



Bollinbrook CE English Curriculum - Reading

‘And the child grew and was strong in spirit ‘

If rooted in Christ, children can **grow** into who they were created to be. Through the implementation of our curriculum our children will acquire the knowledge and skills to help them grow.

Growth in Reading

Reading

The national curriculum requirements for English are presented in Key Stages. The **National Curriculum Links** outlined below are used to closely track the progress in reading across each year group. These are taken from the Literacy Counts material. End of Key stage expectations for reading are also outlined. At Bollinbrook, the overarching aim for English is to promote the high standards of language and literacy by equipping pupils with a strong command of the spoken word and to develop their love of literature through wide spread reading for enjoyment, drawing upon the wider curriculum. This, in turn, helps build a rich curriculum where **intent** and **implementation** leads to the **impact** and improved outcomes for children

Implementation

Reading is taught as a discrete lesson using a text led approach. We use ‘Literacy Counts – Steps to Read’ Programme to support the planning and delivery of reading lessons from EYFS to Year 6. Each half-term, each year group explores a range of texts, both fiction and non-fiction. They practice reading extracts from the book fluently, then explore new vocabulary and then answer a range of questions based on the extract. The questions cover comprehension skills such as retrieval, inference, prediction and explanation. We pride ourselves on teaching children how to read across a range of genres and text types for different purposes and audiences. This allows children to understand the different sentence types and word choices needed for different purposes and audiences. We want our children to leave our school with the ability to read fluently, develop skills to help them understand what they have read, and enjoy reading for pleasure, including reading across different subjects within the curriculum.

Whilst in mixed-age classes, reading will still be taught in year groups across the school to ensure children are accessing texts appropriate for their age and developing skills in a progressive way throughout.

Assessment

Reading assessment is ongoing throughout the year. This document is also used to support ongoing teacher assessments by providing a clear framework for teachers to help track progress in reading term by term. We assess children’s fluency and comprehension using NFER tests and regularly listen to children read to monitor their progress. We also use teacher exemplification materials to demonstrate teacher judgements in reading at the

end of each key stage and have a tracking system in place from Literacy Count to help teachers to make accurate judgements. Moderation of work with local cluster schools also feeds into our reading assessment.

Sequence of 'Steps to Read' Units at Bollinbrook

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Friendship & Animals	Stars & Space	Superheroes	Traditional Tales	Growing	Seaside
Year 1	History: Living Memory - Toys	Reading Breadth: Fairy Stories & Rhymes	Geography: Locality	Reading Breadth: Traditional Tales & Poems	Science: Animals inc. Humans	Reading Breadth: Stories & Poems
Year 2	Geography: UK – Rivers and Seas	Reading Breadth: Fairy Stories & Poetry – Classics	Science: Living Things Habitats / Plants	Reading Breadth: Traditional Tales & Poetry – Contemporary	History: Events Beyond Living Memory – Great Fire of London	Reading Breadth: Stories and Plays & Poetry – Contemporary
Year 3	History: Egyptians	Reading Breadth: Stories & Poetry – Different Forms	Reading Breadth: Stories and Plays & Poetry – Contemporary	Reading Breadth: Fairy Stories & Poetry – Different Forms	Science: Forces & Magnets / Rocks	Geography: Mountains and Rivers
Year 4	Science: Living Things / Habitats / Animals / Humans	Reading Breadth: Stories & Poetry – Different forms	Geography: Europe	History: Vikings	Reading Breadth: Myths and Legends & Poetry – Different Forms	Reading Breadth: Stories and Plays & Poetry – Different forms
Year 5	Science: Space	Reading Breadth: Modern Fiction & Poetry – Wider Range	History: Victorians	Reading Breadth: Myths and Legends and Plays & Poetry – Wider Range	Reading Breadth: Other Cultures and Traditional & Poetry – Wider Range	Geography: North and South America
Year 6	History: War	Reading Breadth: Modern Fiction & Poetry – Wider Range	Science: Evolution and Inheritance	Reading Breadth: Literacy Heritage and Plays & Poetry – Wider Range	Geography: Coasts	Reading Breadth: Traditional Tales and Poetry – Wider Range

EYFS Termly Expectations

Autumn	<ul style="list-style-type: none"> • To be able to listen to and enjoy a range of stories. • To know how to handle a book, turn pages and understand that the print conveys meaning. • To use the illustrations to support their understanding of the story. • Begin to develop a phonological and phonemic awareness. • Can continue a rhyming string • Hears and says the initial sounds in words • Read single letter Set 1 sounds • Blend sounds to read words orally
Spring	<ul style="list-style-type: none"> • To re-read books and build confidence with work reading, fluency and also their enjoyment and understanding of books. • Blend sounds to read words • Segments the sounds in simple words and blend them together, and know which letters represent some of them. • Read simple sentence with CVC words in • Read: your, said, you, be, are
Summer	<ul style="list-style-type: none"> • To be able to discuss what they have read by answering questions. • To be able to retell a story in their own words. • To use vocabulary from books they have read in their play, discussions, and when writing. • Read some Set 2 sounds (RWI) • Read: to, me, go, baby, paint (RWI) • Engages with books and other reading material with an increasing engagement level, using their phonics knowledge to decode words, and their knowledge of language structure, subject knowledge and illustration to interpret the text.
ELG	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Those working in greater depth may...	<ul style="list-style-type: none"> • Reads a range of books for pleasure and shares their love of reading with others, explaining their choice of books. • Beginning to read simple words by sight (as well as HFW) • Beginning to answer more complex questions about what they have read • Starting to make predictions about what might happen (either based on the title or what has been read so far) • Starting to explain why they think something based on what they have read (e.g. if they have said they think the character was happy, can they explain why?)

Progression Counts: Word Reading

Year 1	Year 2	Year 3
Working towards the expected standard	Working towards the expected standard	Working towards the expected standard
<p>The pupil can:</p> <ul style="list-style-type: none"> ✓ read some capital letters and all the digits 0 – 9 • apply some phonic knowledge and skills as the route to decode words ✓ recognise the correct sound for graphemes (letters or groups of letters) for many of the 40+ phonemes, including some alternative sounds for graphemes • read accurately by blending some sounds in unfamiliar words containing GPCs that have been taught ✓ read some common exception words, noting correspondences between spelling and sound and where these occur in the word ✓ read some words containing taught GPCs and –s, and –er endings • read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ✓ re-read books to build up fluency and confidence 	<p>The pupil can:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency • re-read books to build up fluency and confidence ➢ read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes* ➢ read accurately some words of two or more syllables that contain the same grapheme phoneme correspondences (GPCs)* ➢ read many common exception words* <p>In a book closely matched to the GPCs as above, the pupil can:</p> <ul style="list-style-type: none"> ➢ read aloud many words quickly and accurately without overt sounding and blending ➢ sound out many unfamiliar words accurately 	<p>The pupil can:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ✓ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Working at the expected standard	Working at the expected standard	Working at the expected standard
<p>The pupil can:</p> <ul style="list-style-type: none"> ✓ read all capital letters and the days of the week • apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency ✓ respond speedily with the correct sound to graphemes (letters or groups of letters) for some 40+ phonemes and many alternative sounds for graphemes ✓ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ✓ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ✓ read other words of more than one syllable that contain taught GPCs ✓ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) ✓ read aloud accurately decodable books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read books to build up fluency and confidence 	<p>The pupil can:</p> <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • re-read an increasing amount of books to build up fluency and confidence ➢ read accurately most words of two or more syllables ➢ read most words containing common suffixes* ➢ read most common exception words* <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> ➢ read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words ➢ sound out most unfamiliar words accurately, without undue hesitation 	<p>The pupil can:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ✓ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Working at greater depth	Working at greater depth	Working at greater depth
<p>The pupil can:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, most alternative sounds for graphemes ✓ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read all common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ✓ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings with increased speed and accuracy • read aloud accurately books that are consistent with their developing phonic knowledge • re-read books for speed and increased accuracy 	<p>As expected standard</p>	<p>The pupil can:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Year 4	Year 5	Year 6
Working towards the expected standard	Working towards the expected standard	Working towards the expected standard
<p>The pupil can:</p> <ul style="list-style-type: none"> ✓ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ✓ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>The pupil can:</p> <ul style="list-style-type: none"> ✓ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<p>The pupil can:</p> <ul style="list-style-type: none"> ✓ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet
Working at the expected standard	Working at the expected standard	Working at the expected standard
<p>The pupil can:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>The pupil can:</p> <ul style="list-style-type: none"> ✓ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<p>The pupil can:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet
Working at greater depth	Working at greater depth	Working at greater depth
<p>The pupil can:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>The pupil can:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<p>As expected standard</p>

Progression Counts: Comprehension

Year 1	Year 2	Year 3
Working towards the expected standard	Working towards the expected standard	Working towards the expected standard
<p>The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ listen to and discuss some poems, stories and non-fiction at a level beyond that at which they can read independently ✓ link what they read or hear to their own experiences • show familiarity with some key stories, fairy stories and traditional tales, retelling them and considering some of their particular characteristics • recognise and join in with some predictable story phrases ✓ recite, by heart, some rhymes and poems ✓ discuss word meanings and link some meanings to those already known <p>The pupil can understand both the books they can already read, as well as those they listen to.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • draw on what they already know or have experienced • check that text makes sense to them as they read and correcting some inaccurate reading ✓ discuss book title and events in stories ✓ make some inferences on the basis of what is being said and done by a character ✓ make some predictions on what might happen on the basis of what has been read so far • begin to participate and explain through discussion about what is read to them 	<p>The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • listen to and begin to discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently • discuss the sequence of events in books and how some items of information are related • demonstrate familiarity with and retell a wider range of stories, fairy stories and traditional tales • understand some non-fiction books that are structured in different ways • recognise some simple recurring literary language in stories and poetry • discuss and clarify the meanings of words, linking these new words to known vocabulary • discuss some of their favourite words and phrases • share a repertoire of poems learnt by heart, appreciating these and reciting some, and using some appropriate intonation to make the meaning clear <p>The pupil can understand both the books they can already read, as well as those they listen to.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • discuss 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 • answer questions in discussion with the teacher and make simple inferences 	<p>The pupil can develop positive attitudes to reading and understanding of what they read.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ listen to and discuss some fiction, poetry, plays, non-fiction and reference books or textbooks • read some books that are structured in different ways and read for a range of purposes • begin to use simple dictionaries to check the meaning of some words that they have read • increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ✓ identify some <i>simple</i> themes and conventions in a range of books • prepare some short poems and play script excerpts to read aloud and to perform, showing some understanding through intonation, tone, volume and action ✓ with guidance, discuss some words and phrases that capture the reader's interest and imagination • recognise some different forms of poetry (for example free verse, narrative poetry) <p>The pupil can understand what they read in books they can read independently.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ check that the text makes sense to them, discuss some of their understanding and explain the meaning of some words in context ✓ ask some questions to improve their understanding of a text ✓ make simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with some evidence ✓ predict what might happen from details stated ✓ identify main ideas drawn from a short text and summarise these • begin to identify how some language contributes to meaning ✓ with guidance, retrieve and record the salient / main points from non-fiction texts ✓ participate in some discussions about both books that are read to them and some of those that they can read for themselves, taking turns and listening to what others say

Year 1	Year 2	Year 3
Working at the expected standard	Working at the expected standard	Working at the expected standard
<p>The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently • link what they read or hear read to their own experiences ✓ become familiar with several key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognise and join in with predictable phrases with increased confidence • recite by heart many rhymes and poems ✓ discuss word meanings and link new meanings to those already known <p>The pupil can understand both the books they can already read, as well as those they listen to.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • draw on what they already know or on background information and vocabulary provided by the teacher ✓ check that the text makes sense to them as they read and correcting inaccurate reading ✓ discuss significant events in stories ✓ make inferences on the basis of what is being said and done ✓ predict what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them 	<p>The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently • discuss the sequence of events in books and how many items of information are related • demonstrate familiarity with and retell a wide range of stories, fairy stories and traditional tales • understand many non-fiction books that are structured in different ways • recognise simple recurring literary language in stories and poetry and draw upon these for their writing • discuss an increasing amount of word meanings in context, linking meanings to those already known and sometimes discussing alternative meaning of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from YR1 Greater Depth) • discuss their favourite words and phrases, using some of them in their writing • 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>The pupil can understand both the books they can already read, as well as those they listen to.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • show good understanding of books they have read and listened to, drawing on what they already know, with background information and vocabulary provided by the teacher • discuss many books, poems and other works that are read to them and those that they can read for themselves • check the text makes sense to them and correct inaccurate reading <p>The pupil can, in a book they are reading independently:</p> <ul style="list-style-type: none"> ➢ make inferences ➢ make a plausible prediction about what might happen on the basis of what has been read so far ➢ make links between the book they are reading and other books they have read 	<p>The pupil can develop positive attitudes to reading and understanding of what they read.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read a range of books that are structured in different ways and read for a range of purposes • use dictionaries to check the meaning of many unknown words that they have read • increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally ✓ identify <i>simple</i> themes and conventions in an increasing range of books • prepare short poems and play script excerpts to read aloud and to perform, showing some understanding through intonation, tone, volume and action ✓ discuss some words and phrases that capture the reader's interest and imagination • recognise some different forms of poetry (for example, free verse, narrative poetry) <p>The pupil can understand what they read in books they can read independently.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context ✓ ask some questions to improve their understanding of a text ✓ draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence ✓ predict what might happen from details stated and some which are implied ✓ identify main ideas drawn from more than one paragraph and summarise these • identify how language and structure contribute to meaning ✓ retrieve and record some information from non-fiction ✓ 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

Year 1	Year 2	Year 3
Working at greater depth	Working at greater depth	Working at greater depth
<p>The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently appreciating rhymes and poems, and by reciting some by heart using appropriate expression and intonation to demonstrate understanding ✓ discuss an increasing amount of word meanings in context, linking meanings to those already known and sometimes discussing alternative meanings of the same word (e.g. through exploration of synonyms) <p>The pupil can understand both the books they can already read, as well as those they listen to.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> draw on what they already know or on background information and vocabulary ✓ make inferences on the basis of what is being said and done across the book and drawing on other books they have read ✓ predict what might happen on the basis of what has been read so far, noting the words and phrases from the text to explain participate in discussion and explain accurately what is read to them 	<p>The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently discuss the sequence of events in many books and how items of information are related read and understand many fiction books which are structured in different ways confidently retell a wide range of stories, fairy stories and traditional tales understand and discuss many non-fiction books that are structured in different ways recognise simple recurring literary language in stories and poetry and intentionally draw upon these for their writing discuss an increasing amount of word meanings in context, linking meanings to those already known and sometimes discussing alternative meanings of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from YR1 Greater Depth) discuss their favourite words and phrases using many of them in their writing demonstrate a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>The pupil can understand both the books they can already read, as well as those they listen to.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> show good understanding of books they have read and listened to, drawing on what they already know, background information and vocabulary provided by the teacher and gleaned from independent reading initiate discussion of many 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 ➤ 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 	<p>The pupil can develop positive attitudes to reading and understanding of what they read.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read a wide range of books that are structured in different ways and read for a range of purposes begin to use more complex dictionaries to check the meaning of many unknown words that they have read increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally with an appropriate use of story-book language ✓ identify themes and conventions in an increasing range of books prepare poems and play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action ✓ discuss many words and phrases that capture the reader's interest and imagination recognise a range of poetic forms (for example free verse, narrative poetry) <p>The pupil can understand what they read in books they can read independently.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ check that the text makes sense to them, discuss most their understanding and explain the meaning of many words in context asking questions to improve their understanding of a text ✓ draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence ✓ predict what might happen from details stated and implied ✓ identify main ideas drawn from more than two paragraphs and summarise these ✓ identify how language, structure and presentation contribute to meaning ✓ confidently retrieve and record information from non-fiction ✓ 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

Year 4	Year 5	Year 6
Working towards the expected standard	Working towards the expected standard	Working towards the expected standard
<p>The pupil can develop positive attitudes to reading and understanding of what they read.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read a range of books that are structured in different ways and read for a range of purposes • use dictionaries to check the meaning of many unknown words that they have read • increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally ✓ identify simple themes and conventions in an increasing range of books • prepare short poems and play script excerpts to read aloud and to perform, showing some understanding through intonation, tone, volume and action ✓ discuss some words and phrases that capture the reader's interest and imagination • recognise some different forms of poetry [for example, free verse, narrative poetry] <p>The pupil can understand what they read in books they can read independently.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context ✓ ask some questions to improve their understanding of a text ✓ draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence ✓ predict what might happen from details stated and some which are implied ✓ identify main ideas drawn from more than one paragraph and summarise these • identify how language and structure contribute to meaning ✓ retrieve and record some information from non-fiction ✓ 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>The pupil maintains positive attitudes to reading and understanding of what they read.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ read fiction, poetry, non-fiction and reference books or textbooks • read some books that are structured in different ways and read for a range of purposes • increase their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommend some books that they have read to their peers, giving reasons for their choices ✓ with support, identify and discuss themes and conventions in and across a range of writing ✓ with support, make simple comparisons within and across books • learn some poetry by heart • with support, prepare 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 <p>The pupil can understand what they read.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ with support, ask some relevant questions to improve their understanding ✓ with prompts, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying some inferences with evidence ✓ make some predictions on what might happen from details stated and implied ✓ with support, summarise some main ideas drawn from more than one paragraph, identifying some key details that support the main ideas ✓ with support, identify how some language, structure and presentation contribute to meaning in some texts • with support, discuss and evaluate how authors use language, including some figurative language, considering the impact on the reader • with support, distinguish between statements of fact and opinion ✓ with support, retrieve, record and present information from non-fiction • with 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 ✓ with support, explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • with support, begin to provide reasoned justifications for their views 	<p>The pupil maintains positive attitudes to reading and understanding of what they read.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books • read books that are structured in different ways and read for a range of purposes • increase 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 • recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text ✓ identify and discuss themes and conventions in and across a wide range of writing e.g. use of first person when writing diaries or autobiographies ✓ make comparisons within and across books e.g. plot, genre and theme • learn a wider range of age appropriate poetry by heart • prepare 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 <p>The pupil can understand what they read.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ✓ ask questions to improve their understanding ✓ draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ✓ predict what might happen from details stated and implied ✓ summarise the main ideas drawn from more than one paragraph and identify key details that support the main ideas ✓ identify how language, structure and presentation contribute to meaning ✓ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ✓ distinguish between statements of fact and opinion ✓ retrieve, record and present information from non-fiction • 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 ✓ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ✓ provide reasoned justifications for their views

Year 4	Year 5	Year 6
Working at the expected standard	Working at the expected standard	Working at the expected standard
<p>The pupil can develop positive attitudes to reading and understanding of what they read.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read a wide range of books that are structured in different ways and read for a range of purposes • begin to use more complex dictionaries to check the meaning of many unknown words that they have read • increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally with an appropriate use of story-book language ✓ identify themes and conventions in an increasing range of books • prepare poems and play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action ✓ discuss many words and phrases that capture the reader's interest and imagination • recognise a range of poetic forms [for example, free verse, narrative poetry] <p>The pupil can understand what they read in books they can read independently.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ check that the text makes sense to them, discussing most of their understanding and explaining the meaning of many words in context, asking questions to improve their understanding of a text ✓ draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence ✓ predict what might happen from details stated and implied ✓ identify main ideas drawn from more than two paragraphs and summarise these ✓ identify how language, structure and presentation contribute to meaning ✓ confidently retrieve and record information from non-fiction ✓ 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>The pupil maintains positive attitudes to reading and understanding of what they read.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books • read books that are structured in different ways and read for a range of purposes • increase 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 • recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text ✓ identify and discuss themes and conventions in and across a wide range of writing e.g. use of first person when writing diaries or autobiographies ✓ make comparisons within and across books e.g. plot, genre and theme • learn a wider range of age appropriate poetry by heart • prepare 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 <p>The pupil can understand what they read.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ✓ ask questions to improve their understanding ✓ with occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ✓ predict what might happen from details stated and implied ✓ with support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identify key details that support the main ideas ✓ identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader ✓ distinguish between statements of fact and opinion ✓ retrieve, record and present some information from non-fiction • 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 some views ✓ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary to provide reasoned justifications for their view 	<p>The pupil maintains positive attitudes to reading and understanding of what they read.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books • read books that are structured in different ways and read for a range of purposes • increase 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 • recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text ✓ identify and discuss themes and conventions in and across a wide range of writing e.g. use of first person when writing diaries or autobiographies ✓ make comparisons within and across books e.g. plot, genre and theme • learn a wider range of poetry by heart • prepare 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 <p>The pupil can understand what they read.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ✓ ask questions to improve their understanding ✓ draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ✓ predict what might happen from details stated and implied ✓ summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas ✓ identify how language, structure and presentation contribute to meaning ✓ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ✓ distinguish between statements of fact and opinion ✓ retrieve, record and present information from non-fiction • 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 ✓ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using formal notes where necessary ✓ provide justifications for their views

Year 4	Year 5	Year 6
Working at greater depth	Working at greater depth	Working at greater depth
<p>The pupil can develop positive attitudes to reading and understanding of what they read.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read a wide range of books that are structured in different ways and read for a wide range of purposes • use more complex dictionaries to check the meaning of many unknown words that they have read • increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally with an appropriate use of story-book language ✓ identify many themes and conventions in an increasingly wider range of books ✓ prepare poems and play scripts to read aloud and to perform, showing good understanding through intonation, tone, volume and action ✓ discuss many words and phrases that capture the reader's interest and imagination ✓ recognise many poetic forms [for example, free verse, narrative poetry] <p>The pupil can understand what they read in books they can read independently.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ check that the text makes sense to them, discussing most of their understanding and explaining the meaning of many words in context, asking questions to improve their understanding of a text ✓ draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify most inferences with evidence ✓ confidently predict what might happen from details stated and implied ✓ identify main ideas drawn from more than two paragraphs and summarise these ✓ identify how language, structure and presentation contribute to meaning ✓ confidently retrieve and record information from non-fiction ✓ 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>The pupil maintains positive attitudes to reading and understanding of what they read.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ read and discuss wide range of fiction, poetry, plays, non-fiction and reference books or text books • read books that are structured in different ways and read for a range of purposes • increase 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 • recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text ✓ identify and discuss themes and conventions in and across a wide range of writing e.g. use of first person when writing diaries or autobiographies ✓ make comparisons within and across books e.g. plot, genre and theme • learn a wider range of poetry by heart • prepare 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 <p>The pupil can understand what they read.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ✓ ask questions to improve their understanding ✓ draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ✓ predict what might happen from details stated and implied ✓ summarise the main ideas drawn from more than one paragraph and identify key details that support the main ideas ✓ identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader ✓ distinguish between statements of fact and opinion ✓ retrieve, record and present information from a wide range of non-fiction • 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 ✓ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide justifications for their views 	<p>The pupil maintains positive attitudes to reading and understanding of what they read.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ engage with and comprehend a wide range of fiction and non-fiction, including in particular whole books, poetry and plays with a wide coverage of genres, justifying preferences • read books that are structured in different ways and read for a range of purposes • recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text ✓ identify and discuss themes and conventions in and across a wide range of writing ✓ make comparisons within, across <i>and</i> between books on similarities of plots, genre and theme <p>The pupil can understand what they read.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> ✓ check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • ask many relevant questions to improve their understanding ✓ confidently draw inferences to build wider knowledge of characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • predict what might happen from details stated and implied ✓ confidently summarise and extract the main ideas drawn from the text and identify key details that support the main ideas e.g. by skim reading to summarise ✓ identify how language, structure and presentation contribute to meaning ✓ identify, describe and evaluate how authors use language, including figurative language, considering the impact on the reader, stating how successful the writer has been in engaging the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • develop own view of a text, drawing on evidence and personal opinions ✓ provide reasoned justifications for their views



READING: Implementation and Progression Overview in Reception

A	B	C	D	E	F
EYFS Reading & Themes					
Friendship & Animals	Magic & Stars	Superhero	Traditional Tales	Growing	Seaside
Word Reading					
<p>Throughout Reception Focus On:</p> <ul style="list-style-type: none"> Recognise relationship between the spoken and written word Develop an understanding of environmental print to inform, advise and instruct Recognise words in print remain the same when repeated <p>*Words shown below need to be in line with phonics scheme being followed by your school.</p> <p>Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when reading words containing taught GPC. This may take place in both during teacher-led activities (e.g. 100% decodable Guided Reading and Shared Reading books) and across the provision as part of a broad and balanced EYFS provision.</p>					
<ul style="list-style-type: none"> Understand 1:1 correspondence of each spoken word to a written word separated by a space Left to right direction of print Recognise words in print remain the same when repeated <p>*Teach high frequency words for reading: is, it, in, at, and, the</p>	<p>Build on Previous Term & Focus on: *Secure previous unit high frequency words and teach:</p> <p>I, no, go, to</p>	<p>Build on Previous Term & Focus on: *Secure previous unit high frequency words and teach:</p> <p>he, she, we</p>	<p>Build on Previous Term & Focus on: *Secure previous unit high frequency words and teach:</p> <p>me, be, was, no</p>	<p>Build on Previous Term & Focus on: *Secure previous unit high frequency words and teach:</p> <p>my, they, her, all, are</p>	<p>Build on Previous Term & Focus on: *Secure previous unit high frequency words and teach:</p> <p>have, like, some, come, you, were, little, one, all, do, when, out what</p>
Comprehension					
<p>Throughout Reception Focus On:</p> <ul style="list-style-type: none"> Recall of familiar stories and rhymes Repeat, revisiting and retell stories Discussing meaning and purpose of environmental print Making connections with own experiences Listening to experienced readers modelling reading and searching text and illustrations to find directly related information or answers Extending Language and vocabulary development Sequence main events in a story using props / illustrations Use story language and vocabulary with accompanying actions to retell stories 					
<p>Focus on:</p> <ul style="list-style-type: none"> Use prior knowledge, pictures and memorisation techniques (e.g. actions, repeated phrases etc) to repeat known rhymes, stories and texts previously heard Begin to match spoken to written words Talk about texts and connect to own experience Pick out the main characters and key events in stories Sequence main events in a story using props / illustrations 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Repeat and retell known rhymes, stories and texts previously heard Talk about texts and connect to own experiences and prior knowledge Pick out the main characters and key events in stories 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Repeat and retell known rhymes, stories and texts previously heard Talk about texts and connect to own experiences and prior knowledge Pick out the main characters and key events in stories Select a number of key events to retell a story Link and talk about ideas explicit from a text e.g. characters and events Start to make simple predictions 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Talk about texts and connect to own experiences and prior knowledge Pick out the main characters and key events in stories Select a number of key events to retell a story Link and talk about ideas explicit from a text e.g. characters and events Make simple predictions about characters and events Reread specific part of a text to check for meaning 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Talk about texts and connect to own experiences and prior knowledge Pick out the main characters and key events in stories Select a number of key events to retell a story Link and talk about ideas explicit from a text e.g. characters and events Make predictions about characters and events Reread specific part of a text to check for meaning. 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Become familiar with and talk about several key stories Retell stories using illustrations and / or props and discuss main characters Begin to compare characters Reread specific part of a text to check for meaning Respond to questions by linking question to answers explicitly stated in text or illustration

Skills and Strategies

Book Handling skills – holding the book the correct way and turning pages
 Looking at each page in order and following top to bottom, left to right direction of print
 Use a phonics first approach for decoding unfamiliar words and practicing known graphemes
 Blend known graphemes together when reading words
 Segment known graphemes when decoding words

Identify simple text features such as titles and pictures to indicate what a text is about

Talk about books make meaning from visual features of the text, e.g. illustrations and captions to help discussions about books and characters (when not decoding words)

Building on Previous year and throughout Year R Focus on:

- Recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters)
- Recognising high-frequency words
- Self-correction using phonics first strategy

Build on Previous Term & Focus on:

- Read simple captions
- Recognising increased amount of high-frequency words
- Show an awareness of full stops when reading
- Self-correction using phonics
- Identify simple text features such as titles and pictures to indicate what the text is about

Build on Previous Term & Focus on:

- Read simple captions
- Recognise an increased amount of high-frequency words
- Show an awareness of full stops when reading
- Show an awareness of the difference between stories and information texts
- Choose reading materials and explain what the text is about and why they like it
- Use prior knowledge to help understanding
- Self-correction using phonics
- Read accurately

Build on Previous Term & Focus on:

- Read captions
- Recognising increased amount of high-frequency words
- Show an awareness of full stops and question marks when reading
- Show an awareness of the difference between stories and information texts
- Choose reading materials and explain what the text is about and why they like it
- Use prior knowledge to help understanding
- Self-correction using phonics
- Re-read sentence
- Read sentences accurately and fluently

Build on Previous Term & Focus on:

- Read captions
- Recognising increased amount of high-frequency words
- Show an awareness of full stops and question marks when reading
- Show an awareness of the difference between stories and information texts
- Choose reading materials and explain what the text is about and why they like it
- Use prior knowledge to help understanding
- Self-correction using phonics
- Re-read sentence
- Read sentences accurately and fluently

Build on Previous Term & Focus on:

- Read captions
- Recognising increased amount of high-frequency words
- Show an awareness of full stops and question marks when reading
- Show an awareness of the difference between stories and information texts
- Choose reading materials and explain what the text is about and why they like it
- Use prior knowledge to help understanding
- Self-correction using phonics
- Re-read sentence
- Read sentences accurately and fluently

Development Matters 2021

•read words consistent with their phonic knowledge by sound blending
 • listen carefully to rhymes paying attention to how they sound • Learn rhymes and poems
 • Learn new vocabulary • Articulate ideas and thoughts in well formed sentences
 • Demonstrate understanding of what has been read to them

- Understand print has meaning
- Understand print can have different purposes
- Understand that English text is read from left to right and top to bottom
- name different parts of a book
- understand page sequencing
- spot rhymes
- recognise words with the same initial sounds
- Engage in extended conversations about stories learning new vocabulary

- Say the sounds for individual letters
- Blend sounds into words to read short words made up of known letter sound correspondences
- Read a few common exception words
- Engage in extended conversations about stories learning new vocabulary
- ask questions to find out more and check they understand what has been read to them

- learn and use new vocabulary through the day
- Read some letter groups that each represent one sound and say sounds for them
- Read simple phrases made up of words with known letter-sound correspondences and a few exception words
- Articulate ideas in well formed sentences
- Listen to and talk about stories to develop familiarity and understanding

- listen to and talk about stories to build familiarity and understanding
- engage in non-fiction books
- Use new vocabulary in different contexts
- Engage in extended conversations about stories learning new vocabulary
- Read simple sentences made up of words with known letter-sound correspondences and known exception words
- Re-read to build up confidence in word reading, fluency, understanding and enjoyment

- listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- retell the story, once they have developed a deep familiarity with the text: some as exact repetition and some in own words.
- use new vocabulary in different contexts
- Read words consistent with their phonic knowledge by sound-blending
- Re-read to build up confidence in word reading, fluency, understanding and enjoyment
- Anticipate -where appropriate- key events in stories.

- Listen attentively and respond to what they hear with relevant questions, comments, and actions when being read to and during whole class discussions and small group interactions (C & L)
- make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (C & L)
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences that are consistent with their phonic knowledge, including some common exception words.

Reading Terminology for Pupils: digraph, trigraph, blend, segment, grapheme, phoneme, cover, title, page



READING: Implementation and Progression Overview Counts in Year 1

A	B	C	D	E	F
Reading Curriculum					
History: Living Memory Toys	Reading Breadth: Fairy Stories & Rhymes	Geography: Locality	Reading Breadth: Traditional Tales & Poems	Science: Animals inc. Humans	Reading Breadth: Stories & Poems
Word Reading					
<p>Throughout Year 1 Focus on:</p> <ul style="list-style-type: none"> Read words containing taught GPCs Read other words of more than one syllable that contain taught GPCs Apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency Read all capital letters and the days of the week Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes and many alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read aloud accurately decodable books that are consistent with their developing phonic knowledge Re-read books to build up fluency and confidence Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 					
<p>Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> Read <i>some</i> common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Teach -s, -es endings 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Read <i>some</i> common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Reinforce -s, -es endings and teach -er endings 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Read <i>most</i> common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Reinforce -s, -es, -er endings and teach -ing endings 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Read <i>most</i> common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Reinforce -s, -es, -er, -ing endings and teach -ed endings 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Read <i>all</i> common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Reinforce -s, -es, -er, -ing, -ed endings and teach -est endings 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Read <i>all</i> common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Reinforce -s, -es, -er, -ing, -ed, and -est endings
Comprehension					
<p>Throughout Year 1 Focus on:</p> <ul style="list-style-type: none"> Listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently <ul style="list-style-type: none"> Link what they read or hear read to their own experiences Recognise and join in with predictable phrases with increased confidence <ul style="list-style-type: none"> Recite by heart many poems Participate in discussion and explain clearly about what is read to them, taking turns and listening to what others say <ul style="list-style-type: none"> Make inferences on the basis of what is being said and done 					
<p>Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> Become familiar with stories, retelling them and considering their particular characteristics Check that the text makes sense to them as they read and correcting inaccurate reading 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Become familiar with several key fairy stories, retelling them and considering their particular characteristics Draw on what they already know or on background information and vocabulary provided by the teacher Discuss word meanings and link new meanings to those already known 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Become familiar with stories, retelling them and considering their particular characteristics Discuss significant events in stories Predict what might happen on the basis of what has been read so far 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Become familiar with several key traditional tales, retelling them and considering their particular characteristics Make inferences on the basis of what is being said and done 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Become familiar with stories, retelling them and considering their particular characteristics Make inferences on the basis of what is being said and done 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Become familiar with several key stories and poems, retelling them and considering their particular characteristics Make inferences on the basis of what is being said and done

- Predict what might happen on the basis of what has been read so far

Skills and Strategies

Apply the following reading strategies with increasing independence:

- Use a phonics first approach for decoding unfamiliar words and practicing known graphemes
 - Blend known graphemes when reading words
 - Segment known graphemes when reading words
- Identify simple text features such as titles and pictures to indicate what a text is about
- Talk about books (when not decoding) make meaning from visual features of the text, e.g. illustrations and captions to help discussions (decoding)
 - Develop reading accuracy decodable text
 - Self-correction including re-reading words
 - Identify and locate pre-taught vocabulary
 - Re read sentences for fluency



Build on Previous Year & Focus on:
 • Show an awareness of full stops when reading
 • Identify simple text features such as titles and pictures to indicate what the text is about

Build on Previous Term & Focus on:
 • Show an awareness of full stops when reading
 • Identify simple text features such as titles and pictures to indicate what the text is about
 • Show an awareness of the difference between stories, information and poetry

Build on Previous Term & Focus on:
 • Read with attention full stops when reading
 • Discuss prior knowledge of context
 • Deepen understanding of story through Book Talk of illustrations
 • Show an awareness of the difference between stories, information and poetry
 • Understand how captions can give information
 • Make simple predictions

Build on Previous Term & Focus on:
 • Read aloud with attention to capital letters to start sentences, full stops and question marks.
 • Discuss prior knowledge of context
 • Deepen understanding of story through Book Talk of illustrations
 • Make simple predictions

Build on Previous Term & Focus on:
 • Read aloud with attention to capital letters to start sentences, full stops and question marks
 • Discuss prior knowledge of context
 • Deepen understanding of story through Book Talk of illustrations
 • Understand how captions can give information
 • Make simple predictions

Build on Previous Term & Focus on:
 • Read aloud with attention to capital letters to start sentences, full stops and question marks.
 • Discuss prior knowledge of context
 • Deepen understanding of story through Book Talk of illustrations
 • Make simple predictions

Content Domains*

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

1a draw on knowledge of vocabulary to understand texts
 1d make inferences from the text

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
 1d make inferences from the text

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
 1e predict what might happen on the basis of what has been read so far
 1d make inferences from the text

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
 1e predict what might happen on the basis of what has been read so far
 1d make inferences from the text

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
 1e predict what might happen on the basis of what has been read so far
 1d make inferences from the text

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
 1e predict what might happen on the basis of what has been read so far
 1c identify and explain the sequence of events in texts
 1d make inferences from the text

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
 1e predict what might happen on the basis of what has been read so far
 1c identify and explain the sequence of events in texts
 1d make inferences from the text

Reading Terminology for Pupils

Building on Previous Year and throughout Year 1 focus on:

grapheme, phoneme, split vowel digraph, contraction, blend, predict, title, event



READING: Implementation and Progression Overview Counts in Year 2

A	B	C	D	E	F
Reading Curriculum & Curriculum					
Geography: UK – Rivers and Seas	Reading Breadth: Fairy Stories & Poetry - Classics	Science: Living Things Habitats / Plants	Reading Breadth: Traditional Tales & Poetry: Contemporary	History: Events Beyond Living Memory – Fire of London	Reading Breadth: Stories and Plays & Poetry - Contemporary
Word Reading					
Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Apply and embedded phonic knowledge and skills as the route to decode •Read some common exception words •Read most words containing common suffixes - ly 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Decoding automatically and build fluency •Read some common exception words •Read most words containing common suffixes -er -est 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Re-read books to build fluency and confidence •Read most common exception words •Read most words containing common suffixes - ful 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Sound out most unfamiliar words accurately, without undue hesitation •Read accurately most words of two or more syllables •Read most common exception words •Read most words accurately without overt sounding and blending 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Read most words containing common suffixes – ness •Read all common exception words with automaticity •Read sufficiently fluently to allow a focus on understanding •Read accurately most words of two or more syllables 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Read most words containing all common suffixes •Read all common exception words with automaticity •Read sufficiently fluently to allow a focus on understanding
Comprehension					
Throughout Year 2 Focus on: <ul style="list-style-type: none"> •Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently •Discuss their favourite words and phrases using some of them in their writing •Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear •Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth) 					
Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Check the text makes sense to them and correct inaccurate reading •Answer and ask questions •Make some predictions of what might happen on the basis of what has been read so far •Understand many non-fiction books that are structured in different ways 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Demonstrate familiarity with and retell a wide range of fairy stories •Discuss an increasing amount of word meanings in context, linking meanings to those already known •Sometimes discuss alternative meaning of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from YR1 Greater Depth) •Make some predictions of what might happen on the basis of what has been read so far 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Explain what has happened so far in what they have listened to or read •Discuss the sequence of events in books and how many items of information are related •Understand many non-fiction books that are structured in different ways 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Demonstrate familiarity with and retell a wide range of traditional tales •Recognise simple recurring literary language in stories and poetry and draw upon these for their writing •Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth) 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Discuss their favourite words and phrases using some of them in their writing •Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth) •Understand many non-fiction books that are structured in different ways 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Demonstrate familiarity with and retell a wide range of stories and plays •Discuss their favourite words and phrases using some of them in their writing •Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher

Skills and Strategies

Apply the following reading strategies with increasing independence:

- Building on phonics subject skills and knowledge
- Connect prior knowledge with context
- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families
- Locate and discuss words and pre taught vocabulary to find out what the text is about
- Connect prior knowledge to context

<p>Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> • Recognise and read <i>many</i> common exception words • Read sentences with increasing accuracy and fluency • Self-correction words • Read aloud with attention to punctuation, including full stops, question, exclamation and intonation 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> • Recognise and read <i>many</i> common exception words • Read sentences with increasing accuracy and fluency • Self-correction words • Read aloud with attention to punctuation, including full stops, question, exclamation and intonation 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> • Recognise and read <i>most</i> common exception words • Read a range of texts with increasing accuracy and fluency • Self-correction, including re-reading and reading ahead • Look for specific information in texts using contents and glossaries • Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information • Re-reading sentences for clarity 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> • Recognise and read <i>most</i> common exception words • Read a range of texts with increasing accuracy and fluency • Self-correction, including re-reading and reading ahead • Re-reading sentences for clarity 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> • Recognise and read <i>all</i> common exception words with automaticity • Read a range of texts with increasing accuracy and fluency • Self-correction, including re-reading and reading ahead • Talk about book preferences • Identify how texts are organised, e.g. lists, numbered points, tables and bullet points 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> • Recognise and read <i>all</i> common exception words with automaticity • Read a range of texts with increasing accuracy and fluency • Self-correction, including re-reading and reading ahead • Talk about book preferences
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Content Domains*

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

<p>1a draw on knowledge of vocabulary to understand texts</p> <p>1d make inferences from the text</p>					
<p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>1e predict what might happen on the basis of what has been read so far</p> <p>1d make inferences from the text</p>	<p>1a draw on knowledge of vocabulary to understand texts</p> <p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>1d make inferences from the text</p> <p>1e predict what might happen on the basis of what has been read so far</p>	<p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>1c identify and explain the sequence of events in texts</p> <p>1d make inferences from the text</p>	<p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>1d make inferences from the text</p>	<p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>1d make inferences from the text</p>	<p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>1d make inferences from the text</p>

Reading Terminology for Pupils

Building on Previous Year and throughout Year 2 focus on:

grapheme, phoneme, syllable, sequence, structure, predict, discuss, question



READING: Implementation and Progression Overview Counts in Year 3

A	B	C	D	E	F
Reading Curriculum and Curriculum					
Science: Forces & Magnets / Rocks	Reading Breadth: Stories & Poetry -Different Forms	Geography: Mountains and Rivers	Reading Breadth: Fairy Stories & Poetry - Different Forms	History: Egyptians	Reading Breadth: Stories and Plays & Poetry - Different Forms
Word Reading					
<ul style="list-style-type: none"> •Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 					
Comprehension					
<p>Building on Previous Year and throughout Year 3 focus on:</p> <ul style="list-style-type: none"> •Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks •Participate in discussion about both books that are read to them and those they can read for themselves •Use dictionaries to check the meaning of many unknown words that they have read •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence •Increase their familiarity with a wide range of books and retell some of these orally 					
<p>Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> •Read a range of books that are structured in different ways and read for a range of purposes •Identify how language, structure and presentation contribute to meaning •Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context •Predict what might happen from details stated and some which are implied •Retrieve and record some information from non-fiction 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> • Increase their familiarity with a wide range of stories •Use dictionaries to check the meaning of many unknown words that they have read •Predict what might happen from details stated and some which are implied •Recognise some different forms of poetry [for example, free verse, narrative poetry] •Ask some questions to improve their understanding of a text •Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Read a range of books that are structured in different ways and read for a range of purposes •Identify how language and structure contribute to meaning •Identify main ideas drawn from more than one paragraph and summarise these •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence •Retrieve and record some information from non-fiction 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including fairy stories •Identify simple themes and conventions in an increasing range of books •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence •Recognise some different forms of poetry [for example, free verse, narrative poetry] •Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Read a range of books that are structured in different ways and read for a range of purposes •Identify simple themes and conventions in an increasing range of books •Discuss some words and phrases that capture the reader's interest and imagination •Identify how language and structure contribute to meaning •Retrieve and record some information from non-fiction 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> • Increase their familiarity with a wide range of books •Identify simple themes and conventions in an increasing range of books •Discuss some words and phrases that capture the reader's interest and imagination •Recognise some different forms of poetry [for example, free verse, narrative poetry] •Prepare short plays to read aloud and to perform, showing some understanding through intonation, tone, volume and action
Skills and Strategies					
<ul style="list-style-type: none"> •Building on phonics subject skills and knowledge •Connect prior knowledge with context •Locate and discuss words and pre taught vocabulary to find out what the text is about •Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context •Read a range of texts with increasing accuracy and fluency •Develop fluent and enthusiasm for reading and read widely and frequently 					

<ul style="list-style-type: none"> •Develop views about what is read with support •Develop positive attitudes to reading and understanding of what is read 					
Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>many Year 3&4 Word List</i> words •Read aloud using punctuation to aid expression including speech •Self-correction, including re-reading and reading ahead •Skim to gain an overview of a text, e.g. topic, purpose •Identify different purposes of texts, e.g. <i>to inform, instruct, explain</i> •Read short information texts independently with concentration 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>many Year 3&4 Word List</i> words •Read aloud using punctuation to aid expression including speech •Self-correction, including re-reading and reading ahead 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>most Year 3&4 Word List</i> words •Skim to gain an overview of a text, e.g. topic, purpose •Identify how texts are organised, e.g. <i>lists, numbered points, diagrams with arrows, tables and bullet points</i> •Look for specific information in texts using contents, indexes, glossaries, dictionaries •Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information •Re-reading sentences for clarity 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>most Year 3&4 Word List</i> words •Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks <i>and</i> intonation •Re-reading sentences for clarity 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>all Year 3&4 Word List</i> words with automaticity •Enhance understanding in information text through, e.g. <i>illustration, photographs, diagrams and charts</i> •Skim to gain an overview of a text, e.g. topic, purpose •Look for specific information in texts using contents, indexes, glossaries, dictionaries 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>all Year 3&4 Word List</i> words with automaticity •Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks <i>and</i> intonation

Content Domains*

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

2a give / explain the meaning of words in context

2b retrieve and record information / identify key details from fiction and non-fiction

2d make inferences from the text / explain and justify inferences with evidence from the text

2e predict what might happen from details stated and implied 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction	Build on Previous Term & Focus on: 2e predict what might happen from details stated and implied 2a give / explain the meaning of words in context	Build on Previous Term & Focus on: 2c summarise main ideas from more than one paragraph 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2d make inferences from the text / explain and justify inferences with evidence from the text	Build on Previous Term & Focus on: 2d make inferences from the text / explain and justify inferences with evidence from the text 2h make comparisons within the text	Build on Previous Term & Focus on: 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2h make comparisons within the text 2g identify / explain how meaning is enhanced through choice of words and phrases	Build on Previous Term & Focus on: 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2h make comparisons within the text 2g identify / explain how meaning is enhanced through choice of words and phrases
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Reading Terminology for Pupils

Building on Previous Year and throughout Year 3 focus on:

root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present



READING: Implementation and Progression Overview Counts in Year 4

A	B	C	D	E	F
Reading Curriculum & Curriculum					
Science: Living Things/Habitats/ Animals/Humans	Reading Breadth: Stories & Poetry - Different Forms	History: Vikings	Reading Breadth: Myths and Legends & Poetry - Different Forms	Geography: Europe	Reading Breadth: Stories and Plays & Poetry - Different Forms
Word Reading					
Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word					
Comprehension					
<p>Building on Previous Year and throughout Year 4 focus on:</p> <ul style="list-style-type: none"> • Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Confidently participate in discussion about both books that are read to them and those they read independently • Begin to use more complex dictionaries to check the meaning of many unknown words that they have read • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence • Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language 					
<p>Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> • Read a wide range of books that are structured in different ways and read for a range of purposes • Identify how language, structure and presentation contribute to meaning • Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text • Predict what might happen from details stated and implied • Confidently retrieve and record information from non-fiction 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> • Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language • Predict what might happen from details stated and implied • Ask some questions to improve their understanding of the text • Recognise a range of poetic forms [for example, free verse, narrative poetry] • Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> • Read a wide range of books that are structured in different ways and read for a range of purposes • Identify main ideas drawn from more than two paragraphs and summarise these • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence • Identify how language, structure and presentation contribute to meaning • Confidently retrieve and record information from non-fiction 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> • Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story-book language • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence • Identify themes and conventions in an increasing range of books • Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action • Recognise a range of poetic forms [for example, free verse, narrative poetry] 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> • Read a wide range of books that are structured in different ways and read for a range of purposes • Discuss many words and phrases that capture the reader's interest and imagination • Identify how language, structure and presentation contribute to meaning • Identify themes and conventions in an increasing range of books • Confidently retrieve and record information from non-fiction 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> • Increase their familiarity with a wide range of stories and plays and retelling some of these orally with an appropriate use of story-book language • Discuss many words and phrases that capture the reader's interest and imagination • Identify themes and conventions in an increasing range of books • Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action • Recognise a range of poetic forms [for example, free verse, narrative poetry]

Skills and Strategies

- Building on Previous year and throughout Year 4 Focus on:
- Recognise and read *all* Year 3&4 Word List words with automaticity
 - Read texts, including those with few visual clues, increased independence and concentration
 - Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context
 - With increased independence develop views about what is read
 - Develop positive attitudes to reading and understanding of what is read

Build on Previous Year & Focus on:

- Recognise and read Year 3&4 Word List
- Read aloud using punctuation to aid expression including speech
- Self-correction, including re-reading and reading ahead
- Skim to gain an overview of a text, e.g. topic, purpose
- Read short information texts independently with concentration
- Identify how texts differ in purpose, structure and layout
- Identify different purposes of texts, e.g. *to inform, instruct, explain, persuade, recount*

Build on Previous Term & Focus on:

- Recognise and read Year 3&4 Word List
- Read aloud using punctuation to aid expression including speech
- Self-correction, including re-reading and reading ahead

Build on Previous Term & Focus on:

- Recognise and read Year 3&4 Word List
- Skim to gain the gist of a text or the main idea in a chapter
- Scan for specific information using a variety of features in texts, e.g. *titles, illustrations, pre taught vocabulary, bold print, captions, bullet points*
- Identify how texts are organised, e.g. *lists, numbered points, diagrams with arrows, tables and bullet points*
- Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information
- Look for specific information in texts using contents, indexes, glossaries, dictionaries
- Re-reading sentences for clarity

Build on Previous Term & Focus on:

- Recognise and read Year 3&4 Word List
- Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks *and* intonation
- Re-reading sentences for clarity

Build on Previous Term & Focus on:

- Recognise and read Year 3&4 Word List
- Enhance understanding in information text through, e.g. *illustration, photographs, diagrams and charts*
- Look for specific information in texts using contents, indexes, glossaries, dictionaries
- Identify different purposes of texts, e.g. *to inform, instruct, explain, persuade, recount*
- Skim to gain the gist of a text or the main idea in a chapter

Build on Previous Term & Focus on:

- Recognise and read Year 3&4 Word List
- Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks *and* intonation

Content Domains*

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

- 2a give / explain the meaning of words in context
- 2b retrieve and record information / identify key details from fiction and non-fiction
- 2d make inferences from the text / explain and justify inferences with evidence from the text

2e predict what might happen from details stated and implied
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2a give / explain the meaning of words in context

Build on Previous Term & Focus on:

2e predict what might happen from details stated and implied
2a give / explain the meaning of words in context

Build on Previous Term & Focus on:

2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2d make inferences from the text / explain and justify inferences with evidence from the text
2c summarise main ideas from more than one paragraph

Build on Previous Term & Focus on:

2d make inferences from the text / explain and justify inferences with evidence from the text
2h make comparisons within the text

Build on Previous Term & Focus on:

2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2h make comparisons within the text
2g identify / explain how meaning is enhanced through choice of words and phrases

Build on Previous Term & Focus on:

2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2h make comparisons within the text
2g identify / explain how meaning is enhanced through choice of words and phrases

Reading Terminology for Pupils

Building on Previous Year and throughout Year 4 focus on:

root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present



READING: Implementation and Progression Overview Counts in Year 5

A	B	C	D	E	F
Reading Curriculum & Curriculum					
Science: Space	Reading Breadth: Modern Fiction & Poetry – Wider Range	History: Victorians	Reading Breadth: Myths and Legends, Plays & Poetry – Wider Range	Geography: North & South America / World	Reading Breadth: Other Cultures and Traditions & Poetry – Wider Range
Word Reading					
•Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words					
Comprehension					
Building on Previous Year and throughout Year 5 focus on: <ul style="list-style-type: none"> •Read and discuss a range of fiction, poetry, plays, non-fiction and reference books •Recommend books that they have read to their peers, giving simple reasons for their choices •Learn a wider range of age appropriate poetry by heart 					
← •With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence →					
Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Read books that are structured in different ways and read for a range of purposes •Make comparisons within and across books e.g. plot, genre and theme •Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context •Predict what might happen from details stated and implied •Identify how language, structure and presentation contribute to meaning •Retrieve, record and present some information from fiction and non-fiction •Distinguishing between statements of fact and opinion 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including modern fiction •Make comparisons within and across books e.g. plot, genre and theme •Predict what might happen from details stated and implied •Participate in discussions about books that are read to them and those they can read for themselves •Ask questions to improve their understanding •Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Make comparisons within and across books e.g. plot, genre and theme •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 some views •With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas •Identify how language, structure and presentation contribute to meaning •With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including myths and legends •Identify and discuss themes and conventions in and across a wide range of writing •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 some views •With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •Provide reasoned justifications for their views •Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary •Identify and discuss themes and conventions in and across a wide range of writing •Identify how language, structure and presentation contribute to meaning •Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader •Provide reasoned justifications for their views 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including books from other cultures and traditions •Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary •Identify and discuss themes and conventions in and across a wide range of writing •Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader •Provide reasoned justifications for their views •Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Skills and Strategies

Building on Previous year and throughout Year 5 Focus on:

- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
- Read extended texts independently for sustained periods
- Self-correction, including re-reading and reading ahead
- Reading widely and frequently for pleasure and information

Build on Previous Year & Focus on:

- Recognise *many* Year 5&6 Word List words with automaticity
- Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning
- Connecting prior knowledge and textual information to make inferences and predictions
- Scan to find specific details using graphic and textual organisers, e.g. *sub-headings, diagrams etc*
- Use information on-screen and on paper

Build on Previous Term & Focus on:

- Recognise and read *many* Year 5&6 Word List words with automaticity
- Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning
- Connecting prior knowledge and textual information to make inferences and predictions
- Read closely, annotating for specific purposes

Build on Previous Term & Focus on:

- Recognise and read *most* Year 5&6 Word List words with automaticity
- Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases
- Identify features of texts, e.g. *introduction to topic, sequence, illustrations, formality through language choices*
- Finding the main idea of a text
- Use information on-screen and on paper
- Read closely, annotating for specific purposes

Build on Previous Term & Focus on:

- Recognise and read *most* Year 5&6 Word List words with automaticity
- Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning
- Read closely, annotating for specific purposes
- Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases

Build on Previous Term & Focus on:

- Recognise and read *all* Year 5&6 Word List words with automaticity
- Identify features of texts, e.g. *introduction to topic, sequence, illustrations, degree of formality*
- Use information on-screen and on paper
- Read closely, annotating for specific purposes
- Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases

Build on Previous Term & Focus on:

- Recognise and read *all* Year 5&6 Word List words with automaticity
- Read closely, annotating for specific purposes
- Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning
- Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases

Content Domains*

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

- 2a give / explain the meaning of words in context
- 2b retrieve and record information / identify key details from fiction and non-fiction
- 2d make inferences from the text / explain and justify inferences with evidence from the text

2e predict what might happen from details stated and implied
2h make comparisons within the text
2f identify / explain how information / narrative content is related and contributes to meaning as a whole

Build on Previous Term & Focus on:
2e predict what might happen from details stated and implied
2h make comparisons within the text

Build on Previous Term & Focus on:
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2c summarise main ideas from more than one paragraph
2h make comparisons within the text
2d make inferences from the text / explain and justify inferences with evidence from the text

Build on Previous Term & Focus on:
2d make inferences from the text / explain and justify inferences with evidence from the text
2h make comparisons within the text

Build on Previous Term & Focus on:
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2h make comparisons within the text
2g identify / explain how meaning is enhanced through choice of words and phrases

Build on Previous Term & Focus on:
2h make comparisons within the text
2g identify / explain how meaning is enhanced through choice of words and phrases

Reading Terminology for Pupils

Building on Previous Year and throughout Year 5 focus on:

figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare



READING: Implementation and Progression Overview Counts in Year 6

A	B	C	D	E	F
Reading Curriculum & Curriculum					
History: War	Reading Breadth: Modern Fiction & Poetry - Wider Range	Science: Evolution and Inheritance	Reading Breadth: Literary Heritage and Plays & Poetry - Wider Range	Geography: Coasts	Reading Breadth: Traditional Tales and Poetry - Wider Range
Word Reading					
Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words					
Comprehension					
Building on Previous Year and throughout Year 6 focus on: <ul style="list-style-type: none"> •read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books •Recommend books that they have read to their peers, giving simple reasons for their choices •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •Increase their familiarity with a wide range of books •Learn a wider range of poetry by heart 					
Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Read books that are structured in different ways and read for a range of purposes •Make comparisons within and across books e.g. plot, genre and theme •Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context •Predict what might happen from details stated and implied •Retrieve, record and present information from non-fiction •Identify how language, structure and presentation contribute to meaning 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including modern fiction •Make comparisons within and across books e.g. plot, genre and theme •Predict what might happen from details stated and implied •Ask questions to improve their understanding •Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience •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 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Make comparisons within and across books e.g. plot, genre and theme •Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas •Distinguishing between statements of fact and opinion •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •Identify how language, structure and presentation contribute to meaning •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 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including fiction from our literary heritage •Identify and discuss themes and conventions in and across a wide range of writing •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •Provide reasoned justifications for their views •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 •Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Identify and discuss themes and conventions in and across a wide range of writing •Discuss and evaluate how authors use language, including figurative language considering the impact on the reader •Provide reasoned justification for their views •Identify how language, structure and presentation contribute to meaning •Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including traditional tales •Identify and discuss themes and conventions in and across a wide range of writing •Discuss and evaluate how authors use language, including figurative language considering the impact on the reader •Provide reasoned justification for their views •Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary •Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Skills and Strategies

- Building on Previous year and throughout Year 6 Focus on:
- Recognise and read *all Year 5&6 Word List* words with automaticity
 - Make meaning from words and sentences, including knowledge of phonics, word roots, word families,
 - Make meaning from text organisation
 - Make meaning by drawing on prior knowledge
 - Read increasingly complex texts independently for sustained periods
 - Find the main idea of a paragraph and text

Build on Previous Year & Focus on:

- Recognise *all Year 5&6 Word List* words with automaticity
- Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences
- Read closely, annotating for specific purposes
- Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases
- Connecting prior knowledge and textual information to make inferences and predictions

Build on Previous Year & Focus on:

- Recognise *all Year 5&6 Word List* words with automaticity
- Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences
- Read closely, annotating for specific purposes
- Connecting prior knowledge and textual information to make inferences and predictions

Build on Previous Term & Focus on:

- Recognise *all Year 5&6 Word List* words with automaticity
- Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity
- Use a range of strategies for finding and locating information e.g. skimming scanning for detail
- Summarising a text
- Secure responses and understanding through re-reading and cross-check information
- Read closely, annotating for specific purposes

Build on Previous Term & Focus on:

- Recognise *all Year 5&6 Word List* words with automaticity
- Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity
- Secure responses through re-reading and cross-check information
- Read closely, annotating for specific purposes
- Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases

Consolidate and embed all skills not secured and focus on:

- Recognise *all Year 5&6 Word List* words with automaticity
- Read closely, annotating for specific purposes
- Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail
- Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases

Consolidate and embed all skills not secured and focus on:

- Recognise *all Year 5&6 Word List* words with automaticity
- Read closely, annotating for specific purposes
- Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning
- Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases

Content Domains*

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

- 2a give / explain the meaning of words in context
- 2b retrieve and record information / identify key details from fiction and non-fiction
- 2d make inferences from the text / explain and justify inferences with evidence from the text

2e predict what might happen from details stated and implied
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2h make comparisons within the text
2d make inferences from the text / explain and justify inferences with evidence from the text

Build on Previous Term & Focus on:

- 2e predict what might happen from details stated and implied
- 2h make comparisons within the text

Build on Previous Term & Focus on:

- 2f identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2c summarise main ideas from more than one paragraph
- 2h make comparisons within a text
- 2d make inferences from the text / explain and justify inferences with evidence from the text

Build on Previous Term & Focus on:

- 2h make comparisons within the text
- 2d make inferences from the text / explain and justify inferences with evidence from the text

Build on Previous Term & Focus on:

- 2f identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2h make comparisons within the text
- 2g identify / explain how meaning is enhanced through choice of words and phrases

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