can you tell that..... ? • What impression of ..... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... ? • Who is telling the story?
Prediction	*predicting what might happen from details stated and implied	• From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
Explanation	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader *explain and discuss their understanding of what they have read, including through formal presentations and debates,	• Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
Retrieval		How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ..... is .....? • What can you learn about ..... from this section? • Give one example of..... • The story is told from whose perspective?
Sequence/ summaries	*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	• Can you number these events 1-5 in the order that they happened? • What happened after .....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter

Year 6		
Reading – Word reading		
Skills	**Objectives**	**What should be seen in the classroom?**
Phonics and decoding	***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**	Daily individual reading Weekly story time Links to spelling -Recommending books that they have read to their peers, giving reasons for their choices -Participate in discussions about books, building on their own and others' ideas and challenging views courteously
Common Exception Words	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

** These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*

Genres and writing outcomes Talk 4 Writing	Extended third person narrative (adventure stories) (2x3 weeks) Spy Gadgets Persuasion Stormbreaker Suspense Toolkit: Suspense Innovation: substitution + addition	Discursive writing/debates and speeches (2x3 weeks) *Harry Potter The Chess Game* Defeating the monster Toolkit: Suspense Innovation: substitution + addition + reorder *How to play wizard chess* Explanation	Setting/ Newspaper (2x 3 Weeks) The Caravan Toolkit: Setting Innovation: substitution + addition +re order Warning Tale Supplementary reading – Holes. A Lucky escape Recount (News-paper report	Reread and retell texts from Y5 and Y6 to support independent boxing up as planning tool. **Fiction** Revisit: Stories with suspense – use a section of Holes. Non-Fiction Writing linked to NC report- Maya Newspaper- How did the war start? Explanation – Habitats and living things. Persuasion- Discussion- Should Daleks be allowed to live on Earth? Diary /letter evacuation		
Supplementary reading texts	Skellig by David Almond	The London Eye Mystery by Siobhan Dowd The Invasion of Crooked Oak by Dan Smith The Rainforest Book Charlotte Milner	The Rain Player by David Wisniewski Darwin's Dragons by Lindsay Galvin Moth by Isabel Thomas Charles Darwin on the Origin of Species Sabina Radevia	Windrush Child by Benjamin Zephaniah The Explorer by Katherine Rundell	Letters from the Lighthouse The Emergency Zoo Macbeth by Andrew Matthews and Tony Ross	The Boy in the Girl's Bathroom Pig Heart Boy by Malorie Blackman The Final Year – Matt Goodman

Year 6			
Reading - Comprehension			
	Year 6 Working towards Free reading/Ruby	**Year 6 Expected standard** Book band: Sapphire Fiction 200-300+ pages	**Year 6 Greater depth / higher standard** Free reading/Sapphire
Reading skills and strategies	• Read expressively using intonation, tone and volume. This might also include within plays and presentations. • Work out how to pronounce unfamiliar written words with increasing frequency though not always accurately • Check that the book makes sense without being prompted	• Read age-appropriate books with confidence and fluency (including whole novels) • Read aloud with intonation that shows understanding • Work out the meaning of words from the context	• Read confidently, fluently and effortlessly • Use appropriate intonation, tone and volume when reciting or reading aloud to an audience so that the meaning is made clear and enhanced • Confidently determine the meaning of new words by applying morphological knowledge of root words and affixes from the YR 5-6 spelling appendix • Understand the nuances in vocabulary choice and age-appropriate, academic vocabulary

Comprehension	• Talk about and discuss new vocabulary within the texts • Summarise and present a familiar story or text in their own words • Begin to recognise themes in narrative though not always correctly • Identify similarities and differences between different characters • Begin to develop an understanding of different accounts of the same event and discuss viewpoints within a text • Begin to consider the author's viewpoint and feeling about their characters • With minimal support, locate, record and present information from non-fiction in different ways to suit a particular purpose • Ask questions to improve their understanding and read on to discover the answers	• Recommend books that they have read to their peers, giving reasons for their choices • Predict what might happen from details stated and implied • Make inferences about a characters' feelings, thoughts and motives from their actions, • Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence • Discuss and evaluate how authors use figurative language, and its impact on the reader • Distinguish between statements of fact and opinion • Provide reasoned justifications for their views. • Retrieve information from non-fiction • Summarise main ideas, identifying key details and using quotations for illustration • Evaluate how authors use language, including figurative language, considering the impact on the reader • Make comparisons within and across books	• Show confidence, enjoyment and mastery of language and extend this through public speaking, performance and debate (e.g. related to a text or issues arising from the text) • Summarise the main ideas drawn from more than one paragraph, identifying key features that support the main ideas • Provide reasoned justifications for their views about a text, characters, setting or events • Describe and justify their opinions of an author's viewpoint

Skills	Objectives	What should be seen in the classroom?
Understanding	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding	Daily individual reading Daily story time 30 minutes whole class guided reading Monday Guided reading 2x weekly 30 mins VIPERS focus

Connecting and becoming familiar with texts	***continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks** ***reading books that are structured in different ways and reading for a range of purposes** ***making comparisons within and across book** ***increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions** ***identifying and discussing themes and conventions in and across a wide range of writing**	
Non Fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction	
Poetry and Performance	*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	
		Question Stems
Vocabulary		• What do the words ..... and ..... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....

Inference	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence To discuss how characters change and develop through texts by drawing inferences based on indirect clues.	• Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ..... show that they are ..... ? • How can you tell that..... ? • What impression of ..... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... ? • Who is telling the story?
Prediction	*predicting what might happen from details stated and implied	• From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
Explanation	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	• Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
Retrieval		How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ..... is .....? • What can you learn about ..... from this section? • Give one example of..... • The story is told from whose perspective?
Sequence/ summaries	*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	• Can you number these events 1-5 in the order that they happened? • What happened after .....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter