



Eppleton's Reading Progression Document

Updated September 2023

** Reading speeds are approximate guides to average words correct per minute; pace of reading is only one indicator of fluency.*

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals	Key Stage 1 National Curriculum Objectives
Word Reading	<ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: • Spot and suggest rhymes • Count or clap syllables in words • Recognise words with the same initial sound, such as money and mother <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • Print has meaning • The names of different parts of a book • Print can have different purposes • Page sequencing • We read English text from left to right and from top to bottom 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. <ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Read a few common exception words matched to the school's phonic programme. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes. <ul style="list-style-type: none"> • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words. • 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. • Re-read these books to build up fluency and confidence in word reading.
		<p>Pre Key Stage Standards</p> <p>Standard 2</p> <ul style="list-style-type: none"> • Say a single sound for 10+ graphemes • Read words by blending sounds with known graphemes, with help from their teacher. <p>Standard 3</p> <ul style="list-style-type: none"> • Say a single sound for 20+ graphemes • Read accurately by blending the sounds in words with two and three known graphemes. <p>Standard 4</p> <ul style="list-style-type: none"> • Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes* • Read accurately by blending the sounds in words with up to five known graphemes • Read some common exception words • Read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence. 		

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals	Key Stage 1 National Curriculum Objectives
Comprehension	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <ul style="list-style-type: none"> • 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. 	<p>Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • 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; • participating in discussions about what is read to them, taking turns and listening to what others say. • Clearly explaining their understanding of what is read to them.

Year 1 Programme of Study

Pupils should be taught to:

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 read 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.

Reading assessment evidence in Year 1 should focus on:

Frequent experience of: key stories; poems; non-fiction; fairy stories; traditional tales; role-play and multi-modal texts. In addition to this, pupils should be provided with opportunities to:

- develop a love of reading
- receive rigorous regular phonic teaching
- sound out and blend unfamiliar words quickly and accurately
- learn common exception words
- acquire strategies for reading words without overt sounding out and blending
- hear and share a wide range of high-quality books with adults and each other
- develop comprehension through listening and high-quality discussion with the teacher
- broaden oral vocabulary

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Fluency</p> <p>*70 WCPM</p>	<ul style="list-style-type: none"> • Recite some familiar complete rhymes and songs by heart. • Use body percussion or instruments to hold the beat. • Recognise and join in with predictable phrases. • Read on sight the CE words for Y1. • Say or sing the alphabet in sequence. • Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills. • Read aloud, checking that it 'sounds right' and that the text makes sense to them. • With support, notice sentence punctuation. • Re-read favourite books to themselves, to gain confidence with word reading and fluency. 					
<p>Word reading and meaning</p>	<ul style="list-style-type: none"> • Read yellow banded books with 90% accuracy without overt sounding out. • Automatic recognition of high frequency words taught so far. • Use phase 2, phase 3 and phase 4 phonic knowledge to read words in ways which match their spoken sounds. • Makes phonetically plausible attempts to read words that have not been learnt. • Begin to divide words into syllables to read. • Identify predictable and repeated phrases in reading and role-play. • Read sentences taking account of simple punctuation - e.g. full stops. 	<ul style="list-style-type: none"> • Read blue banded books with 90% accuracy. • Automatic recognition of high frequency words taught so far. • Read most multi-syllable words containing taught GPCs at Phase 5. • Read taking account of wider punctuation such as exclamation marks. • Automatically read most of the common exception words taught so far. • Draw on existing vocabulary to speculate on the meaning of new words. 	<ul style="list-style-type: none"> • Read orange banded books with 90% accuracy without overt sounding out. • Read all the common suffixes and all the common exception words at Phase 5. • Read phonically decodable two-syllable and three-syllable words. • Read automatically all the words in the list of 100 high-frequency words. • Draw on their existing vocabulary to speculate on the meaning of new words and explain any links. • Express personal responses, including likes and dislikes; give some reasons linked to own experiences. 			

	<ul style="list-style-type: none"> • Check that the text makes sense as they read - e.g. self-correction. • Discuss word meanings, linking new meanings to those already known. • Read and follow simple instructions in order. 					
Fiction	<p>Use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically.</p> <p>Read stories with predictable and repeated patterns and experiment with similar patterns.</p> <p>Recall basic features of stories.</p>	<p>Re-tell stories and rhymes with predictable and repeating patterns, improvising on patterns orally by substituting words and phrases, extending patterns, inventing patterns and playing with rhyme.</p> <p>Retrieve basic information about a character using pictures and simple language.</p> <p>Re-enact stories in a variety of ways, e.g. through role-play, using dolls or puppets.</p>	<p>Locate and read significant parts of the text, e.g. picture captions, names of key characters, rhymes and chants, e.g. "I'm a troll...", "You can't catch me I'm the Gingerbread man..."</p> <p>Identify and record some key features of story language from a range of stories, and practise reading and using them.</p> <p>Identify traditional story language and</p>	<p>Identify and discuss a range of story themes, collect and compare.</p> <p>Recognise ways that emphasis has been created in a text e.g. capitalisation, bold print.</p> <p>Identify key events and use to sequence.</p> <p>Retrieve basic information about setting, something or someone.</p> <p>Predict what might happen based on what has been read so far.</p>	<p>Describe story settings and incidents and relate them to own experience and that of others.</p> <p>Compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes.</p> <p>Identify and comment on descriptive language - e.g. adjectives.</p> <p>Identify features of story texts.</p>	<p>Identify and discuss characters, e.g. appearance, behaviour, qualities; speculate about how they might behave.</p> <p>Discuss how characters are described in the text; and compare characters from different stories.</p> <p>Become aware of characters and dialogue, e.g. by role-playing parts when reading aloud stories or plays.</p> <p>Predict what might happen</p>

			comment on its use.	Describe the difference between a story and a first-person recount.		based on what has been read so far.
Non-fiction	<p>Explore and understand the difference between fiction and non-fiction and the distinguishing features of each.</p> <p>Read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when.</p>	<p>Make simple notes on a text, e.g. underlining key words or phrases, adding labels and captions to pictures.</p> <p>Read and note basic features of simple instructional texts e.g. recipes.</p>	<p>Use some simple processes for finding out information.</p> <p>Read a variety of recount texts noting perspective e.g. first person.</p>	<p>Understand the purpose of contents pages and indexes and to begin to locate information by page numbers and words by initial letter.</p>	<p>Recognise that non-fiction books on similar themes can give different information and present similar information in different ways.</p> <p>Identify the features of factual texts: instructions and reports.</p> <p>Discuss merits and limitations of particular instructional texts and compare with others to give an overall evaluation.</p>	<p>Identify simple questions and use text to find answers.</p> <p>Locate parts of text that give particular information including labelled diagrams and charts.</p>
Poetry	<p>Listen to poems being read and talk about likes and dislikes; including ideas or puzzles, words, and patterns.</p>	<p>Identify and appreciate rhyme and alliteration in poetry.</p> <p>Join in with class rhymes and poems predicting words</p>	<p>Link themes in poetry to their own experiences.</p> <p>Explore Shape Poems/Calligrams noting how the poem is presented</p>	<p>Gather word collections and identify simple repeating patterns describing the effect.</p>	<p>Collect class and individual favourite poems for class anthologies, participate in reading aloud.</p>	<p>Make simple comments on aspects such as word combinations, sound patterns (such as rhymes,</p>

	Explore acrostic poems noting the structure and theme.	from the rhyming pattern.	in the shape of the object which it is describing and how the layout may either be with the words inside a shape or around the outline of the shape.	Perform in unison, following the rhythm of the poem and keeping time.	Explore riddles noting how the poem describes a noun but does not name it; how the last line usually directly addresses the reader and uses a question and the mood of the poem being light-hearted.	rhythms, alliterative patterns) and forms of presentation. Recite some poems in an audible voice by heart performing to others, taking account of punctuation.
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	Themes and Conventions	Comprehension	Inference	Language for Effect
Year 1	In independent reading and challenging texts shared at whole class level, the child is able to:			
	<ul style="list-style-type: none"> Identify features of familiar texts e.g. <i>"There's always a baddie; They all have a happy ending"</i> Make connections between texts e.g. <i>"This is like a traditional tale because there's an evil witch/a bad wolf"</i> Identify factual texts e.g. <i>"This tells you about animals/houses"</i> 	<ul style="list-style-type: none"> Express personal responses, including likes and dislikes; give some reasons linked to own experiences Simple points from familiar texts are identified and discussed Discuss new vocabulary and link meanings to what is already known Check that the text makes sense as they read e.g. self- correction Discuss the significance of simple text features e.g. title, events 	<ul style="list-style-type: none"> Link what they read or hear read to their own experiences Draw on what they already know or on background information and vocabulary provided by the teacher e.g. <i>"He must be going on holiday – he's packing his case,"</i> or <i>"The mother stays by the nest to protect the eggs."</i> Predict what might happen on the basis of what has been read so far e.g. <i>"Jack will save them because that's what he always does"; "The next part will tell you about what lions eat."</i> Use role play to identify with characters and make inferences on the basis of what is being said and done e.g. <i>"The children were scared of the dragon because they ran away."</i> 	<ul style="list-style-type: none"> Recognise and join in with predictable phrases, exploring the effects of patterns of language and repeated words and phrases e.g. <i>"Run, run as fast as you can, you can't catch me I'm the Gingerbread Man."</i> Discuss word meanings, linking new meanings to those already known e.g. <i>"Enormous means big."</i> Begin to understand how written language can be structured in order e.g. <i>to build surprise in narratives or to present facts in non-fiction</i> Try out the language they have listened to e.g. <i>through role play, retelling stories</i> Comment on obvious features of language e.g. <i>rhymes and refrains, significant words and phrases</i>
	Word reading : <ul style="list-style-type: none"> Read ORANGE/TURQUOISE banded books at 90% accuracy level without overt sounding out Respond speedily with the correct sound to graphemes 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 with more than one syllable that contain taught GPCs Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s) 			

Year 2 Programme of Study

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - o 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
 - o discussing the sequence of events in books and how items of information are related
 - o becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - o being introduced to non-fiction books that are structured in different ways
 - o recognising simple recurring literary language in stories and poetry
 - o discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - o discussing their favourite words and phrases
 - o 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:
 - o drawing on what they already know or on background information and vocabulary provided by the teacher
 - o checking that the text makes sense to them as they read and correcting inaccurate reading
 - o making inferences on the basis of what is being said and done
 - o answering and asking questions
 - o 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

Reading assessment evidence in Year 2 should focus on:

Regular listening to and discussing a wide range of: contemporary poetry; classic poetry; stories; plays; information books; whole books; fairy stories; traditional tales; role-play and multi-modal texts. In addition to this, pupils should be provided with opportunities to:

- develop a love of reading and showing motivation to read
- choose own books to read
- establish accurate and speedy word reading skills
- learn common exception words
- retell a wider range of stories that have been read to them and discussed
- learn how skilled readers make sense by monitoring what they read to check for sense in context
- develop comprehension through high-quality discussion with the teacher and each other
- discuss cause and effect in narrative and non-fiction
- broaden their vocabulary

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fluency *90 WCPM	<ul style="list-style-type: none"> Continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent (e.g. purple-gold book band). Read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge. Recite familiar poems by heart. Read many Y2 CE words automatically by sight. Read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending. Check that the text makes sense to them as they read, and correct inaccurate reading. Use expression appropriately to support the meaning of sentences, including those which use subordination. 					
Word reading & meaning	<ul style="list-style-type: none"> Read turquoise banded books with 90% accuracy without overt sounding out. In a book closely matched to the GPCs taught, sound out many unfamiliar words accurately. Read accurately words of two or more syllables that contain the same GPCs as those taught. Answer questions on what has been read in discussion with the teacher and make simple inferences. Identify some words and phrases they like and begin to say why. Use personal experience to connect with texts. Begin to comment on language choices. Work out meanings of new vocabulary from context. 	<ul style="list-style-type: none"> Read purple / gold banded books with 90% accuracy without overt sounding out. Read most common exception words. Read most words containing common suffixes. With scaffolding and prompts comment on the effect of different sentence types and punctuation. Discuss their favourite words and phrases and give reasons for their choice. Work out meanings of some new vocabulary from context and knowledge. 	<ul style="list-style-type: none"> Read Gold + banded books with 90% accuracy without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words. Read accurately most words of two or more syllables. Sound out most unfamiliar words accurately, without undue hesitation. Read most words containing common suffixes. Read most common exception words. 			
Fiction	Use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar	Use knowledge of familiar texts to re-enact or re-tell to others, recounting	Discuss reasons for, or causes of, incidents in stories;	Re-tell stories, to give the main points in sequence and pick out significant incidents.	Predict story endings/incidents, while reading. Make connections by comparing	Identify typical themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish.

	<p>words and to make sense of what they read.</p> <p>Describe and compare characters from different stories, expressing own views using words and phrases from texts.</p> <p>Recall a story structured into 3 parts with detail and story language.</p>	<p>the main points in correct sequence.</p> <p>Be aware of different story structures, and the ways that stories are built up and concluded.</p>	<p>Identify and compare basic story elements, e.g. beginnings and endings to different stories.</p> <p>Explore patterns of literary language.</p> <p>Independently recount the main events in the stories covered over the term.</p> <p>Make plausible inferences based on a single point of reference in the text.</p>	<p>Understand time and sequential relationships in stories, i.e. what happened when.</p> <p>Identify and discuss reasons for events in stories, linked to plot.</p> <p>Comment on language choices and the effect on the reader.</p> <p>Predict what might happen with responses aligned closely to the story characters, plot and language read.</p>	<p>books by the same author: settings, characters, themes.</p> <p>Compare books by different authors on similar themes or with similar characters to evaluate, giving reasons.</p> <p>Answer questions and make some inferences.</p>	<p>Explain what has happened so far in what they have read.</p>
Non-fiction	<p>Identify similarities and differences between fiction and non-fiction; understand how they are structured.</p> <p>Note the features of non-fiction books that are structured in different ways.</p>	<p>Explain how the main features of non-fiction texts are used.</p> <p>Pose questions for research and read non-fiction to find answers.</p>	<p>Use a contents page and index to navigate a text; Scan a text to find specific sections, e.g. key words or phrases, sub-headings.</p>	<p>Understand how to read different non-fiction texts e.g know that the reader doesn't need to go from start to finish but selects according to what is needed.</p>	<p>Skim-read title, contents page, illustrations, chapter headings and sub-headings, to predict what a book might be about.</p>	<p>Understand how to use alphabetically ordered texts to retrieve information.</p> <p>To evaluate the usefulness of a text for its purpose.</p>

	<p>Use dictionaries and glossaries to locate words by using initial letter.</p> <p>Find information from research and take simple notes.</p>	<p>Locate books by classification in the school library.</p> <p>Identify similarities and differences between fiction and non-fiction; understand that non-fiction texts are structured in different ways.</p>	<p>Identify how written instructions are organised - e.g. lists, numbered points, diagrams with arrows, bullet points, keys.</p>	<p>Learn about cause and effect non-fiction, the features and language associated with it.</p> <p>Identify key features of recount texts</p>	<p>Know that glossaries given definitions and explanations; discuss what definitions are, explore some simple definitions in dictionaries.</p>	<p>Identify and explain features of persuasive texts and recounts.</p>
Poetry	<p>Talk about own views, the subject matter and possible meanings in poems.</p> <p>Comment on which words have most effect and why.</p>	<p>Identify and discuss favourite poems and poets, using appropriate terms (poet, poem, verse, rhyme, etc.) and referring to the language of the poems.</p> <p>Identify alliteration and describe the effect.</p> <p>Perform individually or together; speaking clearly and audibly.</p>	<p>Identify and discuss simple poetry patterns and structures.</p> <p>Explore Haikus noting its structure, origin and mood.</p> <p>Perform poems; use actions and sound effects to add to the poem's meaning.</p>	<p>Explore adventurous word choices and explain the effect.</p> <p>Explore free verse, compare and contrast to structured poems. Note impact.</p>	<p>Discuss meanings of words and phrases that create humour, and sound effects in poetry, e.g. nonsense poems, tongue-twisters, riddles, and to classify poems into simple type; to make class anthologies.</p>	<p>Listen and read, discussing and expressing views about classic poetry - e.g. <i>Owl and the Pussy cat</i>.</p> <p>Act out a poem using voices and intonation.</p>

	Themes and Conventions	Comprehension	Inference	Language for Effect
	In independent reading and challenging texts shared at whole class level, the child is able to:			
Year 2	<ul style="list-style-type: none"> Recognise the main purpose of text e.g. <i>"It tells you how to ..."</i> <i>"It tells you where animals live"</i>, <i>"The writer doesn't like violence."</i> Show some awareness that writers have viewpoints e.g. <i>"She thinks it's not fair."</i> Identify similarities and differences between fiction and non-fiction e.g. <i>similarities in plot, topic, about same characters. "This book tells you about the young of all cats but this one tells you about each cat separately, this one has lots of little pictures but this one has more writing."</i> 	<ul style="list-style-type: none"> Express personal responses, including likes and dislikes with reasons, e.g. <i>"She was just horrible like my Gran is sometimes."</i> Use evidence including quotations from or references to text e.g. <i>often retelling or paraphrasing sections of the text rather than using it to support comment</i> Recall straightforward information e.g. <i>names of characters, main ingredients</i> Be able to answer and ask questions by locating information in texts e.g. <i>about characters, topics</i> Discuss sequence of events in stories Simple, most obvious points identified e.g. <i>about information from different places in the text</i> Understand that non-fiction texts are structured in different ways e.g. <i>this part tells about different things you can do at the zoo</i> Identify some familiar patterns of language e.g. <i>first, next</i> Work out meanings of some new vocabulary from context and knowledge of e.g. <i>prefixes (happy/unhappy)</i> Recognise recurring literary language e.g. <i>long ago</i> 	<ul style="list-style-type: none"> Use personal experience to connect with texts e.g. <i>a response based on what they personally would be feeling rather than feelings of character in the text</i> Make plausible predictions based on reading of text e.g. <i>"He's going to run away,"</i> or <i>"I think it will tell us how the fire started."</i> Make plausible inferences based on a single point of reference in the text e.g. <i>give reasons for why things happen or characters change, such as, "Henry started to behave because he knew his mum had sweets in her bag" or, "Children had to work all day in the mine – that's why they were scared and tired."</i> 	<ul style="list-style-type: none"> Comment on language choices e.g. <i>"slinky" is a good word for a cat.</i> Recognise patterns of literary language e.g. <i>once upon a time, first, next, last.</i> Work out meanings of new vocabulary from context e.g. <i>squashed and squeezed</i> and knowledge of e.g. <i>prefixes, unhappy</i>
	<p>Working AT the expected standard, the pupil can :</p> <ul style="list-style-type: none"> Read accurately most words of two or more syllables Read most words containing common suffixes Read most common exception words <p>In age-appropriate books, GOLD/WHITE banded books the pupil can :</p> <ul style="list-style-type: none"> Read words accurately (90%) and fluently without overt sounding and blending, e.g. at over 90 words per minute Sound out most unfamiliar words accurately, without undue hesitation 	<p>Greater Depth</p> <p>In a book pupils are reading independently:</p> <ul style="list-style-type: none"> Make inferences on the basis of what is said and done Predict what might happen on the basis of what has been read so far. Make links between the book they are reading and other books they have read. 		

Years 3 and 4 Programme of Study

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]

- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - 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
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning

- retrieve and record information from non-fiction

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

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fluency *110 WCPM	<ul style="list-style-type: none"> • Read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words. • Recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency. • Read on sight all Y2 CE words and some further exception words for Y3-4. • Read new words outside their spoken vocabulary, making a good guess at pronunciation. • When reading aloud, speak audibly and with growing fluency. • Gradually internalise the reading process to read silently. • Read aloud and to perform, showing understanding through intonation, tone, volume and action, so feeding into comprehension. 					
Word reading & meaning	<ul style="list-style-type: none"> • Apply the knowledge of morphemes to read aloud and 		<ul style="list-style-type: none"> • Apply the knowledge of root words, prefixes and suffixes to 		<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes to both 	

	<p>attempt to make sense of the new words.</p> <ul style="list-style-type: none"> • Use dictionaries to check the meaning of words. • Ask questions to improve understanding of the text. 	<p>read aloud and understand the meaning of new words.</p> <ul style="list-style-type: none"> • Read further exception words with unusual correspondences between spelling and sound. • Use dictionaries to check the meaning if words and explain the meaning of these words in context. 	<p>read aloud and to understand the meaning of new words.</p> <ul style="list-style-type: none"> • Read a range of exception words with confidence, explaining the links between spelling and sounds where these occur in the word. 			
Fiction	<p>Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described.</p> <p>Infer characters' thoughts and feelings/behaviour/relationships, referring to the text and making judgements.</p> <p>Identify the narrator's voice.</p> <p>Identify different parts of a story structure.</p>	<p>Identify the purpose of dialogue and how it is presented in stories, e.g. through statements, questions, exclamations; how paragraphing is used to organise dialogue.</p> <p>Begin to understand what the writer is implying in a text e.g. "It doesn't say that she doesn't like her brother but there are clues."</p> <p>Recognise and discuss key themes and conventions.</p>	<p>Re-tell main points of a story in sequence.</p> <p>Explore narrative order: identify and map out the main stages of the story: introductions - build ups - climaxes or conflicts - resolutions.</p> <p>Compare different stories; evaluate and justify preferences.</p> <p>Understand how writers create imaginary worlds, particularly where this is original or unfamiliar, such as</p>	<p>Identify language and structural features that create specific effects on the reader - e.g. opening/build-up atmosphere and use of adjectives for description.</p> <p>Identify author viewpoint with reference to text - e.g. "The writer wants us to be afraid of him by saying he has a scar across his face."</p> <p>Identify how writers express a dilemma within a story.</p>	<p>Identify the structure of a story, noting how paragraphs are structured to support cohesion.</p> <p>Understand how writers use figurative and expressive language to create images atmosphere, describing the effect on the reader.</p> <p>Draw inferences from reading with some reference to the text.</p>	<p>Investigate and compare the styles and voices of traditional story language - collect examples, e.g. story openings and endings; scene openers, e.g. 'Now When...', 'A long time ago...', list,</p> <p>Identify and explain how dialogue is used to create characterisation and move the story on.</p> <p>Predict what might happen from details stated and attempt to predict from details implied.</p>

			<p>a science fiction setting, and note how the writer has evoked it through detail.</p> <p>Draw a straightforward inference from independent reading, beginning to explain thinking and returning to the text to support opinion.</p> <p>Explain how dialogue is used to support characterisation.</p>			<p>Identify words and phrases that support additional detail for the reader or provide precise information; discuss the effect of these on the reader.</p>
Non-fiction	<p>Locate information, using contents, index, headings, sub-headings, page nos., bibliographies.</p> <p>Identify key words to look for when scanning a text to find information.</p> <p>Retrieve and record information from non-fiction, discussing main</p>	<p>To read information passages, and identify main points or gist of text, e.g. by noting or underlying key words or phrases, listing the 4 or 5 key points covered.</p> <p>Summarise a paragraph, generating</p>	<p>Compare the way information is presented, e.g. by comparing a variety of information texts including IT-based sources.</p> <p>Know and use efficient skimming and scanning techniques to purposeful</p>	<p>Follow a line of enquiry, knowing what information to look for.</p> <p>Understand how to use contents pages and indexes to locate information.</p> <p>Summarise in one sentence the content of a passage, and the</p>	<p>Develop library skills to independently research a topic.</p> <p>With increasing independence, use skimming and scanning to locate information quickly and accurately.</p> <p>Identify different purposes of</p>	<p>Research a topic using online sources, identifying useful content and discuss bias.</p> <p>Read a range of persuasive texts. Compare considering, e.g. -the deliberate use of ambiguity, half-truth, bias;</p>

	<p>ideas, taking and organising notes.</p> <p>Read flow charts and cyclical diagrams that explain a process.</p>	<p>appropriate sub-headings.</p> <p>Identify and discuss casual language with an appropriate context.</p> <p>Use scanning to identify the main purpose of the text - e.g. "This book will help us learn about ..."; "I can use this to find out about..."</p>	<p>retrieve key information.</p>	<p>main point it is making.</p> <p>Explain features of different forms of non-chronological reports and consider their purpose.</p>	<p>instructional texts. Discuss merits and limitations of particular instructional texts and compare with others to give an overall evaluation.</p>	<p>-how opinion can be disguised to seem like fact.</p> <p>Identify main ideas from more than one paragraph e.g. <i>use evidence from across a text to explain events and/or ideas.</i></p> <p>Understand how language in different texts appeals to readers.</p>
Poetry	<p>Comment on language choices and discuss meanings of words and phrases that create humour, and sound effects in poetry.</p> <p>Explore <i>Clerihews</i> noting structure, rhyme pattern and mood.</p> <p>Read aloud and recite poems, comparing</p>	<p>Distinguish between rhyming and non-rhyming poetry and comment on the impact of layout.</p> <p>Describe the effect a poem has and suggest possible interpretations.</p> <p>Discuss the choice of words and their impact, noticing</p>	<p>Explain use of figurative language e.g. simile and how this is used to create pictures.</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>Compare forms or types of humour in poetry, e.g. word play, joke poems, word games, absurdities, cautionary tales, nonsense verse, limericks.</p> <p>Discuss how word play is used for extra impact.</p>	<p>Explain the pattern and structure of different simple forms of poetry e.g. haiku, cinquain, kennings.</p> <p>Rehearsing poems for performance. Discuss language, including vocabulary, extending their interest in the meaning and origin of words.</p>	<p>Explore poetry that uses sound to create effects, e.g. onomatopoeia, alliteration, distinctive rhythms.</p> <p>Recite by heart poetry that plays with language or entertains; to recognise rhyme, alliteration and other patterns of sound that create effects.</p>

	different views of the same subject.	how the poet creates 'sound effects' by using alliteration, rhythm or rhyme.				
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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fluency *140 WCPM	<ul style="list-style-type: none"> • Read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognise familiar words. • Read longer texts with increased fluency, resilience and confidence. • Sight-read a wide range of exception words (Y3-4 list and similar). • With support, notice where commas create phrasing within sentences. • Read with expression, using the punctuation to support meaning, including multi-clause sentences. • Recite whole poems with growing awareness of the listener. • As decoding becomes more secure, become independent, fluent and enthusiastic readers. • Read aloud and to perform, showing understanding through intonation, tone, volume and action showing an awareness when working with others. 					
Word reading & meaning	<ul style="list-style-type: none"> • Use knowledge of a range of root words, prefixes and suffixes to identify the meaning of unfamiliar words. • Discuss the meaning of new or unusual words in context. 	<ul style="list-style-type: none"> • Use knowledge of root words, prefixes and suffixes to understand new words. • Use their understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word. • Explain the meaning of words in more than one context. • Ask questions to improve their understanding of a text <i>e.g. pupils ask questions linked to author purpose/themes/broader learning, "What happened to the girl after the story ended?"</i>; 			<ul style="list-style-type: none"> • Decode most new words outside known vocabulary, making a good attempt at the word's pronunciation. • Explain how the same word can have different meanings in different contexts, identifying a word and give alternative meaning for it. • Explore the origins of words within texts read. 	

			"What was the largest dinosaur that ever lived?"			
Fiction	<p>Notice where there are jumps in time, or where some events are skimmed over quickly, and others told in detail.</p> <p>Explore and discuss how sentence structure and rich, powerful language create different effects on the reader.</p> <p>Scan a text to identify words or phrases that capture their interest and imagination, begin to explain why.</p> <p>Identify themes in a wide range of texts - e.g. <i>triumph of good over evil.</i></p>	<p>Compare the structure of different stories, to discover how they differ in pace, build-up, sequence, complication and resolution.</p> <p>Identify the main characteristics of the key characters, drawing on the text to justify views, use the information to predict actions.</p> <p>Explore and discuss how sentence structure and different sentence types create different effects on the reader.</p>	<p>Understand how paragraphs or chapters are used to collect, order and build up ideas.</p> <p>Explore different cohesive devices.</p> <p>Identify the techniques writers use to create mood and atmosphere.</p>	<p>Understand how the use of expressive and descriptive language can create moods, arouse expectations, build tension, describe attitudes or emotions.</p> <p>Draw inferences from independent reading using the text to justify responses.</p> <p>Identify how features, structure and presentation contribute to meaning.</p>	<p>Understand the use of figurative language in stories - e.g. <i>demonstrate in discussion - children find examples and comment on impact.</i></p> <p>Understand and explain the difference between what is written and what is implied - e.g. <i>What I know ... what I think I know.</i></p> <p>Predict what might happen from both details stated and those implied.</p>	<p>Identify social, moral or cultural issues in stories, e.g. the dilemmas faced by characters or the moral of the story and discuss how the characters deal with them.</p> <p>Identify when a writer has used "show not tell techniques" and begin to explain how this impacts on the reader.</p> <p>Infer characters' feelings, thoughts and motives from their actions and justifying inferences with evidence e.g. <i>"There are clues that tell us he wasn't happy there - that's why he ran away."</i></p>
Non-fiction	<p>Use skimming to identify main ideas and topic</p>	<p>Identify different types of non-fiction text, e.g.</p>	<p>Investigate how reading strategies</p>	<p>Appraise a non-fiction book for its</p>	<p>Mark extracts by annotating and by</p>	<p>Collect information from a variety of</p>

<p>sentences within paragraphs, highlighting key information & summarise these.</p> <p>Explain the techniques the author has used to organise a non-fiction text.</p> <p>Identify how and why paragraphs are used to organise and sequence information.</p> <p>Identify the features of recounted texts such as sports reports, diaries, police reports, including: -introduction to orientate reader; -chronological sequence; -supporting illustrations; -degree of formality adopted;</p>	<p>their content, structure, vocabulary, style, layout and purpose.</p> <p>Investigate how style and vocabulary are used to convince the reader in persuasive texts.</p> <p>Evaluate advertisements for their impact and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices, e.g. puns, jingles, alliteration, invented words.</p> <p>Identify and explain the main purpose of texts in relation to the reader - e.g. "This book is just</p>	<p>are adapted to suit the different properties of IT texts, i.e. those which are scrolled and non-linear in structure; incorporate sound or still and moving images etc.</p> <p>Identify key features of explanatory texts: -purpose: to explain a process or to answer a question; -structure: introduction, followed by sequential explanation, organised into paragraphs; -language features: usually present tense; use of conjunctions and cause and effect; use of passive voice; -presentation: use of diagrams, other illustrations.</p>	<p>contents and usefulness by scanning - e.g. headings, contents list.</p> <p>Prepare for factual research by reviewing what is known, what is needed, what is available and where to search.</p> <p>Use skimming to identify main ideas within a paragraph and begin to summarise -e.g. <i>rewording them in a limited number of words.</i></p> <p>Comment on how writers use conventions to engage the reader - e.g. <i>letters, postcards, diaries, maps</i> and contribute to meaning e.g. "The pictures tell a</p>	<p>selecting key headings, words or sentences.</p> <p>Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatical form.</p> <p>Identify the main features of newspapers, including lay-out, range of information, voice, level of formality; organisation of articles, advertisements and headlines & how they contribute to meaning.</p> <p>Predict newspaper stories from the evidence of headlines, making notes and then checking against the original.</p>	<p>sources and present it in one simple format, e.g. wall chart, labelled diagram.</p> <p>Investigate language used for comparison and contrast.</p> <p>Use skimming and scanning to identify main ideas from more than one paragraph and summarise the content of these.</p> <p>Explain about how writers use different techniques to engage the reader.</p>
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	-use of conjunctions.	<i>to give facts but this one tells us what people think as well.</i> ; <i>"It tells us not to be taken in by how things look."</i>	Use scanning to locate key information efficiently, for a purpose.	<i>different story.</i> "; <i>"The letters show us that he's keeping things back so as not to worry them."</i> Identify techniques and vocabulary choices to create an impersonal style to writing.	Express personal opinion of writer's viewpoint and effect on the reader e.g. <i>"The writer thinks families care about each other but sometimes they don't."</i>	
Poetry	Compare and contrast poems on similar themes, particularly their form and language, discussing personal responses and preferences. Recognise some different forms of poetry - e.g. <i>free verse and narrative poems, explaining features and purposes.</i> Understand the following terms and identify them in poems: verse, chorus, couplet,	Describe a poem's impact and explain own interpretation by referring to the poem. Identify and discuss the powerful words that are linked to the senses. Explore <i>Kenning</i> Poems noting structure and the use of metaphor and description.	Explore, discuss and describe a specific rhyming form, e.g. a rap Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and to read these out effectively. Use actions, sound effects, musical patterns and images to enhance a poem's meaning.	Study narrative poetry. Compare and contrast to stories. Use drama approaches to understand how to perform poems to support their understanding of the meaning. Use appropriate expression to support comprehension.	Recognise, compare and evaluate several different forms of poetry such as free verse, rhyming, shape, narrative, humorous. Refine performance of poetry by varying volume, pace and use appropriate expression when performing	Identify clues which suggest poems are older, e.g. language use, vocabulary, archaic words; Comment on the use of similes and expressive language to create images, sound effects and atmosphere.

	stanza, rhyme, rhythm, alliteration.					
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Years 5 and 6 Programme of Study

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - 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
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - 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
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - 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

- distinguish between statements of fact and opinion

- retrieve, record and present information from non-fiction

- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

- provide reasoned justifications for their views

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fluency *150 WCPM	<ul style="list-style-type: none"> • Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace. • Read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity. • Use appropriate intonation to show their understanding. • Notice more sophisticated punctuation - e.g. of parenthesis, and use expression accordingly. 					

	<ul style="list-style-type: none"> • Read silently and then discuss what they have read. • Sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity. • Read with resilience and stamina across a range of genre. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. 					
Word Reading & meaning	<ul style="list-style-type: none"> • Apply knowledge of morphology and etymology to read aloud, working out unfamiliar words and sometimes making sense of new words. • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <i>e.g. why the author describes the character as being 'jaded'; pupils re-read to check new meaning in context.</i> 		<ul style="list-style-type: none"> • Read aloud and understand the meaning of new words met, applying growing knowledge of morphonology and etymology across a wide range of texts. • Decode most new words outside spoken vocabulary, making a good attempt at the word's pronunciation. • Explain the meaning of words and phrases in different contexts. • Ask questions in order to interrogate the text. 		<ul style="list-style-type: none"> • Use knowledge of morphology and etymology to approach new words confidently, finding meaning and pronouncing accurately. • Explain how words and phrases can have different meaning in multiple contexts and the impact of this. 	
Fiction	<p>Understand aspects of narrative structure, <i>e.g.</i></p> <ul style="list-style-type: none"> -how chapters in a book or paragraphs are linked together; -how authors handle time: <i>e.g.</i> flashbacks, stories within stories, dreams; -how the passing of time is conveyed to the reader. 	<p>Identify the key features of different types of literary text. <i>E.g.</i> stock characters, plot structure, and how particular texts conform, develop or undermine the story.</p> <p>Identify language, including figurative language the writer has chosen for impact - <i>e.g.</i></p>	<p>Explore and understand the differences between literal and figurative language, <i>e.g.</i> through discussing the effects of imagery.</p> <p>Analyse how individual paragraphs are structured in writing, <i>e.g.</i></p>	<p>Articulate personal responses to literature, identifying why and how a text affects the reader and providing explanations for views.</p> <p>Identify writer techniques for creating and impact on the reader.</p>	<p>Investigate how characters are presented, referring to the text:</p> <ul style="list-style-type: none"> -through dialogue, action and description; -how the reader responds to them (as victims, heroes, etc.); -through examining their relationships with other characters. 	<p>Distinguish between the author and the narrator, investigating narrative viewpoint and the treatment of different characters, <i>e.g.</i> minor characters, heroes, villains, and perspectives on the action from different characters.</p>

	<p>Identify language the writer has chosen for impact and discuss and evaluate the impact on the reader.</p> <p>Make comparisons between books, making links between themes, events and characters.</p>	<p>comment on the use of similes and expressive language to create images, sound effects and atmosphere.</p> <p>Deduce characters' thoughts, feelings and motives for their actions. Provide reasons for views about literature read.</p> <p>Predict from details stated and implied and modify predictions in the light of new evidence.</p>	<p><i>comments sequenced to follow the shifting thoughts of a character, examples listed to justify a point and reiterate to give it force.</i></p> <p>Make comparisons within and between books, comparing characters, considering viewpoints of authors and of fictional characters.</p> <p>Identify features that demonstrate author style with reference to vocabulary, sentence structure, themes and conventions.</p>	<p>Analyse the success of texts and writers in evoking particular responses in the reader, e.g. where suspense is well-built.</p> <p>Scan a text, identifying themes and conventions.</p> <p>Draw inferences from independent reading and explain thinking, returning to text to support opinions when prompted.</p> <p>Explain inferred meanings drawing on evidence across the text</p>	<p>Draw inferences from reading and explain thinking, returning to the text to support opinions.</p>	<p>Justify opinions about texts with confidence.</p> <p>Recognise nuances in vocabulary choices.</p> <p>Deduce characters' feelings, thoughts and motives for actions, and can explain the deduction process.</p>
Non-fiction	<p>Discuss the purpose of note-taking and how this influences the nature of notes made.</p>	<p>Locate information confidently and efficiently through (i) using contents, indexes, sections, headings (ii)</p>	<p>Evaluate texts critically by comparing how different sources treat the same information.</p>	<p>Discuss how effectively the features of a specific form have been applied and how effective the use of language</p>	<p>Read, compare and evaluate examples of arguments and discussions, e.g. letters to press, articles, discussion of issues in books,</p>	<p>Retrieve, record and present information from non-fiction following own lines of enquiry.</p>

	<p>Scan a text to identify a word or phrase from reading and give alternative meaning for it.</p> <p>Identify techniques, sentence structure and language techniques that supports precise and concise presentation of information.</p>	<p>skimming to gain overall sense of text (iii) scanning to locate specific information (iv) close reading to aid understanding (v) text-marking (vi) and using IT sources.</p> <p>Secure the skills of skimming, scanning and efficient reading so that research is fast and effective.</p>	<p>Read and evaluate letters, e.g. from Newspapers, magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out (ii) how language is used, e.g. to gain attention, respect, manipulate.</p> <p>Identify the purpose of the presentational and organisational devices in a text.</p> <p>Discuss vocabulary specifically chosen for clarity.</p>	<p>and grammatical features are in non-fiction texts - such as reviews, reports, leaflets.</p> <p>Read and evaluate a range of procedural texts in terms of their: -purposes; -organisation and layout; clarity and usefulness.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying some key details that support them.</p>	<p>e.g. environment, animal welfare;</p> <p>Note how arguments are presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, etc. can be used to support arguments.</p> <p>Use skimming and scanning to identify language and grammar features the writer had used to create specific effects and discuss the impact on the reader.</p> <p>Identify viewpoint in discussion texts and gather techniques for demonstrating the viewpoint.</p> <p>Recognise rhetorical devices e.g. those used to</p>	<p>Read a range of explanatory texts, investigating and noting features of impersonal style, e.g. complex sentences; technical vocabulary; hypothetical language; use of words/phrases to make sequential, causal, logical connections, e.g. while, during, after.</p> <p>Identify techniques used to shift formality and evaluate the effectiveness and purpose.</p> <p>Identify distinctive language, structural and presentational features and demonstrate understanding of how these help the reader draw</p>
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					<i>argue, persuade, mislead and sway the reader.</i>	meaning from the text.
Poetry	<p>Read a number of poems by significant poets and identify what is distinctive about the style or content of their poems.</p> <p>Identify and discuss writer technique such as repetition, recap, alliteration, onomatopoeia to create specific effects (such as humour/suspense).</p> <p>Explore <i>Iambic Pentameter</i> noting how different lines are constructed, pattern of stressed and unstressed syllables. Explain</p>	<p>Discuss a poet's possible viewpoint, explain and justify own response and interpretation. Discuss how poets draw upon observation, memory and imagination.</p> <p>Analyse and compare poetic style, use of forms and the themes of significant poets; to respond to shades of meaning; to explain and justify personal tastes; to consider the impact of full rhymes, half rhymes, internal rhymes and other sound patterns.</p>	<p>Recognise themes in the poems they read, such as love, loss or heroism.</p> <p>Explore and explain imagery including metaphor and personification.</p>	<p>Explore emotive poems noting techniques poets use to impact on the reader. Explore how precise word choice evokes more than is described.</p> <p>Comment critically on the overall impact of a poem, showing how language and themes have been developed.</p>	<p>Identifying how language, structure and presentation contribute to meaning of poems. Explain the use of unusual or surprising language choices and effects, such as onomatopoeia; comment on how these influence meaning.</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Discuss and evaluate how poets use language, including figurative language, considering the impact on the reader.</p> <p>Discuss how linked poems relate to one another by themes, format and repetition, e.g. cycle of poems about the seasons.</p>

	the effect of lines being constructed in this style.					
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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fluency *150-200+ WCPM	<ul style="list-style-type: none"> • Read age-appropriate texts fluently and with confidence. • Learn and recite a wider range of poetry, sometimes by heart. • Read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience. • Notice and respond to punctuation and phrasing when reading aloud. • Gain, maintain and monitor the interest of the listener. • Automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts. • Read with resilience, stamina and speed across a range of genre. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience, venue and occasion. 					
Word Reading & meaning	<ul style="list-style-type: none"> • Use knowledge of root words, prefixes and suffixes to identify the meaning of unfamiliar words and pronounce them, self-correcting for understanding. • Give and explain the meaning of words in context. 		<ul style="list-style-type: none"> • Use knowledge of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency. • Use a range of strategies for working out unfamiliar words including using the context and use of any root words, prefixes or suffixes to help to determine the definition. 		<ul style="list-style-type: none"> • Use knowledge of a wider range of root words, prefixes and suffixes to read fluently and interpret new words in the contexts of what is read. • Work out the meaning of words from context. • Independently generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. 	
Fiction	Compare and evaluate a novel or play in print and the film/TV version,	Take account of viewpoint in a novel through, e.g.: -identifying the narrator;	Be familiar with the work of some established authors, articulate what is special about their work,	Use implied and multi-layered meaning to predict what might happen.	Justify views about texts, offering coherent evidence to support it.	Use active reading strategies to summarise, annotate a text, identify key

<p>e.g. treatment of the plot and characters, the differences in the two forms, e.g. in seeing the setting, in losing the narrator.</p> <p>Identify techniques and explain how writers create specific atmospheres.</p> <p>Evaluate how effectively the writer has met the purpose of the writing.</p> <p>Make comments generally supported by relevant textual reference or quotation.</p> <p>Drawing on a range of evidence from different parts of the text, confidently predict in detail using</p>	<p>-explaining how this influences the reader's view of events; -explaining how events might look from a different point of view.</p> <p>Evaluate the effectiveness of dialogue and its purpose.</p> <p>Read and give opinions on the fiction and non-fiction read over the term and develop personal preferences for authors and styles of writing.</p> <p>Some explanation of how context contributes to meaning - <i>e.g. how a novel relates to when and where it was written.</i></p>	<p>and explain their preferences in terms of authors, styles and themes.</p> <p>Describe and evaluate the style of an individual writer.</p> <p>Participate in discussion about texts read expressing views and preferences about authors and genres, justifying them with reference to the text.</p> <p>Make structured responses by stating the point, finding evidence and explaining ideas.</p>	<p>Identify and discuss the tone (register) in what is read with reference to the text to justify opinions.</p> <p>Identify language, including figurative language the writer has chosen for impact, discuss and evaluate the impact on the reader.</p> <p>Identify strategies writers use to demonstrate shifts in time.</p> <p>Provide explanations of inferred meanings drawing on evidence across the text.</p>	<p>Summarise main ideas, identifying key details and using quotations for illustration.</p> <p>Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader.</p> <p>Identify the main purpose and viewpoint within and across genres and overall effect on the reader.</p> <p>Make comparisons within and across texts discussing themes.</p>	<p>information and note-take.</p> <p>Discuss how reading preferences have developed through experiences of reading a wide range of fiction and non-fiction throughout the year.</p> <p>Justify views about texts, offering coherent evidence to support it.</p>
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	information stated and implied.					
Non-fiction	<p>Review a range of non-fiction text types and characteristics, discussing when a writer might choose to write in a given style and form.</p> <p>Identify intended audiences and purposes for writing and how a writer meets the intentions .</p> <p>Describe layout and presentational devices.</p> <p>Skim and scan a text finding evidence quickly.</p> <p>Clearly identify the most relevant points, including those selected from different places in the text; summarising ideas</p>	<p>Explore how writers control impersonal writing, particularly the sustained use of the present tense and the passive voice.</p> <p>Note how writers demonstrate an assured and conscious control over levels of formality.</p> <p>Identify and explain the purpose of different features of different forms of writing and how they appeal to specific audiences.</p> <p>Retrieve and record information accurately.</p>	<p>Collect and investigate use of persuasive devices: e.g. words and phrases: e.g. 'surely', 'it wouldn't be very difficult...', persuasive definitions, e.g. 'no-one but a complete idiot...'; rhetorical questions 'are we expected to...?'; pandering, condescension.</p> <p>Recognise how arguments are constructed to be effective, through:</p> <ul style="list-style-type: none"> -the expression, sequence and linking of points; -the provision of persuasive examples, illustrations and evidence; -pre-empting or answering potential 	<p>Read and understand examples of official language and its characteristic features, e.g. through discussing consumer information, legal documents, layouts, use of footnotes, instructions, parentheses, headings, appendices and asterisks.</p> <p>Identify the features of balanced written arguments which, e.g.</p> <ul style="list-style-type: none"> -summarise different sides of an argument; -clarify the strengths and weaknesses of different positions; 	<p>Identify distinctive language, structural and presentational features in non-fiction texts, demonstrating an understanding of how these help the reader draw meaning from text.</p> <p>Efficiently skim read a text for the main idea.</p> <p>Retrieve, record and re-cast information from non-fiction.</p> <p>Identify and comment on features common to different texts or versions of the same text.</p>	<p>Efficiently scan a text for specific words and phrases.</p> <p>Comment on structural choices showing some general awareness of authors' craft e.g. <i>"It tells you all the things burglars can do to a house and then the last section explains how the alarm protects you"</i>.</p> <p>Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader.</p>

	<p>from more than one paragraph.</p> <p>Distinguish between fact and opinion.</p>		<p>objections; -appealing to the known views and feelings of the audience.</p> <p>Identify distinctive language, structural and presentational features in persuasive and discursive texts, demonstrating an understanding of how these help the reader draw meaning from the text.</p> <p>Identify and explain persuasive techniques including stylistic and vocabulary choices.</p> <p>Clearly identify various features relating to organisation at text level, including form,</p>	<p>-signal personal opinion clearly.</p> <p>Efficiently skim and scan a text finding evidence at speed.</p> <p>Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them.</p>		
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			with some explanation <i>e.g.</i> "Each section starts with a question as if he's answering the crowd".			
Poetry	<p>Read a range of narrative poems.</p> <p>Identify how language, structure and presentation contribute to meaning of poems.</p> <p>Analyse how messages, moods, feelings and attitudes are conveyed in poetry.</p>	<p>Explain the impact of figurative and expressive language, including metaphor.</p> <p>Comment on poems' structures and how these influence meaning.</p> <p>Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes.</p> <p>Understand terms which describe different kinds of poems, <i>e.g.</i> ballad, sonnet, rap, narrative and identify typical features.</p>	<p>Explore how poets use language imaginatively to create surreal, surprising, amusing and inventive poetry.</p> <p>Perform poems varying pitch, pace volume, rhythm and expression in relation to the poem's meaning and form.</p>	<p>Recognise how poets manipulate words:</p> <ul style="list-style-type: none"> -for their quality of sound, <i>e.g.</i> rhythm, rhyme, assonance; -for their connotations; -for multiple layers of meaning, <i>e.g.</i> through figurative language ambiguity. <p>Understand and use appropriate terminology to discuss texts <i>e.g.</i> <i>metaphor, simile, analogy, imagery, style and effect.</i></p>	<p>Read and interpret poems in which meanings are implied or multi-layered; discuss, interpret challenging poems with others.</p> <p>Explain the meaning of words and phrases in context including archaic language and figurative language.</p> <p>Summarise main ideas, identifying key details and using quotations for illustration.</p>	<p>Investigate humorous verse;</p> <ul style="list-style-type: none"> -how poets play with meanings; -nonsense words and how meaning can be made of them; -where the appeal lies. <p>Use actions, sound effects, musical patterns, images and dramatic interpretation when performing poems, varying presentations by using ICT.</p> <p>Explain how meaning is enhanced through choice of words and phrases.</p>

