Reading Curriculum Handbook

Curriculum Intent:	Essential Characteristics of Readers:
To develop in our pupils a love and curiosity for the written and spoken word so that they will become discerning in their own language choices and interpretation of texts, fitting them well for their future studies and preparing them to be confident and eloquent entrants to an increasingly more competitive employment market.	• Excellent phonic knowledge and skills. • Fluency and accuracy in reading across a wide range of contexts throughout the curriculum. • Knowledge of an extensive and rich vocabulary. • An excellent comprehension of texts. • The motivation to read for both study and for pleasure. • Extensive knowledge through having read a rich and varied range of texts. • The ability to read with fluency and automaticity to understand the context and comprehension of texts. • To have an ambition to read more for knowledge and pleasure.

"You search the Scriptures because you think that in them you have eternal life; and it is they that bear witness about me." John 5:39

Curriculum Implementation:

At St. Mary's we aim to build a culture of reading and to create lifelong readers. We do this through modelling, environment, exposure and the positive profiling of authors/books. We expect all our staff to promote the positive benefits of reading throughout the curriculum and wider school life. It is with this at the forefront of our minds that we aim to provide all of the learners with the key literacy skills *in all their forms*, in order for them to develop their ability to *speak confidently*, *listen attentively*, *write and read fluently* for a range of purposes.

As a school, we follow Read Write Inc. Phonics which is introduced from initial Sounds in Nursery, then carried through to the end of Key Stage 1. We recognise the importance of reading being an essential skill that grants access to the whole curriculum and life skills. It is with this at the forefront of our minds that we aim to provide all the learners within the federation with basic literacy skills, in order for them to develop their ability to speak, listen, read and write for a range of purposes.

The teaching of reading takes place across the curriculum; however, it is explicitly taught within certain parts of our curriculum offer that this handbook will summarise and explain. Whole-class reading is not a substitute for teaching children how to decode fluently. The only way that it can be meaningful for children who cannot decode is in addition to fluency sessions, not instead of. We need to make sure that every single child is listened to read, every week regardless of their ability. This will build their decoding, fluency and intonation skills. Good reading is modelled daily by an adult in the class during shared class read.
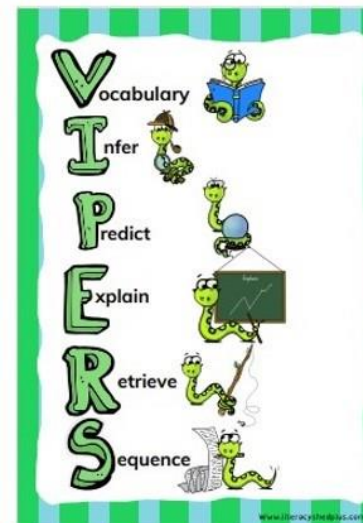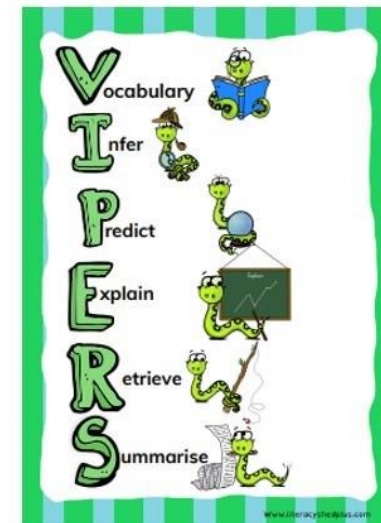
Key Features: RWi & VIPERS Reading

❋ The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage, Year 1 and those in Year 2 who have not passed the phonics screening test in Year 1.

❋ Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them.

❋ Phonics is delivered in homogenous groups based on the . A sound is taught as a whole class. Later, groups depart depending on ability group and staffing. This is because it enables staff to ensure application across subjects, embedding the process in a rich reading environment for early readers.

❋ We plan timely interventions for those children who are working below expected levels as soon as needs are identified.

❋ The school ensures all texts are accurately matched to pupil ability (see our Fiction overview for the high quality texts in each year). These texts are based on various reading spines to give a sufficient challenge as our pupils move through the school. Where possible links are made to learning across the curriculum to build/secure their knowledge.

❋ Our home reader books are carefully banded and matched to the phonic phases. All are phonetically decodable for their level. In EYFS and KS1, the children take home books, that are accurately matched to their reading ability and are fully decodable.

❋ All children from Year 1 upwards take part in 4 x Whole Class Reading sessions per week (minimum). All teachers use these to introduce pupils to a range of genres and to teach a range of techniques which enable children to comprehend the meaning of what they read.

❋ All classrooms have their own class reading corners with age related books divided into fiction, non-fiction and poetry. The purpose is to promote reading and the class author and it is intended that these corners are further enhanced throughout the year.

❋ Progression is established through the use of sequential learning steps: based on an increase in questioning and stem response expectations as well as an increase in text type ability. This is followed up by domain focussed comprehension tasks which are sequenced according to year group and ability.

(See question and response stem document for detailed breakdown of yearly progression.)

❋ Any children not making the expected progress have 1:1 or small group intervention using bespoke packages (e.g. Fast Track 1-1 Tutoring)
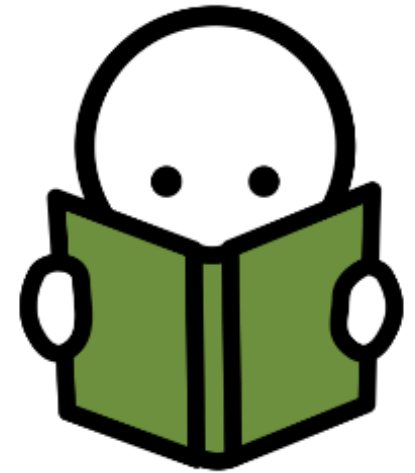
Reading Skills:

At St. Mary's, once our children have finished the Twinkl Phonics programme of study they move onto Whole Class Reading Skills. As soon as they have the word reading ability, we aim for our children to be exposed to a range of texts to hone their comprehension skills.

What are the benefits...
- ✓ Encountering new words and enriching vocabulary – pupils experience words that would almost never come up in conversation.
- ✓ Pupils can enjoy and understand texts beyond their own reading ability.
- ✓ Enhances imagination and observation skills.
- ✓ Improves critical and creative thinking skills.
- ✓ Expands a pupil's general knowledge and understanding of the world
- ✓ Fluent, expressive reading is modelled.
- ✓ Makes reading purposeful.
- ✓ Increases children's curiosity and passion for reading.

Note the heavier distribution to Retrieval and Inference.

KS2 Reading SATs papers analysis by @_MissieBee
% of questions by content domain

Content domain	'16	'17	'18	'19	'22	'23
2a	20	20	20	12	10	18
2b	30	28	26	42	38	32
2c	2	4	6	2	4	2
2d	36	44	44	36	44	46
2e	6	0	0	0	2	0
2f	2	2	0	0	2	2
2g	4	2	0	6	0	0
2h	0	0	4	2	0	0

How we teach it:
- Once pupils have finished the phonic programme they need to hone their reading skills/comprehension to become effective readers.
- 30 minutes – 4 Days a week & 1 Reading for Pleasure session.
- Flexible lesson models to suit learners.
- A combination of skills-based activities, supported by quality cross-curricular texts.

What does it look like across the school:
- A combination of domain specific questioning, vocabulary and a variety of skills-based activities, supported by quality English and cross-curricular texts.
- Skills-based activities include in KS1: decoding, retrieval, sequencing, inference, and prediction.
- Skills-based activities include in KS2: decoding, retrieval, summarising, inference, prediction, commentating, comparing and author intent.

Model Breakdown of Reading Skills lessons:

Monday - Wednesday	Thursday	Friday
• Specific VIPERS Skill focus. • Use of high quality text. • Using skills progression document to support planning.	• Application lesson. • Using their learning from the week and applying it to an unseen text. • Range of fiction, non-fiction and poetry.	• Reading for Pleasure session. • Document in floor book. • An opportunity for children to share books they enjoy, make recommendations and review their interests.

Reading Skills HQT Overview:

Term	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Au1	Brown bear, Brown Bear Coming to England.	Rosie's Walk Whatever Next!	Beegu Where the Wild Things Are	Pumpkin Soup	Stone Age Boy Historical fiction	Escape from Pompeii Historical fiction	The Queen's Fool Romance	Friend or Foe Windrush Child Historical Fiction/ Stories from other cultures
Au2	The Very Hungry Caterpillar	Room on the Broom Santa's Wonderful workshop.	Here We Are The Christmas Eve Tree.	Traction Man	Iron Man Sci-Fi	Arthur and the Golden Rope Historical fiction	Nowhere Emporium Fantasy	The Lion the Witch and the Wardrobe Classic / Historical / Fantasy
Sp1	We're going on a bear hunt! Kipper's Birthday	The Lion Inside	Lost & Found Meerkat Mail	Yours Sincerely Giraffe	Abominables Adventure	Frankenstiltskin Fairy tale horror poem/rhyme	Journey to Jo'Burg Stories from other cultures	Holes Modern
Sp2	Percy the Park Keeper Farmer Duck	The Rabbit, The Dark and the biscuit tin.	Pirates Next Door Cinnamon	George's Marvellous Medicine.	Featherlight Adventure	Spiderwick Chronicles Fantasy / thriller	Moondial Mystery / paranormal	Darwin's Dragon Historical Fiction
Sm1	Elmer Owl Babies	Giraffes can't dance Grandad's Island Peace at Last	The Darkest Dark Lights on Cotton Rock	Ossiri and Bala Mengro	The Nothing to see here Hotel. Fantasy	The House at the Edge of Magic Fantasy / Paranormal	Rooftoppers Mystery	Kensuke's Kingdom Adventure
Sm2	The Gruffalo The Colour Monster	Handa's Surprise On Sudden Hill Six Dinner Sid	The Tiger Who Came to Tea.	Kate on the Case Shakespeare: Twelfth Night	Shakespeare: Much Ado about Nothing Leon and the place between.	Shakespeare: Romeo and Juliet Joseph Coelho Picture book	Shakespeare: Macbeth Highway Man Tragedy / romance / mystery	Shakespeare: A Collection Percy Jackson Classic / Adventure

Shared Reader Overview:

Term	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Au1	Nursery Rhymes	Traditional Tales	Variety of picture books from class library.	The Enormous Crocodile The Magic Finger	The Boy who Grew dragons. Fantasy	Matilda Poetry Fantasy	Mr Stink Asha & the spirit Bird Fantasy	Over the line Windrush child Goodnight Mr Tom Classic fiction
Au2	Selection of picture books.	Julia Donaldson Books	Oliver Jeffers books	The Twits Fantastic Mr. Fox	Owen and the Soldier Poetry	Ice Palace The Christmasaurus Classic fiction / Fantasy	Poppy field One Christmas Wish Emporium ??	The Boy who met a Whale. A Christmas Carol Classic fiction / stories from other cultures / mystery
Sp1	Nursery Rhymes	Rachel Bright Books	David Walliams picture books	Flat Stanley The Hodgeheg	The Wild Robot Alice in Wonderland	Stig of the Dump. Poetry Modern classic	The amazing story of Adolphus Tips The Secret Garden Classic fiction	Malamander. Mystery thriller
Sp2	Variety of picture books from class library.	Big Bright feelings series by Tom Percival	Variety of picture books from class library.	The Marvellous Granny Jinks and me. Space Detectives	Firework Maker's Daughter Poetry Adventure	Zombierella Kid Normal	World's Worst Children The Railway Children Classic fiction	When Fishes Flew
Sm1	Variety of picture books from class library.	Julia Donaldson Books revisited	Variety of picture books from class library.	Wigglesbottom Primary Series	Miraculous Journey of Edward Tulane. Nim's Island Fantasy	The Legend of Podkin one-ear The Dragon's hoard: Stories from Viking Sagas.	The Giant's necklace. Rooftoppers Fantasy	Who let the Gods out?
Sm2	Variety of picture books from class library.	Variety of picture books from class library	Variety of picture books from class library.	The adventures of Harry Stevenson Bad Panda	The Heart Scarab	The Griffin Gate Poetry	The Explorer Adventure	Can you see me? Great Expectations Coming of age / family / Classic fiction
Class Author	**Eric Carle**	**Julia Donaldson**	**Oliver Jeffers**	**Roald Dahl**	**Peter Bunzl**	**Joseph Coelho**	**Katherine Rundell**	**Michael Morpurgo**

English Genre & Outcome Overview:

NB. It is important to note that this is a cumulative model where previous genres must be revisited, further reinforced, and developed in every year group that follows.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fiction	• Adventure Story • Traditional Tales • Journey Stories • Contemporary Stories	• Traditional tales. • Adventure narrative. • Friendship stories. • Visual narrative. • Journey stories. • Myths (an introduction)	• Twisted traditional tales. • Character description. • Legends (an introduction) • Adventure narrative. • Fable/moral narrative. • Journey narratives.	• Historical Setting • Traditional tales with a twist • Myths & Legends • Changing characters and some plot • Interviews • Descriptions of characters & dreams	• Traditional tales • Myths & Legends • Adventure • Legacy story • Fantasy narrative • Setting & character descriptions • Varying plots and viewpoints	• Fantasy narrative • Character & setting descriptions • Mystery narrative • Adventure story • Next chapters • Writing for younger children • Varying viewpoints	• Variation on Traditional tales • Detailed character descriptions & setting • Horror narrative • Ghost story • Suspense writing • Adventure • Varying viewpoint
Non-Fiction	• Report/Factfile • Instructions • Postcard • Recount • Lists, captions and labels	• Wanted poster • Letters/postcard • Simple reports. • Recounts about past events personally experienced.	• Non-chronological report. • Recounts of experiences. • Postcards. • Instructional writing. • Wanted poster	• Persuasive brochure/ poster • Explanation • Informational poster • Diary • Recounts	• Persuasive letter • Recounts • Diary • Factual script • Speeches • Balanced arguments • Poster/brochure • Recipes	• Non-chron report • Recounts / diary entry • Biography • Speeches • Wanted poster (inc. description) • Journals • Newspaper report • Letter of advice	• Non-chronological reports • Recounts / diary • Letters / postcards • News report • Speech and discussion • Persuasive writing
Poetry	• Nursery Rhymes • Patterns & Rhymes	• Rhyming poem • Patterns & Rhymes	• Free verse • List Poem • Patterns & rhymes	• Alliterative poems • Colour poem – metaphor & similes	• Narrative poems • Alliteration • Repetition	• Narrative poetry • List poems • Haiku	• Rap • Narratives • Haiku

Famous and Classical Poems:

Each year group has also been allocated a range of 'famous' or 'classic' poems that children should have the opportunity to read aloud, discuss and perform off by heart (to an audience where possible) throughout the year. Teachers need to select at least 2 of these poems and allow the class to spend time reciting them off by heart for the purpose of performing. A written outcome for these poems does not need to be produced, unless staff choose to use it as part of one of their three poetry units.

Select a minimum of 2 (UKS2 3+) to explore with the children and get them to recite from memory during an academic year. You could discuss them as part of a week's shared story sessions at the end of the day and perform to other classes or assemblies.

EYFS
This is not a complete list for EYFS. We also have a focus on nursery rhymes in Nursery and pattern and rhyme through rhyming poems in Reception. Children in Reception will become more confident identifying repetition and patterns in the spoken word.
Two Little Dickie Birds, Humpty Dumpty, Twinkle Twinkle Little Star, Hot Cross Buns, Incy Wincy Spider, Sing a Song of Sixpence

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Now We Are Six by AA Milne	*Buckingham Palace* by AA Milne	*On the Nong Ning Nang* by Spike Milligan	*Life Doesn't Frighten Me* by Maya Angelou	*Gran, Can you Rap?*	*In Flander's Fields* by John McCrae
I Opened a Book by Julia Donaldson	*The Moon* by Robert Louis Stevenson	*The Crocodile* by Robert Louis Stevenson	*Please Mrs Butler* by Allan Ahlberg	*The Tale of Custard The Dragon* by Ogden Nash	*Meeting Midnight* by Carol Ann Duffy
Tippy Tappy by Michael Rosen	*The Rhythm of Life* by Michael Rosen	*The Adventures of Isabel* Ogden Nash	*The Quangle Wangle's Hat* by Edward Lear	*If* by Rudyard Kipling	*The Way Through the Woods* by Rudyard Kipling
The Morning Rush by John Foster	*Plum* by Tony Mitton	*Walking with my Iguana* by Brian Moses	*From a Railway Carriage* by Robert Louis Stevenson	*The British* by Benjamin Zephaniah	*The Listeners* by Walter La Mare
Caterpillar by Christina Rosetti	*Fruit Picking* by Jack Ousbey	*The Book* by Michael Rosen	*Sick* by Shel Silverstein	*Still I Rise* by Maya Angelou	*McCavity: The Mystery Cat* by T.S Eliot
Here is the Seed by John Foster	*See Me Walking* by Clive Webster	*Leap like a Leopard* by John Foster	*Mr Moore* by David Harmer	*Words Are Ours* by Michael Rosen	*Ozymandias* by Percy Bysshe Shelley

Curriculum Impact:

To evaluate and monitor pupil achievement, we assess through a combination of formative and summative assessment, using both formal testing methods and informal teacher assessment where needed.

Pupil achievement can be checked through many texts and subjects where they are exposed to high quality texts, extracts and word reading.

Our teachers celebrate reading throughout the school day and adapt to the interests of our pupils where possible.

Tools to support assessment:

- NTS termly reading assessments.
- Phonics assessments.
- Book Benchmarking.
- Salford Reading tests.
- Fluency of reading our book
- Weekly reading records.
- Home reading diaries.
- Termly pupil progress meeting

READING RECORDS
YEAR: 6
TERM: Autumn 1
WEEK:

LEVEL	BAND	NAME	MON	TUES	WED	THUR	FRI
	Dark Red	Katie					
	Dark Red	Pavan					
	Dark Red	Maily *					
	Dark Red	Ayana					
	Dark Red	Ishman					
	Dark Red	Kacper					
	Dark Red	Noah*					
	Dark Red	Daisy					
	Dark Red	Ryan					
	Dark Red	Olly					
	Dark Red	Tyler					
	Dark Red	Jude					
	Dark Red	Szymon					
	Dark Red	Niall					
	Dark Red	Aoife					
	Dark Red	Fadil					
	Dark Red	Amelia					
	Dark Red	Alice*					
	Dark Red	Esther*					
	Dark Red	Adrian					
	Dark Red	Maddison					
	Dark Red	Elisha*					
	Dark Blue	Antoni					
	Dark Blue	Harry R*					
	Dark Blue	Koby					
	Dark Blue	Jayden *					
	Dark Blue	Jeevan *					
	Grey	Seb *					
	Grey	Kayla-Mae**					
	Brown	Harley Joe **					
	Brown	Harry D *					

Initials each day
GD = Mrs Darling
WP = Mrs Payne

[B] = Booster Phonics session   [E] = Everyday a read

Day	Record of missed readers

Book Review

Books I have read — Book Title

Reading Record Book
Name:
Class:
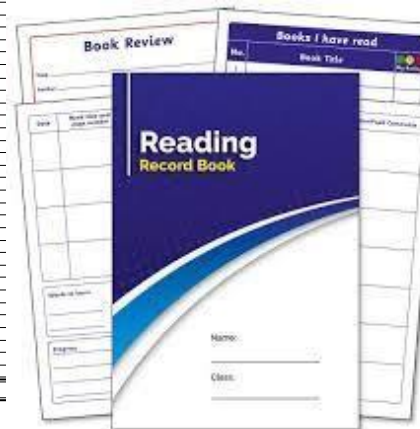
Book Bands

Book Band	Age	Year Group	Phonic Phase
Lilac	Up to 4	Foundation	
Pink	4-5	Reception	2
Red		Rec./Year 1	3
Yellow	5-6		3/4
Blue		Year 1/2	4/5
Green			5
Orange	6-7		5/6
Turquoise		Year 2	
Purple			6
Gold			
White		Year 2/3	
Lime			
Brown	7-8	Year 3	
Grey	8-9	Year 4	
Dark Blue	9-10	Year 5	
Dark Red	10-11	Year 6	

Children are listened to read at least once a week, by an adult in school.

Pupil premium children and the lowest 20% are listened to read twice a week.

Where possible, children with the highest needs (a reading ages more than 2 years below their age) will be heard read daily.

VIPERS Skill Progression:

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<td rowspan="2">Year I National Curriculum Statements – Reading Comprehension</td>
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Develop pleasure in reading, motivation to read, vocabulary and understanding by:

V5: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently E1: being
encouraged to link what they read or hear read to their own experiences
V3: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics V3: recognising
and joining in with predictable phrases
V3: learning to appreciate rhymes and poems, and to recite some by heart V1:
discussing word meanings, linking new meanings to those already known

understand both the books they can already read accurately and fluently and those they listen to by:

V4: drawing on what they already know or on background information and vocabulary provided by the teacher S1: checking
that the text makes sense to them as they read and correcting inaccurate reading
S3: discussing the significance of the title and events
I1: making inferences on the basis of what is being said and done
P1: predicting 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
E3: explain clearly their understanding of what is read to them.

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<td>Activities to support reading</td>
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Model and demonstrate directionality and correct book handling Relate
spoken words to written words in context
Encourage children to act out parts of the story and retell the story in their own words Transcribe the
children's oral responses into written ones
Jump in – Encourage children to continue the story to the end of the punctuation in a known story Choral
response – Encourage children to read as a group or popcorn ideas to share
MTYT – Allow children to discuss in partners or read together

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Y1

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	Key Reading Skills	Suggested Question Stems		Key Reading Skills	Suggested Question Stems
Year 1 - Vocabulary	• discussing word meanings, linking new meanings to those already known • draw upon knowledge of vocabulary in order to understand the text • join in with predictable phrases • use vocabulary given by the teacher • discuss his/her favourite words and phrases	• What does the word.........................mean in this sentence? • Find and copy a word which means ……… • Which word in do you think is the most important? Why? • Which of the words best describes the character or setting? • Which word in this part do you think is the most important? • Why do you think they repeat this word in the story?	**Year 1 Explaining**	• give my opinion including likes and dislikes (not nc objective). • link what they read or hear to their own experiences • explain clearly my understanding of what has been read to them • express views about events or characters	• Is there anything you would change about this story? • What do you like about this text? • Who is your favourite character? Why?
Year 1 Inference	• children make basic inferences about characters' feelings by using what they say as evidence. • infer basic points with direct reference to the pictures and words in the text • discuss the significance of the title and events • demonstrate simple inference from the text based on what is said and done	• What do you think...........means? • Why do you think that? • How do you think ....? • When do you think .... ? • Where do you think. ? • How does .... make you feel? • Why did..............happen?	**Year 1 Retrieval**	• answer a question about what has just happened in a story. • develop their knowledge of retrieval through images. • recognize characters, events, titles and information. • recognize differences between fiction and non-fiction texts. • retrieve information by finding a few key words. • Contribute ideas and thoughts in discussion	• Who is your favourite character? • Why do you think all the main characters are … in this book? • Would you like to live in this setting? Why/why not? • Who is/are the main character(s)? • When/where is this story set? • Which is your favourite/worst/ funniest/scariest part of the story? • Is this a fiction or a non-fiction book? How do you know?
Year 1 Prediction	• predicting what might happen on the basis of what has been read so far in terms of story, character and plot • make simple predictions based on the story and on their own life experience. • begin to explain these ideas verbally or though pictures.	• Looking at the cover and the title, what do you think this book is about? • Where do you think…will go next? • What do you think…will say / do next? • What do you think this book will be about? Why? • How do you think that this will end? • Who do you think has done it? • What might........ say about that? • Can you draw what might happen next?	**Year 1 Sequence**	• retell familiar stories orally e.g fairy stories and traditional tales • sequence the events of a story they are familiar with • begin to discuss how events are linked	• What happens in the beginning of the story? • Can you number these events in the story? • How/where does the story start? • What happened at the end of the….? • Can you retell the story to me in 20 words or less? • What happened before that? • Can you sequence the key moments in this story?

Year 2 National Curriculum Statements – Reading Comprehension	**Develop pleasure in reading, motivation to read, vocabulary and understanding by:** V1: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently S1: discussing the sequence of events in books and how items of information are related S2: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales E1/3: being introduced to non-fiction books that are structured in different ways V3: recognising simple recurring literary language in stories and poetry V1: discussing and clarifying the meanings of words, linking new meanings to known vocabulary V2: discussing their favourite words and phrases S2: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear **Understand both the books that they can already read accurately and fluently and those that they listen to by:** V2: drawing on what they already know or on background information and vocabulary provided by the teacher R1/5: checking that the text makes sense to them as they read and correcting inaccurate reading I1/2: making inferences on the basis of what is being said and done R1/2: answering and asking questions P1/2: predicting what might happen on the basis of what has been read so far I3/R5: participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say E1: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Activities to support reading	Relate spoken words to written words in context Encourage children to retell parts of the story from memory Transcribe the children's oral responses into written ones and model structures for answering question Always ask the children to explain their responses to questions – How do you know? Jump in – Encourage children to continue the story to the end of the punctuation in a known story Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses when needed MTYT – Allow children to discuss in partners or read together Ask children to become Reading Detectives and search for clues within texts Model reading strategies – re-reading for clarity and understanding **Y2**

	Key Reading Skills	Suggested Question Stems		Key Reading Skills	Suggested Question Stems
Year 2 - Vocabulary	• discussing and clarifying the meanings of words; link new meanings to known vocabulary • discussing their favourite words and phrases • recognise some recurring language in stories and poems	• Can you find a noun/adjective/verb that tells/shows you that…? • Why do you think that the author used the word… to describe…? • Which other word on this page means the same as…? • Find an adjective in the text which describes… • Which word do you think is most important in this section? Why? • Which word best describes…?	**Year 2 Explaining**	• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • express my own views about a book or poem • discuss some similarities between books • listen to the opinion of others	• What is similar/different about two characters? • Explain why… did that.. • Is this as good as…? • Which is better and why? • Does the picture help us? How? • What would you do if you were…? • Would you like to live in this setting? Why? • Is there anything you would change about this story? • Do you agree with the author's…? Why?
Year 2 Inference	• make inferences about characters' feelings using what they say and do. • infer basic points and begin, with support, to pick up on subtler references. • answering and asking questions and modifying answers as the story progresses • use pictures or words to make inferences	• What do you think……….. means? • Why do you think that? • Why do you think ? • How do you think………? • When do you think ? • Where do you think ? • How has the author made us think that ?	**Year 2 Retrieval**	• independently read and answer simple questions about what they have just read. • asking and answering retrieval questions • draw on previously taught knowledge • remember significant event and key information about the text that they have read • Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read	• Who is/are the main character(s)? • When/where is this story set? How do you know? • Which is your favourite/worst/funniest/ scariest part of the story? Why? • Tell me three facts you have learned from the text. • Find the part where… • What type of text is this? • What happened to … in the end of the story?
Year 2 Prediction	• predicting what might happen on the basis of what has been read in terms of plot, character and language so far • make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them	• Where do you think……….. will go next? • What do you think………. will say/do next? • What do you think this book will be about? Why? • How do you think that this will end? What makes you say that? • Who do you think has done it? • What might………. say about that? • How does the choice of character affect what will happen next?	**Year 2 Sequence**	• discuss the sequence of events in books and how items of information are related. • retell using a wider variety of story language. • order events from the text. • begin to discuss how events are linked focusing on the main content of the story.	• What happens in the story's opening? • How/where does the story start? • What happened at the end of the…? • • What is the dilemma in this story? • How is it resolved? • Can you retell the story to me in 20 words or less? • Can you summarise in 3 sentences the beginning, middle and end of this story?

Year 3 National Curriculum Statements – Reading Comprehension	E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks E2: reading books that are structured in different ways and reading for a range of purposes V4: using dictionaries to check the meaning of words that they have read E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action V2: discussing words and phrases that capture the reader's interest and imagination E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry] V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context I3: asking questions to improve their understanding of a text I2/3: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied S1: identifying main ideas drawn from more than one paragraph and summarising these R5: retrieve and record information from non-fiction E1/2/3: 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
Activities to support reading	Transcribe the children's oral responses into written ones and model structures for answering question Always ask the children to explain their responses to questions – How do you know? Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings Relate the text type back to the writing the children have completed Model how to construct a summary of a text Jump in – Encourage children to continue the story to the end of the punctuation in a known story Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response MTYT – Allow children to discuss in partners or read together Ask children to become Reading Detectives and search for clues within texts Model reading strategies – re-reading for clarity and understanding

Y3

	Key Reading Skills	**Suggested Question Stems**		**Key Reading Skills**	**Suggested Question Stems**
Year 3 - Vocabulary	• use dictionaries to check the meaning of words that they have read • discuss words that capture the readers interest or imagination • identify how language choices help build meaning • find the meaning of new words using substitution within a sentence.	• What does this word/phrase/sentence tell you about the character/setting/ mood? • Can you find this word in the dictionary? • By writing in this way, what effect has the author created? • What other words/phrases could the author have used here? • How has the author made you feel by writing...? • Which word tells you that...? • Find and highlight the word that is closest in meaning to...?	**Year 3 Explaining**	• discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the purpose of these	• What is similar/different about two characters? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • Why do you think they chose to order the text in this way? • What is the purpose of this text and who do you think it was written for? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked?
Year 3 Inference	• children can infer characters' feelings, thoughts and motives from their stated actions. • justify inferences by referencing a specific point in the text. • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • make inferences about actions or events	• What do you think means? • Why do you think that? • Why do you think ? • How do you think ? • Can you explain why ? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show...? • How does the description of ... show that they are...? • Who is telling the story? • Why has the character done this at this time?	**Year 3 Retrieval**	• use contents page and subheadings to locate information • learn the skill of 'skim and scan' to retrieve details. • begin to use quotations from the text. • retrieve and record information from a fiction text. • retrieve information from a non-fiction text	• Who are the characters in this text? • When / where is this story set? How do you know? • Which part of the story best describes the setting? • What do you think is happening here? • What might this mean? • How might I find the information quickly? • What can I use to help me navigate this book? • How would you describe the story? • Whose perspective is the story told from?
Year 3 Prediction	• justify predictions using evidence from the text. • use relevant prior knowledge to make predictions and justify them. • use details from the text to form further predictions.	• Can you think of another story with a similar theme? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward?	**Year 3 Summarise**	• identifying main ideas drawn from a key paragraph or page and summarising these • begin to distinguish between the important and less important information in a text. • give a brief verbal summary of a story. • teachers begin to model how to record summary writing. • identify themes from a wide range of books • make simple notes from one source of writing	• What is the main point in this paragraph? • Sum up what has happened so far in X words or less. • Which is the most important point in these paragraphs? • Do any sections/paragraphs deal with the same themes? • Have you noticed any similarities between this text and any others you have read? • What do I need to jot down to remember what I have read?

Year 4 National Curriculum Statements – Reading Comprehension	E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks E2: reading books that are structured in different ways and reading for a range of purposesV4: using dictionaries to check the meaning of words that they have read E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action V2: discussing words and phrases that capture the reader's interest and imagination E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry] V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaningof words in context I3: asking questions to improve their understanding of a text I2/3: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied S1: identifying main ideas drawn from more than one paragraph and summarising theseR5: retrieve and record information from non-fiction E1/2/3: 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
Activities to support reading	Transcribe the children's oral responses into written ones and model structures for answering questionAlways ask the children to justify their responses to questions – How do you know? Create comparison grids for different fiction and non-fiction texts Create semantic grids of texts to help to categorise key informationWrite information gained from the text into a different context Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the textRelate the text type back to the writing the children have completed Model how to construct a summary of a text Jump in – Encourage children to continue the story to the end of the punctuation in a known story Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial responseMTYT – Allow children to discuss in partners or read together Ask children to become Reading Detectives and search for clues within textsModel reading strategies – re-reading for clarity and understanding **Y4**

	Key Reading Skills	**Suggested Question Stems**		**Key Reading Skills**	**Suggested Question Stems**
Year 4 - Vocabulary	• using dictionaries to check the meaning of words that they have read • use a thesaurus to find synonyms • discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader • discuss new and unusual vocabulary and clarify the meaning of these • find the meaning of new words using the context of the sentence.	• Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing…, what effect has the author created? • Do you think they intended to? • What other words/phrases could the author have used here? Why? How has the author…? • Which word is closest in meaning to…?	**Year 4 Explaining**	• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these	• What is similar/different about two characters? Did the author intend that? • Explain why… did that. • Describe different characters' reactions to the same event. • Is this as good as…? • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most …? Why?
Year 4 Inference	• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • infer characters' feelings, thoughts and motives from their stated actions. • consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answer	• What do you think……………… means? • Why do you think that? Could it be anything else? • I think; do you agree? Why / why not? • How do you think ………………? • Can you explain why……………… ? • Can you explain why based on two different pieces of evidence? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show that… • What impression of …do you get from this paragraph?	**Year 4 Retrieval**	• confidently skim and scan texts to record details, • using relevant quotes to support their answers to questions. • retrieve and record information from a fiction or non-fiction text.	• Find the… in this text. Is it anywhere else? • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • What might this mean? • Whose perspective is the story told by and how do you know? • How can you use the subheading to help you here?
Year 4 Prediction	• justify predictions using evidence from the text. • use relevant prior knowledge as well as details from the text to form predictions and to justify them. • monitor these predictions and compare them with the text as they read on	• Can you think of another text with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What does this paragraph suggest what will happen next? • Do you think … will happen? Explain your answers with evidence from the text.	**Year 4 Summarise**	• use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. • identifying main ideas drawn from more than one paragraph. • identify themes from a wide range of books • summarise whole paragraphs, chapters or texts • highlight key information and record it in bullet points, diagrams, maps etc	• What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in X words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • How might I record this to ensure the best possible outcome?

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Year 5 National Curriculum Statements – Reading Comprehension	**maintain positive attitudes to reading and understanding of what they read by:** R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks S2: reading books that are structured in different ways and reading for a range of purposes R3: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices S3: identifying and discussing themes and conventions in and across a wide range of writing S2: learning a wider range of poetry by heart E3: making comparisons within and across books S2: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context I1/2: asking questions to improve their understanding I1/2: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas E6: identifying how language, structure and presentation contribute to meaning V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader E5: distinguish between statements of fact and opinion E8: retrieve, record and present information from non-fiction S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'
Activities to support reading	Transcribe the children's oral responses into written ones and model structures for answering question. Ensure that a full answer is modelled to the children (3 marks Qs) Always ask the children to justify their responses to questions – How do you know? Ask children to keep a running response in their reading journal. Create comparison grids for different fiction and non-fiction texts Create semantic grids of texts to help to categorise key information Write information gained from the text into a different context Change part of the text from fiction to non-fiction and vice-versa. Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text Relate the text type back to the writing the children have completed Model how to construct a summary of a text Jump in – Encourage children to continue the story to the end of the punctuation in a known story Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response MTYT – Allow children to discuss in partners or read together Ask children to become Reading Detectives and search for clues within text Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc.

Y5

	Key Reading Skills	Suggested Question Stems		Key Reading Skills	Suggested Question Stems
Year 5 - Vocabulary	• explore the meaning of words in context, confidently using a dictionary • discuss how the author's choice of language impacts the reader • evaluate the authors use of language • investigate alternative word choices that could be made • begin to look at the use of figurative language • use a thesaurus to find synonyms for a larger variety of words • re-write passages using alternative word choices • read around the word' and *explore its meaning in the broader context of a section or paragraph.	• Can you quickly find…in the dictionary and thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing…, what effect has the author created? Do you think they intended to? • What other words/phrases could the author have used here? Why? • How has the author made you/this character feel by writing…? Why? • Find and highlight the word which is closest in meaning to … • Find a word which demonstrates… • Can you rewrite this in the style of the author using your own words? • How have simile and metaphor been used here to enhance the text?	**Year 5 Explaining**	• provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates.	• What is similar/different about two characters? Did the author intend that? • Explain why… did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • How is the text organised and what impact does this have on you as a reader? • Why has the text been written this way? • How can you tell whether it is fact and opinion? • How is this text similar to the writing we have been doing? • How does the author engage the audience?
Year 5 Inference	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • make inferences about actions, feelings, events or states • use figurative language to infer meaning • give one or two pieces of evidence to support the point they are making. • begin to draw evidence from more than one place across a text.	• What do you think… means? Why do you think that? Could it be anything else? • I think…; do you agree? Why/why not? • Why do you think the author? • Can you explain why ? Can you give me evidence from somewhere else in the text? • What do these words mean and why do you think that the author chose them? • How does the author make you feel? • What impression do you get from these paragraphs?	**Year 5 Retrieval**	• confidently skim and scan, and also use the skill of reading before and after to retrieve information. • use evidence from across larger sections of text • read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. • retrieve, record and present information from non-fiction texts. • ask my own questions and follow a line of enquiry.	• Find the… in this text. Is it anywhere else? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • Can you skim/scan quickly to find the answer?
Year 5 Prediction	• predicting what might happen from details stated and implied • support predictions with relevant evidence from the text. • confirm and modify predictions as they read on.	• Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?	**Year 5 Summarise**	• summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. • make connections between information across the text and include this is an answer. • discuss the themes or conventions from a chapter or text • identify themes across a wide range of writing	• What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in… words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • Can you find a text with a similar theme?

Year 6 National Curriculum Statements – Reading Comprehension	**maintain positive attitudes to reading and understanding of what they read by:** R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks S2: reading books that are structured in different ways and reading for a range of purposes R3: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices S3: identifying and discussing themes and conventions in and across a wide range of writing S2: learning a wider range of poetry by heart E3: making comparisons within and across books S2: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context II/2: asking questions to improve their understanding II/2: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas E6: identifying how language, structure and presentation contribute to meaning V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader E5: distinguish between statements of fact and opinion E8: retrieve, record and present information from non-fiction S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'
Activities to support reading	Transcribe the children's oral responses into written ones and model structures for answering question. Ensure that a full answer is modelled to the children (3 marks Qs) Always ask the children to justify their responses to questions – How do you know? Ask children to keep a running response in their reading journal. Summarise each of the main characters and return and add to these as reading progresses. Create comparison grids for different fiction and non-fiction texts Create semantic grids of texts to help to categorise key information Write information gained from the text into a different context Change part of the text from fiction to non-fiction and vice-versa. Fully develop skimming and scanning techniques – fastest finger first – to find particular parts of the text Relate the text type back to the writing the children have completed Model how to construct a summary of a paragraph, text, story. Jump in – Encourage children to continue the story to the end of the punctuation in a known story Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response MTYT – Allow children to discuss in partners or read together Ask children to become Reading Detectives and search for clues within text Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc.

		Key Reading Skills	**Suggested Question Stems**		**Key Reading Skills**	**Suggested Question Stems**
Year 6 - Vocabulary		• evaluate how the authors' use of language impacts upon the reader • find examples of figurative language and how this impacts the reader and contributes to meaning or mood. • discuss how presentation and structure contribute to meaning. • explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.	• What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • Can you find examples of simile, metaphor, hyperbole or personification in the text? • Why has the text been organised in this way? Would you have done it differently? • What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?	**Year 6 Explaining**	• provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates. • distinguish between fact, opinion and bias explaining how they know this.	• What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • Can you identify where the author has shown bias towards a particular character? • Is it fact or is it opinion? How do you know? • How does the author make you feel at this point in the story? Why did they do that? • Can you explain it in a different way?
Year 6 Inference		• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • discuss how characters change and develop through texts by drawing inferences based on indirect clues. • make inferences about events, feelings, states backing these up with evidence. • infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text	• What do you think… means? Why do you think that? Could it be anything else? • I think..; do you agree? Why/why not? • Why do you think the author decided ? • Can you explain why ? • What do these words mean and why do you think that the author chose them? • How do other people's descriptions of …show that…? • Where else in the text can we find the answer to this question?	**Year 6 Retrieval**	• Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. • Retrieve, record and present information from a wide variety of non-fiction texts. • Ask my own questions and follow a line of enquiry.	• Find the... in this text. Is it anywhere else? • Can you skim the next… and find me the answer to…? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • What genre is…? • Can you look at these other texts and find me what is similar and what is different?
Year 6 Prediction		• predicting what might happen from details stated and implied • support predictions by using relevant evidence from the text • confirm and modify predictions in light of new information.	• Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?	**Year 6 Summarise**	• summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • make comparisons across different books. • summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.	• What is the main point of the text? • Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? • Sum up what has happened so far in… words/seconds or less. • Can you read the text and summarise what has happened? • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes?

Reading Progression:

This progression sets out the expected reading progression within **Read, Write, Inc. lessons**. The objectives are further embedded across the timetable and curriculum. These objectives are set out as if children are achieving as expected throughout the year. Assessments indicate when children have gaps and then intervention can be put in place with the aim to keep that child in line with expectations.

Year Group	Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Nursery Expectations
Nursery	Word Reading	Hear and discriminate between sounds in their environment. Match sounds to instruments and other sound makers. Spot and suggest rhymes. Count and clap syllables. Alliteration. Identifying the initial sound of words and objects.				**To those who it is appropriate, before starting to teach Set 1 sounds:** 1. Practise using 'pure sounds'. 2. Use Fred Talk to teach oral blending. 3. Teach children to name the pictures. Teach **a new sound every day** for about 15 minutes. Children are taught their initial Set 1 sounds: **m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z.**		To those who it is appropriate for… Recognise the picture sound correspondence of single letter sounds. To begin to orally blend short words – Fred Talk.
	Comprehension	Understand Print has meaning. Learn new vocab from books. Talk about own favourite stories.	Name parts of a book e.g. cover, pages, Title, author etc.	Discuss characters from stories – what do we know about them?	Different purposes of print – e.g. leaflets, posters, recipes, books, stories, lists, labels, instructions etc.	Use nonfiction books / websites to find out facts about animals.	Where is the story set? What do you think it would be like to go there? How do you know?	To maintain interest and focus during the reading of stories. To understand that information can be retrieved from books – when guided by an adult. To comment appropriately on what has been read to them with adult support.

Year Group	Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year Expectations
Reception	**Word Reading: RWI**	Children are taught their Set 1 sounds *m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk*	Recap on set 1 special friends: *th, ch, qu, ng, nk* Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds **(word time 1.1-1.4)**	Recap on set 1 special friends: *th, ch, qu, ng, nk* Secure blending of words with special friends **(word time 1.5 and 1.6).**	Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends **(word time 1.6 and 1.7).** To be exposed to some common exception words: *put, the, I, no, of, my, for, he*	Children are taught their set 2 sounds: *ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy* To recall previous common exception words and be exposed to new common exception words: *your, said, you, be, are*	Children are taught their set 2 sounds: *ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy* Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.	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.
		**End of Term RWi Expectations:**						
		Read all single- letter set 1 sounds	Read all set 1 sounds. Blend sounds into words orally.	Blend sounds to read words. Read short **ditty** stories.	Read **Red** storybooks	Read **Green** storybooks. Read some set 2 sounds.	Read **Green** or **Purple** storybooks. Read some set 2 sounds.	
	Comprehension	Demonstrate an understanding of new vocabulary from books and texts. Talk about a picture with appropriate vocabulary and in sentences.	Anticipate key events in a story. Retell a familiar story with some exact repetition of language but also use some of their own words.	Engage with and talk about non-fiction books. Answer simple questions from what they have heard from books. Can use vocabulary from books in different contexts.	Can listen to a longer story and remember much of the plot. Can begin to explain what has happened in a story. Identify character's feelings in stories.	Engage in conversation about poems and rhymes. Recall some verses from poems and songs.	Can use new vocabulary in discussions about books and texts.	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 and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Year Group	Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	**Word Reading: RWI**	Children are taught their set 2 sounds: *ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy* Children are taught to read words containing set 2 sounds. Children build speed of reading words containing set 1 sounds, particularly **word time 1.6-1.7.**	Review set 2 sounds, particularly: *ar, or, air, ir, ou, oy* Children build speed of reading words containing these set 2 sounds: *ay, ee, igh, ow, oo, oo* Children are taught set 3 sounds: *ea, oi, a-e, i-e, o-e, u-e, e-e*	Children to build speed of reading words containing these sounds set 1,2 and the following set 3 sounds (*ea, oi, a-e, i-e, o-e, u-e, e- e*). Children are taught the rest of the set 3 sounds.	Children to build speed of reading words containing set 1, 2 and 3 sounds. Begin to read multisyllabic words, including words with suffix endings.	Children to build speed of reading words containing set 1, 2 and 3 sounds. Read multisyllabic words with increased accuracy.	Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words with increased accuracy and pace.
		End of Term RWi Expectations:					
		Read Purple storybooks. Read the first six set 2 sounds speedily (*ay, ee, igh, ow, oo, oo*)	Read Pink storybooks. Read all set 2 sounds speedily. Read nonsense words containing set 2 sounds.	Read Orange storybooks. Read some set 3 sounds. Read set 2 sounds within nonsense words.	Read Yellow storybooks. Read some set 3 sounds speedily: (*ea, oi, a-e, i-e, o- e, u-e, e-e*). Read above sounds in nonsense words.	Read Yellow storybooks. Read all of set 3 sounds. Read 60/70 words per minute.	Read Blue storybooks. Read all set 3 sounds speedily. Read 70 words per minute.
	Comprehension	Children are taught specifically to: To participate in discussion about what is being read to them. To identify the title of a text. To discuss the significance of the title and events in a story. To answer questions –verbally. Learn topic related/unfamiliar vocabulary and use it mostly appropriately.		Children are taught specifically to: To give simple prediction, on the basis of what has happened so far. Learn topic related/unfamiliar vocabulary and use it mostly appropriately and in a range of contexts. Begin to explain the meaning of vocabulary. Answer a range of questions– verbally with more independence and in simple written form e.g. multi-choice.		Children are taught specifically to: To explain clearly what has been read to them. To explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. Explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. To make inferences on the basis of what is said and done. To answer a range of questions in simple, written form.	

Year Group	Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	End of Year Expectations	**Throughout Year 1 children are expected to:** **Read sentences linked to phonic knowledge and ability.** **Be exposed to a range of text types (fiction, non-fiction, poetry, rhymes).** **Read Year 1 common exception words.**					
		Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, 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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Reread these books to build up their fluency and confidence in word reading. Children can read at a pace of 60 words per minute.		Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Being encouraged to link what they read or hear to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart.		Discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read, and correcting inaccurate reading. Discussing the significance of the title and events. Making inferences on the basis of what is being said and done. Predicting 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.	

Year Group	Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	**Word Reading: RWI**	Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words accuracy and pace.	Recap any missing sound gaps and build fluency when reading stories. Read multisyllabic words accuracy and pace.	Read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately. *Children on track for expected will complete the programme at the end of Spring 1.*	Children are encouraged to read a range of text types (fiction, non-fiction, poetry, rhymes). Daily opportunities for children to build pace and fluency of reading. Learn how and when to use expression in reading. Children to read multisyllabic words and words with suffix endings. Children to read topic related vocabulary. Children to read year 2 common exception words.		
		By the end of each half term, children should be able to:					

		- Read **Blue** storybooks with increased fluency and comprehension.
		- Read all of set 3 sounds speedily.
		  - Read 70/80 words per minute.
			- Read **Grey** storybooks.
			- Read all of set 3 sounds speedily.
			- Read 80 words per minute.
			  - Read multi-syllabic words speedily.
				- Read **Grey** storybooks with increased fluency and comprehension.
				- Read all of set 3 sounds speedily.
				- Read 80/90+ words per minute.
				- Read multi-syllabic words speedily.
					- Read with pace and fluency.
					- Begin to use expression as appropriate.
					- Read at a pace of 90 words per minute.
					- Read multisyllabic words with little or no hesitation.
					- Read year 2 common exception words		

	Comprehension	**Children are taught specifically to:** - Use clues to predict. - Answer and ask questions (verbally or in simple written form). - Discuss the sequence of events in books. - Discuss and clarify the meaning of words.		**Children are taught specifically to:** - Explain and discuss their understanding of books. - Begin to answer questions about text in a written form. - Discuss their favourite books, words and phrases. - Be introduced to non-fiction books that are structured in different ways. - Make inferences on the basis of what is said and done. (plus Autumn term objectives)		**Children are taught specifically to:** - Participate in discussion about poems. - Continue to build up a repertoire of poems. - Recognise simple recurring literary language in poetry. - Answer more complex range of questions about longer pieces of text in a written form. (plus Autumn and Spring term objectives)	

Year 2

End of Year Expectations

Throughout year 2 children are expected to:
- Choose books to read for their own pleasure.
- Participate in discussion about books (e.g. sharing their opinions on whether they like/dislike the book).
- Answer a range of questions based on comprehension domains – both verbally and in written form.
- Broaden their understanding of a range of ambitious vocabulary – recall the meanings and put words into context.

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

Read accurately words of two or more syllables that contain the same graphemes as above.

Read words containing common suffixes.

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

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

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

Reread these books to build up their fluency and confidence in word reading.

Children can read stories and passages at the pace of 90 words per minute.

They can read all sounds in words, including multisyllabic words, with little or no hesitation.

Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
- **1C:** Discussing the sequence of events in books and how items of information are related.
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- Being introduced to non-fiction books that are structured in different ways.

Recognising simple recurring literary language in stories and poetry.

1A: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.

Discussing their favourite words and phrases.

Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- **1A:** Drawing on what they already know or on background information and vocabulary provided by the teacher.

- Checking that the text makes sense to them as they read, and correcting inaccurate reading.

- **1D:** Making inferences on the basis of what is being said and done.

- **1B:** Answering and asking questions.

- **1E:** Predicting what might happen on the basis of what has been read so far.

- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Skills	Year 3	Year 4	Year 5	Year 6
Word Reading	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. Respond to more sophisticated punctuation, maintaining fluency and accuracy when reading complex sentences with subordinate clauses. Work out the pronunciation of homophones, using the context of the sentence	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. Cope with different features of language used in poems and prose, e.g., dialect, abbreviations, colloquialisms, and specialist vocabulary. Understand how conjunctions can be used to indicate a change of tone.
Range of reading	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes. Select books independently, reading from a wide range of genres and authors, and express and explain own personal preferences.	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes make comparisons within and across books.	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes make comparisons within and across books. Recognise texts that include more than one text type e.g. persuasive letters.
Familiarity with texts, to retrieve information from the text	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books. Use alphabetically ordered texts to find information. Begin to skim read to retrieve information from a paragraph of text.	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Retrieve and record information from fiction and non- fiction, by using navigational features in books, (e.g. contents pages and subheadings) and by skimming, scanning and text-marking.	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. Identify and discuss themes and conventions in and across a wide range of writing. Retrieve and record information from fiction and non-fiction, by using navigational features in books, e.g. contents pages and subheadings, and by skimming, scanning and text-marking.	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. Identify and discuss themes and conventions in and across a wide range of writing. Retrieve and record information from fiction and non-fiction, by using navigational features in books, e.g. contents pages and subheadings, and by skimming, scanning and text-marking.

Developing vocabulary to explain meaning of words	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Use dictionaries to check the meaning of words that they have read.	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Use dictionaries to check the meaning of words that they have read.	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Use dictionaries to check the meaning of words that they have read.	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Use dictionaries to check the meaning of words that they have read.
Inference and prediction	Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives, empathising with a character. Justify inferences and predictions using evidence from the text. Start to recognise some features of a text that relate it to its historical setting or its social or cultural background: "The gentlemen wore top hats because that is what they wore in the olden days."	Pull together clues from action, dialogue and description to infer meaning and make predictions, supporting views with evidence from the text. Justify predictions from details stated and implied.	Draw inferences from characters' feelings, thoughts and motives with supporting evidence. Recognise that texts reflect the time and culture in which they were written: "A Christmas Carol would have been a very scary story for Victorian readers." Make predictions based on details stated and implied, justifying them in detail with evidence from the text.	Consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters). Discuss how characters change and develop through texts by drawing inferences based on indirect clues. Use PEE (point, evidence, explain) to support predictions and inferences.
Authorial choice	Discuss author's choice of words and phrases for effect: "Crept makes you know they were quiet and that they were going slowly because they didn't want to be caught." Identify vocabulary that captures the reader's interest.	Identify how an author's language, structure and presentation contribute to meaning, create feelings e.g. of tension or humour, and capture the reader's interest and imagination.	Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose. Explain the author's techniques for describing characters, settings and actions. Evaluate the use of author's language and explain how it has created an impact on the reader. Recognise the ways in which authors present issues and points of view: "She has only mentioned the negative points of travelling by air."	Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as rhythm, rhyme, metaphor, simile, analogy, imagery, style and effect. Identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader.

Non-Fiction	Retrieve and record information from non - fiction texts using contents and glossary to locate it.	Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. Use dictionaries to check the meaning of words that they have read.	Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. Distinguish between fact and opinion.	Retrieve, record and present information from non-fiction texts. Use non-fiction materials for information retrieval, including where pupils are self-motivated to find out information e.g., reading information leaflets before a visit. Prepare for factual research, considering what is known already. Recognise bias, fact and opinion.
Reading for pleasure **Listening to and discussing texts.** **Comparing, contrasting and commenting.**	Recognise, listen to and discuss a wide range of fiction, poetry, plays, non- fiction and reference books or textbooks. Use appropriate terminology when discussing texts e.g., plot, character, setting.	Discuss and compare texts from a wide variety of genres and writers. Read for a range of purposes. Identify themes and conventions in a wide range of books. Refer to authorial style, overall themes e.g., triumph of good over evil, and features e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings. Identify how language, structure and presentation contribute to meaning. Identify main ideas drawn from more than one paragraph and summarise these.	Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Identify main ideas drawn from more than one paragraph and to summarise these. Recommend texts to peers based on personal choice, providing reasoned justifications for their views about a book.	Read for pleasure, discussing, comparing, contrasting and evaluating in depth across a wide range of genres. Recognise more complex themes in what they read (such as loss or heroism). 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. Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. Draw out key information and to summarise the main ideas in a text. Distinguish independently.
Poetry and performance	Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry.	Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry.	Learn a wider range of poetry by heart, preparing poems and scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Learn a wider range of poetry by heart, preparing poems and scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Formative Reading Objectives:

Please take note of the descriptors for independence shown for comprehension in *italic red font*.

Y1	Reading Formative Assessment:
Working towards the expected standard **WTS**	**Word Reading:**
	WTS: Reading Purple/Pink Storybooks and all Set 2 Sounds.
	WTS: Read and understand simple sentences & use existing phonic knowledge to decode and blend & read some common irregular words (ELG).
	WTS: Show understanding through discussion (ELG).
	WTS: Re-read books to build up their fluency and confidence in word reading.
	Comprehension: mostly through discussion with the teacher and with a familiar book.
	1a: DECODE: draw on knowledge of vocabulary to understand texts.
	1b: RETRIEVE: identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
Working at the Expected standard **EXS**	**Word Reading:**
	EXS: Reading Yellow Storybooks or higher and all Set 3 Sounds.
	EXS: Apply phonic knowledge and skills to decode words – up to set 3.
	EXS: Read red words & taught GPCs at Yellow and higher.
	EXS: Read words with contractions, understand that the apostrophe represents the missing letter.
	EXS: Discuss a wide range of texts, making links to their own experiences and recognise and join in with predictable phrases.
	EXS: Read aloud accurately books that are consistent with their phonic knowledge.
	Comprehension: mostly with support and with a familiar decodable book.
	1a: DECODE: draw on knowledge of vocabulary to understand texts.
	1b: RETRIEVE: identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
	1c: SEQUENCE: identify and explain the sequence of events in texts.
	1d: INFER: make inferences from the text.
	1e: PREDICT: predict what might happen on the basis of what has been read so far.
	General Reading Skills:
	EXS: To join in with predictable words and phrases
	EXS: To know appropriate rhymes/poems and recite some.
	EXS: To know the title of books and significant events of books.
Working at the Greater Depth Standard **GDS**	**Word Reading:**
	GDS: Reading Yellow Storybooks or higher with increasing fluency.
	GDS: Read words accurately and fluently without overt sounding and blending, e.g 60-70 words per min.
	GDS: Sound out most unfamiliar words accurately, without undue hesitation
	Comprehension: with little support and with familiar decodable books.
	GDS: Check it makes sense to them.
	GDS: Answer questions and make some inferences on the basis of what is being said and done.
	GDS: Make predictions based upon what has been read so far, giving examples from the text.

Y2	Reading Formative Assessment:
Working towards the expected standard **WTS**	**Word Reading:** **WTS**: Reading Blue Storybooks or higher. **WTS**: Read accurately by blending the sounds in words that contain the common graphemes for all words up to set 3. **WTS**: Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)* **WTS**: Read many common exception words. * **WTS**: Read aloud many words quickly and accurately without overt sounding and blending **WTS**: Sound out many unfamiliar words accurately. **Comprehension:** mostly through discussion with the teacher and with a familiar book **WTS**: answer questions in discussion with the teacher and make simple inferences.
Working at the Expected standard **EXS**	**Word Reading:** **EXS**: Reading as a free-choice reader. **EXS**: Read accurately most words of two or more syllables. **EXS**: Read most words containing common suffixes. **EXS**: Read most common exception words. **EXS**: 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. **EXS**: Sound out most unfamiliar words accurately, without undue hesitation. **Comprehension:** with some support and with a familiar decodable book **1a**: DECODE: draw on knowledge of vocabulary to understand texts. **1b**: RETRIEVE: identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **1c**: SEQUENCE: identify and explain the sequence of events in texts. **1d**: INFER: make inferences from the text. **1e**: PREDICT: predict what might happen on the basis of what has been read so far. **General Reading Skills:** **EXS**: Check it makes sense to them, correcting any inaccurate reading. **EXS**: Answer questions and make some inferences. **EXS**: Explain what has happened so far in what they have read. **EXS**: Listen to and express views about a range of genres. **EXS**: To be introduced to non-fiction books which are structured in different ways. **EXS**: To recognise simple reoccurring language and stories/poems and discuss their favourite. **EXS**: To answer and ask questions.
Working at the Greater Depth Standard **GDS**	**Word Reading:** independently reading **GDS**: Reading as a free-choice reader. **Comprehension:** with limited support and with a range of books **GDS**: Make inferences. **GDS**: Make a plausible prediction about what might happen on the basis of what has been read so far. **GDS**: Make links between the book they are reading and other books they have read.

Y3	Reading Formative Assessment:
Working towards the expected standard **WTS**	**Word Reading:**
	WTS: Reading age related fiction and non-fiction texts (Lime).
	WTS: Read accurately **most** words of two or more syllables.
	WTS: Read **some** words containing common suffixes.
	WTS: Read with **some** fluency.
	Comprehension: Mostly through discussion with the teacher and with a familiar book.
	2a: DECODE: give / explain the meaning of words in context.
	2b: RETRIEVE: retrieve and record information / identify key details from fiction and non-fiction.
	2d: INFER: make inferences from the text / explain and justify inferences with evidence from the text.
Working at the Expected standard **EXS**	**Word Reading:**
	EXS: Reading age related fiction and non-fiction texts (Garnet).
	EXS: Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.
	EXS: Read **some** Y3/4 common exception words.
	EXS: Read **most** of the text with clear fluency.
	Comprehension: In a familiar book that they can already read accurately and fluently, the pupil can:
	2a: DECODE: give / explain the meaning of words in context.
	2b: RETRIEVE: retrieve and record information / identify key details from fiction and non-fiction.
	2c: SUMMARISE: summarise main ideas from more than one paragraph.
	2d: INFER: make inferences from the text / explain and justify inferences with evidence from the text.
	2e: PREDICT: predict what might happen from details stated and implied.
	2f: EXPLAIN: identify / explain how information / narrative content is related and contributes to meaning as a whole.
	2g: MEANING: identify / explain how meaning is enhanced through choice of words and phrases.
	2h: COMPARE: make comparisons within the text.
	General Reading Skills:
	EXS: Use a dictionary to check the meaning of **some** words.
	EXS: Reading poems & playscripts to read aloud and perform with **some** support.
	EXS: Discuss words/phrases that capture the interest of the reader.
	EXS: Recognise **some** different forms of poetry.
	EXS: Take part in discussions and take turns.
Working at the Greater Depth Standard **GDS**	**Word Reading:**
	GDS: Reading age related ficiton and non-fiction text (Silver).
	Comprehension: The pupil can, in a book they are reading independently:
	GDS: Demonstrates experience of a broader range of genres, authors and texts from different periods in time.
	GDS: Has developed preferences within a wider range of texts, genres and writers and can justify their preferences.
	GDS: appropriate terminology when discussing texts (e.g. plot, character, setting). Can compare and contrast across texts, justifying identified similarities and differences.
	GDS: Shows an awareness of other organisational devices that will help to locate and retrieve information from non-fiction.
	GDS: Justifies inferences and deductions with evidence from the text.

Y4	Reading Formative Assessment:
Working towards the expected standard **WTS**	**Word Reading:**
	WTS: Reading age realted fiction and non-fiction texts (Garnet).
	WTS: Read accurately **most** words of two or more syllables.
	WTS: Read **most** words containing common suffixes.
	WTS: Reading with **some** fluency.
	Comprehension: Mostly through discussion with the teacher and with a familiar book.
	2a: DECODE: give / explain the meaning of words in context.
	2b: RETRIEVE: retrieve and record information / identify key details from fiction and non-fiction.
	2d: INFER: make inferences from the text / explain and justify inferences with evidence from the text.
Working at the Expected standard **EXS**	**Word Reading:**
	EXS: Reading age related fiction and non-fiction texts (Silver).
	EXS: Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.
	EXS: Read **most** Y3/4 common exception words.
	EXS: Read **most** of the text with clear fluency.
	Comprehension: In a familiar book that they can already read accurately and fluently, the pupil can:
	2a: DECODE: give / explain the meaning of words in context.
	2b: RETRIEVE: retrieve and record information / identify key details from fiction and non-fiction.
	2c: SUMMARISE: summarise main ideas from more than one paragraph.
	2d: INFER: make inferences from the text / explain and justify inferences with evidence from the text.
	2e: PREDICT: predict what might happen from details stated and implied.
	2f: EXPLAIN: identify / explain how information / narrative content is related and contributes to meaning as a whole.
	2g: MEANING: identify / explain how meaning is enhanced through choice of words and phrases.
	2h: COMPARE: make comparisons within the text.
	General Reading Skills:
	EXS: Use a dictionary to check the meaning of **most** words.
	EXS: Reading poems & playscripts to read aloud and perform with **little** support.
	EXS: Discuss words/phrases that capture the interest of the reader.
	EXS: Recognise **more** forms of poetry.
	EXS: Take part in discussions and take turns.
Working at the Greater Depth Standard **GDS**	**Word Reading:**
	GDS: Reading age related fiction and non-fiction texts (Sapphire).
	Comprehension: The pupil can, in a book they are reading independently:
	GDS: Justifies inferences and deductions with evidence from the text.
	GDS: Uses appropriate terminology when discussing texts (e.g. plot, character, setting). Can compare and contrast across texts, justifying identified similarities and differences.
	GDS: Discusses different writers, referring to their style of writing and themes; deepening their understanding of their culture and wider background.
	GDS: Explains the reasoning of organisational devices, including glossaries. Retrieves information with increasing accuracy and speed, recording evidence through paraphrasing.
	GDS: Reads silently with increasing stamina and appraises the text. Shows awareness of the audience when reading out loud.

Y5	Reading Formative Assessment:
Working towards the expected standard **WTS**	Word Reading: **WTS: Reading age related fiction and non-fiction texts (Silver).** **WTS**: Read **most** words containing common suffixes. **WTS**: Read **some** Y5/6 common exception words. **WTS**: Read words accurately and fluently without overt sounding and blending, e.g at over 90 words per minute. **WTS**: Sound out **most** unfamiliar words accurately, without undue hesitation. **Comprehension:** Mostly through discussion with the teacher and with a familiar book. **2a**: DECODE: give / explain the meaning of words in context. **2b**: RETRIEVE: retrieve and record information / identify key details from fiction and non-fiction. **2d**: INFER: make inferences from the text / explain and justify inferences with evidence from the text.
Working at the Expected standard **EXS**	**Word Reading:** **EXS: Reading age related fiction and non-fiction texts (Sapphire).** **EXS:** Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. **EXS**: Read **some** Y5/6 common exception words. **Comprehension:** In a familiar book that they can already read accurately and fluently, the pupil can: **2a**: DECODE: give / explain the meaning of words in context. **2b**: RETRIEVE: retrieve and record information / identify key details from fiction and non-fiction. **2c**: SUMMARISE: summarise main ideas from more than one paragraph. **2d**: INFER: make inferences from the text / explain and justify inferences with evidence from the text. **2e**: PREDICT: predict what might happen from details stated and implied. **2f**: EXPLAIN: identify / explain how information / narrative content is related and contributes to meaning as a whole. **2g**: MEANING: identify / explain how meaning is enhanced through choice of words and phrases. **2h**: COMPARE: make comparisons within the text. **General Reading Skills:** **EXS**: Reading books that are structured in different ways and reading for a range of purposes. **EXS**: Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. **EXS**: Recommending books that they have read to their peers. **EXS**: Preparing poems and plays to read aloud and to perform. **EXS**: Asking questions to improve their understanding. **EXS**: Distinguish between statements of fact and opinion. **EXS**: Retrieve, record and present information from non-fiction. **EXS**: Participate in discussions about books that are read to them and those they can read for themselves. **EXS**: Explain and discuss their understanding of what they have read, including through formal presentations and debates. **EXS**: Provide reasoned justifications for their views.
Working at the Greater Depth Standard **GDS**	**Word Reading:** **GDS: Reading age related fiction and non-fiction texts (Ruby).** **Comprehension:** The pupil can, in a book they are reading independently: **GDS**: Provide reasoned justifications for their views, linked to text. **GDS**: Participate in discussions about books building on their own and others' views and challenging views courteously. **GDS**: Use the technical terms needed for discussing what they hear and read – metaphor, simile, analogy, imagery style and effect. **GDS**: Explain how punctuation marks the grammatical boundaries of sentences and gives meaning. **GDS**: Use scanning and text marking to find and identify key information.

Y6	Reading Formative Assessment:
Working towards the expected standard **WTS**	**Word Reading:**
	WTS: Reading age related fiction and non-fiction texts (Sapphire).
	WTS: Read **most** words containing common suffixes.
	WTS: Read **most** Y5/6 common exception words.
	WTS: Read words accurately and fluently without overt sounding and blending, e.g at over 90 words per minute.
	WTS: Sound out **most** unfamiliar words accurately, without undue hesitation.
	Comprehension: Mostly through discussion with the teacher and with a familiar book.
	2a: DECODE: give / explain the meaning of words in context.
	2b: RETRIEVE: retrieve and record information / identify key details from fiction and non-fiction.
	2d: INFER: make inferences from the text / explain and justify inferences with evidence from the text.
	2e: PREDICT: predict what might happen from details stated and implied.
Working at the Expected standard **EXS**	**Word Reading:**
	EXS: Reading age related fiction and non-fiction texts (Ruby).
	EXS: Word Reading: Generally, applies growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
	EXS: Learn a wide range of poetry by heart.
	EXS: Distinguish between statements of fact and opinion.
	EXS: Read **most** Y5/6 common exception words.
	Comprehension: In a familiar book that they can already read accurately and fluently, the pupil can:
	2a: DECODE: give / explain the meaning of words in context.
	2b: RETRIEVE: retrieve and record information / identify key details from fiction and non-fiction.
	2c: SUMMARISE: summarise main ideas from more than one paragraph.
	2d: INFER: make inferences from the text / explain and justify inferences with evidence from the text.
	2e: PREDICT: predict what might happen from details stated and implied.
	2f: EXPLAIN: identify / explain how information / narrative content is related and contributes to meaning as a whole.
	2g: MEANING: identify / explain how meaning is enhanced through choice of words and phrases.
	2h: COMPARE: make comparisons within the text.
	General Reading Skills:
	EXS: Reading books that are structured in different ways and reading for a range of purposes.
	EXS: Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
	EXS: Recommending books that they have read to their peers, **giving reasons for their choices**.
	EXS: Preparing poems and plays to read aloud and to perform, **showing understanding through intonation, tone and volume so that the meaning is clear to an audience**.
	EXS: Asking questions to improve their understanding.
	EXS: Distinguish between statements of fact and opinion.
	EXS: Retrieve, record and present information from non-fiction.
	EXS: Participate in discussions about books that are read to them and those they can read for themselves, **building on their own and others' ideas and challenging views courteously**.

	EXS: 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.**
	EXS: Provide reasoned justifications for their views.
Working at the Greater Depth Standard **GDS**	**Word Reading:**
	GDS: Reading a wide range of age related fiction and non-fiction texts.
	Comprehension: The pupil can, in a book they are reading independently:
	GDS: Participate in discussions about books building on their own and others' views and challenging views courteously.
	GDS: Use the technical terms needed for discussing what they hear and read – metaphor, simile, analogy, imagery style and effect.
	GDS: Explain how punctuation marks the grammatical boundaries of sentences and gives meaning.
	GDS: Use scanning and text marking to find and identify key information.
	GDS: Refers accurately to the text when explaining views, adeptly using it to justify viewpoint. Independently, participates in discussion about books, taking turns and responding to what others say. Independently, makes links to other known texts.
	GDS: Compares and contrasts the styles of different writers and poets, giving examples from the text(s) without support.
	GDS: Without support, identifies and discusses the conventions of different types of writing; such as the use of the first person in writing diaries and autobiographies.