

Reading Progression across school

Reception		
Reading - Word reading		
Skills	Objectives	What is happening in the classroom
Phonics and decoding	<p>Read individual letters by saying the sound; say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Blend sounds into words so that reading of short words made up of known letter-sound correspondences is successful.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p>	<p>Daily phonics teaching using Floppy's Phonics which is tracked to age related expectations.</p> <p>Word and sentence work linked to Phonics recorded in phonics folders and in profile folders/online journal (independent challenges).</p> <p>Learning environments support practising and applying phonic knowledge and early reading knowledge and skills - displays, provision, independent challenges, adult interactions in provision.</p>
Common exception words	Read some common exception words from Floppy's phonics.	Regular assessment of phonics linked to Floppy's Phonics scheme.
Fluency	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	<p>Daily intervention, 1:1 sessions for children not working at expected standard.</p> <p>All children to be reading with an adult 3 times a week to work on their decoding and comprehension skills.</p> <p>Priority readers identified early and read daily with an adult.</p> <p>In class there should be alphabetic code posters, wall frieze relevant to current phase/previous phase. Children should also have access to sound mats linked to relevant work.</p>

Reception		
Reading - Comprehension		
Skills	Objectives	What is happening in the classroom
Understanding and correcting inaccuracies	<p>To check that a text makes sense to them, re- reading to gain understanding and to support the development of self correction.</p> <p>Anticipate - where appropriate - key events in stories.</p> <p>Ask questions to find out more and to check they understand what has been</p>	<p>Read sentence(s) and words with teacher/adult, talk partner and independently, focussing on comprehension skills.</p> <p>Daily 'drop everything and read' (DEAR) sessions which start with discussions linked to the meaning of words, and relevance of pictures. These sessions use fiction and non fiction as stimulus.</p> <p>OMAT fiction and topic related fiction and non</p>



	said to them.	fiction are linked to the whole curriculum.
Connecting and becoming familiar with texts	<p>Re-read books and other reading materials to build up their confidence, fluency, understanding and enjoyment.</p> <p>Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. Link what they have read or have read to them to their own experiences. Retell familiar stories with some detail.</p> <p>Enjoy listening to and talking about stories, joining in with discussions about a text, taking turns and listening to what others say.</p> <p>Discuss book titles and key events in stories including the setting and character names.</p>	<p>Poetry and performance- children learn OMAT rhymes and poems (nursery and reception expectations).</p> <p>Children learn songs linked to stories and non fiction themes.</p>
Non fiction	Listen to and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary.	
Poetry and performance	Learn to appreciate rhymes and poems and to recite some by heart.	

Reception		
	Key Reading Skills	Suggested question stems for whole class sessions
Vocabulary	<p>Use and understand recently introduced vocabulary during discussions about stories, non fiction, rhymes and poems during role play.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Join in with repeated refrains.</p> <p>Discuss favourite words and phrases.</p>	<p>Where have you heard/used this word before? What does the word...mean? What does this word or phrase tell you about ...? Can you think of any other words the author could have used to describe this?</p>
Inference	<p>Children make a basic inference about a characters' feelings by using what they say as evidence. Infer basic points with direct reference to the pictures. Discuss book titles and key events in stories including the setting and character names. Demonstrate simple inference based on what is said and done.</p>	<p>How do you think this character is feeling? How would you feel? Why did X happen? Why did ...say ...? Can you explain why ...?</p>



Prediction	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions, including predictions, when being read to, during whole class discussions, small group interactions and one to one reading.</p> <p>Predict what might happen on the basis of what has been said and read so far in terms of story, character and plot. Make simple predictions based on the story and on their own life experience.</p>	<p>Let's look at the blurb/front cover. What do you think this book will be about? What do you think might happen next ? Why do you think this? What is happening? Do you think this has happened before? What might happen next?</p>
Explanation	<p>Respond to what they hear with relevant questions, comments and actions when being read to, during whole class and group discussions and when reading with an adult or independently.</p> <p>Link what they have read or have read to them to their own experiences.</p> <p>Express preferences and begin to explain why they think this.</p>	<p>Who is your favourite character? Why? Would you like to live in this setting? Why /why not? Is there anything you would like to happen in this story? Do you like this story/information book? What do you like about it?</p>
Retrieval	<p>Develop knowledge of retrieval through images. Answer a question about what has happened in the story, or information they obtained from a non fiction text. Recognise characters, events, titles and information. Recognise differences between fiction and non-fiction texts. Hold conversations when engaged in back-and-forth exchanges with adults and peers.</p>	<p>Who did...? Where did...? When did...? What happened when...? How did...? How many...? What happened to...?</p>
Sequence	<p>To retell familiar stories orally using repeated language from the text. Sequence events from a familiar story.</p> <p>Discuss events, making simple links between them.</p>	<p>What happened at the start of the story? What happened at the end of the story? What happened after ... said ...?</p> <p>Sequence key events from the story.</p>

Year 1		
Reading - Word reading		
Skills	Objectives	What is happening in the classroom
Phonics and decoding	<p>To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using GPCs that they have been taught. To respond speedily giving the correct</p>	<p>Daily phonics teaching using Floppy's Phonics which is tracked to age related expectations. Sentence work linked to Phonics recorded in</p>



	<p>sound to graphemes for all of the 40+ phonemes</p> <p>To read words containing the taught GPCs</p> <p>To read words containing -s, -es, -ing, -ed, and -est endings.</p> <p>To read words with contractions Eg. I'm , I'll and we'll</p>	<p>Phonics books daily.</p> <p>Regular assessment of phonics linked to Floppy's Phonics scheme.</p> <p>Daily intervention, 1:1 sessions for children not working at expected standard.</p>
Common exception words	To read Y1 common exception words , noting unusual correspondences between spelling and sound and where these occur in words.	<p>All children to be reading with an adult 3 times a week to work on their decoding and comprehension skills.</p> <p>Priority readers identified early and reading daily with an adult.</p> <p>In class there should be alphabetic code posters, wall frieze relevant to current phase/previous phase. Children should also have access to sound mat linked to relevant work on their tables.</p>
Fluency	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To re-read texts to build up fluency and confidence in word reading.</p>	

Year 1		
Reading - Comprehension		
Skills	Objectives	What is happening in the classroom
Understanding and correcting inaccuracies	To check that a text makes sense to them as they read and to self correct	Read a text with a teacher, talk partner and independently focussing on comprehension skills.
Connecting and becoming familiar with texts	<p>To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories with increasing detail</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>Two taught reading sessions weekly with a focus on comprehension skills. These will begin with oral discussions progressing towards children being able to answer written style comprehension answers in Spring term. These sessions will use fiction and non fiction as stimulus.</p> <p>Daily DEAR sessions at the end of each day.</p> <p>OMAT non fiction texts linked to wider curriculum used for Science and /or History/Geography units.</p> <p>1. Poetry and performance- children continue to build on their repertoire of rhymes and poems building from EYFS.</p>
Non fiction	To discuss feature and layout	
Poetry and performance	Learning to appreciate rhymes and poems and to recite some by heart	

Year 1



	Key Reading Skills	Suggested question stems for whole class sessions
Vocabulary	<p>Discuss word meanings , linking new meanings to those already known</p> <p>Join in with predictable phrases Use vocabulary given by the teacher Draw on knowledge of vocab in order to understand the text</p> <p>Discuss favourite words and phrases</p>	<p>What does the word...mean in this sentence? Find and copy a word which means X ? What does this word or phrase tell you about ...? Can you think of any other words the author could have used to describe this? Which of the words best describe the mood/ character/ setting etc? Why do you think ...is repeated in this part?</p>
Inference	<p>Children make a basic inference about a characters' feelings by using what they say as evidence. Infer basic points with direct reference to the pictures and words in the etxt. Discuss the significance of the title and events Demonstrate simple inference based on what is said and done.</p>	<p>What was X feeling ...? Why did X happen? Why did ...say ...? Can you explain why ...? What do you think the author meant/intended when they said ?</p> <p>How does ...make you feel?</p>
Prediction	<p>Predict what might happen on the basis of what has been said and read so far in terms of staory, character and plot. Make simple predictions based on the story and on their own life experience. Begin to explain these ideas verbally or through pictures.</p>	<p>Look at blurb/front cover what do you think this book will be about? What will happen next ? Why do you think this? How does the choice of character/setting affect what will happen next? What is happening ? Do you think this has happened before ? What will happen next? What do think the last paragraph/ sentence/ page suggests?</p>
Explanation	<p>Give my opinion including likes and dislikes (not NC) objective Link what they have read or heard to their own experiences Explain clearly their understanding of what has been read to them Express views about events and characters</p>	<p>Who is your favourite character ? Why ? Why are all the main characters boys/ girls in this book? Would you like to live in this setting? Why /why not? Is there anything you would change about this story? Do you like the text? What do you like about it?</p>
Retrieval	<p>Develop knowledge of retrieval through images Answer a question about what has happened in the story Recognise characters, events titles and information. Recognise differences between fiction and non-fiction texts. Retrieve information by finding a few key words Contribute ideas and thoughts in a discussion.</p>	<p>What kind of text is this? Who did...? Where did...? When did...? What happened when...? How did...? How many...? What happened to...?</p>
Sequence	<p>To retell familiar stories orally To sequence the events of a story they are familiar with Begin to discuss how events are linked.</p>	<p>Can you remember these events 1-5 in the order that they happened? What happened after...? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story?</p>



		In what order do you think these chapter headings come in the story? Sequence key events from the story.
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Year 2		
Reading - Word reading		
Skills	Objectives	What is happening in the classroom
Phonics and decoding	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.	Daily phonics teaching using Floppy's Phonics which is tracked to age related expectations. Sentence work linked to Phonics recorded in Phonics books daily. Regular assessment of phonics linked to Floppy's Phonics scheme. Daily intervention, 1:1 sessions for children not working at expected standard.
Common exception words	To read Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	All children to be reading with an adult 3 times a week to work on their decoding and comprehension skills. Priority readers identified early and reading daily with an adult. In class there should be alphabetic code posters, wall frieze relevant to current phase/previous phase. Children should also have access to sound mat linked to relevant work on their tables.
Fluency	To read aloud books (closely matching to improving phonic knowledge) sounding out unfamiliar words accurately, automatically and without undue hesitation. To re-read these texts to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending eg at over 90 words per minute in age appropriate texts.	

Year 2		
Reading - Comprehension		
Skills	Objectives	What is happening in the classroom
Understanding and correcting inaccuracies	To show understanding by drawing on what they may already know or on background information and vocabulary provided by the teacher. To check that a text makes sense to	Read a text with a teacher, talk partner and independently focussing on comprehension skills. Two taught reading sessions weekly with a focus on comprehension skills. These sessions will use fiction



	them as they read and to correct inaccurate reading.	and non fiction as stimulus.
Connecting and becoming familiar with texts	<p>To participate in class discussion about a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. Explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literacy language in stories and poetry. To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>Daily DEAR sessions at the end of each day. Texts will be beyond which the majority of the children would be able to access independently.</p> <p>OMAT non fiction texts linked to wider curriculum used for Science and /or History/Geography units.</p> <p>Poetry taught within reading sessions use of OMAT recommended texts. Children continue to build on their repertoire of poems.</p>
Non fiction	Being introduced to non-fiction books that are structured in different ways	
Poetry and performance	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting soem, with appropriate intonation to make the meaning clear.	

Year 2		
	Key Reading Skills	Suggested question stems for whole class sessions
Vocabulary	<p>Discuss and clarify meanings of words; link new meanings to those already known</p> <p>Draw on knowledge of vocab in order to understand the text</p> <p>Discuss favourite words and phrases Recognise some recurring language in stories and poems</p>	<p>Can you find a noun/verb/adjective that tells you shows you...?</p> <p>Why do you think the author chose to use..to describe..?</p> <p>Which other word means the same as..?</p> <p>Find an adjective in the text which describes...</p> <p>Which word/phrase is the most important in this part?</p> <p>Which word best describes...?</p>
Inference	<p>Make an inference about a characters' feelings by using what they say and do as evidence.</p> <p>Infer basic points and begin, with support, to pick up on subtler references.</p> <p>Use pictures or words to make inferences</p> <p>Answer and ask questions and modify</p>	<p>What do you think ... means?</p> <p>Why do you think that?</p> <p>How do you think...?</p> <p>When do you think...?</p> <p>Can you explain why?</p> <p>How has the author made us think that?</p> <p>How does ... make you feel?</p>



	answers as the story progresses.	
Prediction	<p>Predict what might happen on the basis of what has been read in terms of story, character and plot.</p> <p>Make predictions based on their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</p>	<p>Where do you think... will go next? What do you think ...will say or do?</p> <p>What do you think this book will be about? Why?</p> <p>How do you think this will end? What makes you say that?</p> <p>Who do you think has done it?</p> <p>What might ...say about that?</p>
Explanation	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Express own views about events and characters</p> <p>Discuss similarities between books</p> <p>Listen to the opinions of others</p>	<p>What is similar/different about two characters?</p> <p>Explain why ...did that?</p> <p>Is this as good as interesting as ..?</p> <p>Which is better and why></p> <p>Does the picture help us? How?</p> <p>What would you do if you were?</p> <p>Would you like to live in this setting? Why ?</p> <p>Is there anything you would change about this story ? Why ?</p> <p>Do you agree with the author's...? Why?</p>
Retrieval	<p>Draw upon previously taught knowledge.</p> <p>Retell using a weir range of story language</p> <p>Independently read and answer simple questions about what they have just read.</p> <p>Ask and answer retrieval questions.</p> <p>Remember significant events and key information about the text they have read.</p> <p>Monitor their reading , checking words that they have decoded, to ensure that they fit within the text they have already read.</p>	<p>Who is/are the main characters?</p> <p>When /where is the story set? How do you know?</p> <p>Which is your favourite/ funniest/scariest part of the story? Why?</p> <p>Tell me three facts you have learned from the text.</p> <p>Find the part where..</p> <p>What type of text is this?</p> <p>What happened to ... in the end of the story?</p>
Sequence	<p>Discuss the sequence of events in the books and how items of information are related.</p> <p>Order events from a text.</p> <p>Retell using a wider range of story language.</p> <p>Begin to discuss how events are linked focusing on the main content of the story.</p>	<p>Can you remember these events 1-5 in the order that they happened?</p> <p>What happened after...?</p> <p>What was the first thing that happened in the story?</p> <p>Can you summarise in a sentence the opening/middle/end of the story?</p> <p>In what order do you think these chapter headings come in the story?</p> <p>Sequence key events from the story.</p>

Year 3

Reading - Word reading

Skills

Objectives

What is happening in the classroom



Phonics and decoding	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)</p> <p>To apply their growing knowledge of root words and prefixes including, in,im,il,ir,dis,mis,un,re,sub,inter,super,a nti, and auto to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes/word endings including, ation,ly,ous, ture, sure, sion, tion, sion, and cian to begin to read aloud.</p>	<p>Half termly fluency assessment based on achieving 90 wpm + on an age related text.</p> <p>Daily intervention 1:1 priority reading for children not working at expected standard.</p> <p>Catch up Floppy's Phonics or Project X three times per week.</p> <p>In class there should be alphabetic code posters, wall frieze relevant to current phase/previous phase. Children should also have access to sound mat linked to relevant work on their tables.</p>
Common exception words	To begin to read Y3/4 common exception words	
Fluency	At this stage, teaching of comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary	

Year 3		
Reading - Comprehension		
Skills	Objectives	What is happening in the classroom
Understanding and correcting inaccuracies	<p>At this stage, teaching of comprehension skills should be taking priority over teaching of word reading and fluency specifically.</p> <p>Focus on word reading should support the development of vocabulary.</p>	<p>Three taught reading sessions weekly with a focus on specific content domains to aid comprehension skills.</p> <p>Over each half term fiction, non fiction and poetry will be covered.</p> <p>Daily DEAR sessions at the end of each day. Texts will be beyond which the majority of the children would be able to access independently.</p> <p>OMAT non fiction texts linked to wider curriculum used for Science and /or History/Geography units.Comprehension sessions linked to other curriculum areas.</p> <p>Half termly class readers used as high quality texts in reading/writing sessions to enhance comprehension skills.</p> <p>Lowest 20%comprehension intervention</p>
Connecting and becoming familiar with texts	<p>To recognise, listen and discuss a wide range of fiction, non-fiction, plays, reference books and poetry at a level beyond that at which they can read independently.</p> <p>To use appropriate terminology when discussing texts- plots, character, setting.</p>	
Non fiction	To retrieve and record information from non-fiction texts.	
Poetry and performance	<p>To prepare and perform plays / poems that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	

Year 3 Reading		
	Key Reading Skills	Suggested question stems for whole class sessions
Vocabulary	<p>Use dictionaries to check the meaning of words they have read.</p> <p>Discuss words that capture the reader's imagination or interest. Find the meanings of new words using substitution in a sentence.</p> <p>Identify how language choices help build meaning.</p>	<p>What does this word/phrase tell you about the character/setting or mood?</p> <p>Which words you that...?</p> <p>Which keyword tells you...?</p> <p>Find and highlight the word that is closest in meaning to...?</p> <p>Find a word which shows/suggests...?</p> <p>What other words/phrases could the author have used here?</p> <p>Can you find this word?</p>
Inference	<p>Make an inference about actions or events.</p> <p>.Justify inferences by referencing a specific point in a text.</p> <p>Use pictures or words to make inferences</p> <p>Answer and ask questions and modify answers about characters feelings , thoughts and motives.</p>	<p>What do you think ... means?</p> <p>Why do you think that?</p> <p>How do you think...?</p> <p>What do these words mean and why do you think the author chose them?</p> <p>Find and copy a group of words which show...?</p> <p>How does the description of ...show ...?</p> <p>Who is telling the story?</p> <p>What has the character done at this time?</p>
Prediction	<p>Justify predictions using evidence from the text.</p> <p>Use relevant prior knowledge to make predictions and justify them.</p> <p>Use details from the text to form further predictions.</p>	<p>Can you think of another story with a similar theme?</p> <p>Which other stories have openings like this?</p> <p>Do you think that this story will develop the same way?</p> <p>Why did the author choose this setting? Will that influence the story?</p> <p>What happened before this and what do you think will happen after?</p> <p>Do you think the setting will have an impact on the plot moving forward?</p>
Explanation	<p>Discuss the features of a wide range of fiction, non-fiction poetry, plays and reference books.</p> <p>Identify how language structure and presentation contribute to meaning in both fiction and non-fiction books.</p> <p>Recognise authorial choices and the purpose of these</p>	<p>What is similar/different about two characters?</p> <p>Explain why ...did that?</p> <p>Describe different characters reactions to the same event.</p> <p>Why do you think the author chose to order the text this way?</p> <p>Is this as good as interesting as ..?</p> <p>Which is better and why?</p> <p>What is the purpose of this text and who do you think it was written for?</p> <p>What is the author's viewpoint? How do you know?</p> <p>How are these two sections of the text linked?</p>
Retrieval	<p>Use contents page and subheadings to locate information</p> <p>Learn to skim and scan to retrieve details.</p> <p>Begin to use quotations from the text.</p> <p>Retrieve and record information from</p>	<p>Who are the characters in this text?</p> <p>When /where is the story set? How do you know?</p> <p>Which part of the story best describes the setting?</p> <p>What do you think is happening in ...part?</p> <p>What might this mean?</p>



	fiction and non-fiction texts.	
Summarise	<p>Identify main ideas drawn from a key paragraph or page and summarise these. Give a brief verbal summary of a story.</p> <p>Begin to distinguish between the more important and less important information in a text.</p> <p>Teachers begin to model how to summarise. Identify themes from a wide range of books. Make simple notes from one source of writing.</p>	<p>What is the main point in this paragraph?</p> <p>Sum up what has happened so far in X words. Which is the most important point in these paragraphs?</p> <p>Do any sections/paragraphs deal with similar themes?</p> <p>Have you noticed any differences between that text and any others you have read?</p> <p>What do I need to jot down to remember what I have read?</p>

Year 4		
Reading - Word reading		
Skills	Objectives	What is happening in the classroom
Phonics and decoding	To read most words fluently and attempt to decode and unfamiliar words with increasing skill and speed. To apply their growing knowledge of root words, prefixes, suffixes/word ending to read aloud fluently.	<p>Half termly fluency assessment based on achieving 90 wpm + on a age related text.</p> <p>Daily intervention 1:1 priority reading for children not working at expected standard.</p>
Common exception words	To read all Y3/4 statutory words discussing unusual correspondences between spelling and sound and where these occur in a word.	Catch up Floppy's Phonics or Project X three times per week.
Fluency	At this stage, teaching of comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	In class there should be alphabetic code posters, wall frieze relevant to current phase/previous phase. Children should also have access to sound mat linked to relevant work on their tables.

Year 4		
Reading - Comprehension		
Skills	Objectives	What is happening in the classroom
Understanding and correcting inaccuracies	At this stage, teaching of comprehension skills should be taking priority over	Three taught reading sessions weekly with a focus on specific content domains to aid



	<p>teaching of word reading and fluency specifically.</p> <p>Focus on word reading should support the development of vocabulary.</p>	<p>comprehension skills.</p> <p>Over each half term fiction, non fiction and poetry will be covered.</p>
Connecting and becoming familiar with texts	<p>To discuss and compare texts from a wide range of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a range of books.</p> <p>To refer to authorial style, overall themes (triumph of good over evil) and features (greetings in cards, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how structure, language and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so the meaning is clear.</p>	<p>Daily DEAR sessions at the end of each day. Texts will be beyond which the majority of the children would be able to access independently.</p> <p>OMAT non fiction texts linked to wider curriculum used for Science and/or History/Geography units. Comprehension sessions linked to other curriculum areas.</p> <p>Half termly class readers used as high quality texts in reading/writing sessions to enhance comprehension skills.</p> <p>Lowest 20%comprehension intervention</p>
Non fiction	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words they have read.</p>	
Poetry and performance	<p>To recognise and discuss some different forms of poetry- free verse or narrative poetry.</p> <p>To prepare and perform poems and playscripts with appropriate intonation, tone, volume and action to show awareness of the audience when reading aloud.</p>	

Year 4 Reading		
	Key Reading Skills	Suggested question stems for whole class sessions
Vocabulary	<p>Use dictionaries to check the meaning of words they have read.</p> <p>Use a thesaurus to find synonyms.</p> <p>Discuss why words have been chosen and their effect on the reader.</p> <p>Explain how words can capture the interest of the reader.</p> <p>Discuss new and unusual vocab and clarify the meaning of these.</p>	<p>What other words could the author have used here?</p> <p>Do you think the author intended to ... Why ?</p> <p>What does the word/phrase/sentence tell you about the character/setting or mood?</p> <p>By writing, what effect has the author created?</p> <p>Find and highlight the word that is closest in meaning to...?</p> <p>Can you find the meaning of a word or a word</p>



	Find the meaning of new words using the context of the sentence.	with a similar meaning in a dictionary or thesaurus?
Inference	<p>Infer characters feelings, thoughts and motives from their stated actions. Consolidate the skill of justifying by using a specific reference point in the text.</p> <p>Justify inferences by referencing a specific point in a text.</p> <p>Answer and ask questions and about characters feelings , thoughts and motives- I know this because ... Use more than one piece of evidence to justify their answer.</p>	<p>What do you think ... means? Why do you think that? How do you think...?</p> <p>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 based on this piece of evidence? What do these words mean and why do you think the author chose them? Find and copy a group of words which show..? What impression of...do you get from this paragraph?</p>
Prediction	<p>Justify predictions using evidence from the text.</p> <p>Use relevant prior knowledge as well as details from the text to make predictions and justify them.</p> <p>Monitor these predictions and compare them with the text as they read on.</p>	<p>Can you think of another story with a similar theme? How do their plots differ? Which other 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 will happen next? Do you think...will happen? Explain your answer with evidence from the text.</p>
Explanation	<p>Discuss words and phrases that capture the readers interest and imagination.</p> <p>Identify how language structure and presentation contribute to meaning in both fiction and non-fiction books.</p> <p>Recognise authorial choices and the purpose of these</p>	<p>What is similar/different about two characters? Did the author intend that? Explain why ...did that? Describe different characters' reactions to the same event.</p> <p>What can you tell me about the way the text is organised? Why is the text arranged that way? Is this as good as interesting as ..?</p> <p>Which section was the most ...why? How does the author engage the reader here? What is the purpose of the text and who is the audience?</p>
Retrieval	<p>Use relevant quotes to support their answers to questions. Confidently skim and scan to retrieve details.</p> <p>Retrieve and record information from fiction and non-fiction texts.</p>	<p>Find the ..in this text? Is it anywhere else?</p> <p>When /where is the story set? How do you know? Find the part of the story that best describes the setting. What do you think is happening in ...part? Why? Whose perspective is the story told from and how do you know? How can you use the sub heading to help you here?</p>



Summarise	<p>Identify main ideas drawn from more than one paragraph or page and summarise these.</p> <p>Use skills from Y3 to write a brief summary of main points, identifying and using important information.</p> <p>Identify themes from a wide range of books</p> <p>Highlight key information and record it in bullet points, diagrams etc</p>	<p>What is the main point in this paragraph? Is it mentioned anywhere else?</p> <p>Sum up what has happened so far in X words or less Which is the most important point in these paragraphs? Why?</p> <p>Do any sections/paragraphs del with the same themes?</p> <p>How might I record this to ensure the best possible outcome?</p>

Year 5		
Reading - Word reading		
Skills	Objectives	What is happening in the classroom
Phonics and decoding	<p>To read most words fluently and attempt to decode unfamiliar words with increasing skill and speed and work out their meaning through contextual clues. To apply their growing knowledge of root words, prefixes , suffixes/word ending including Sion, ,tion, cial, tial, ant, ance, ancy, ent, ence, able, ible,ibly to read aloud fluently.</p>	<p>Half termly fluency assessment based on achieving 90 wpm + on a age related text.</p> <p>Daily intervention 1:1 priority reading for children not working at expected standard.</p> <p>Catch up Floppy's Phonics or Project X three times per week.</p> <p>Free readers to choose books carefully matched to reading ability to enthuse and engage. Books choices to be closely monitored by teaching staff.</p>
Common exception words	<p>To read most Y5/6 exception words discussing unusual correspondences between spelling and sound and where these occur in a word.</p>	
Fluency	<p>At this stage, teaching of comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	

Year 5		
Reading - Comprehension		
Skills	Objectives	What is happening in the classroom



Understanding and correcting inaccuracies	<p>At this stage, teaching of comprehension skills should be taking priority over teaching of word reading and fluency specifically.</p> <p>Focus on word reading should support the development of vocabulary.</p>	<p>Three taught reading sessions weekly with a focus on specific content domains to aid comprehension skills.</p> <p>Over each half term fiction, non fiction and poetry will be covered.</p>
Connecting and becoming familiar with texts	<p>To read a wide range of genres, identifying characteristics of text types and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>Daily DEAR sessions at the end of each day. Texts will be beyond which the majority of the children would be able to access independently.</p> <p>OMAT non fiction texts linked to wider curriculum used for Science and /or History/Geography units. Comprehension sessions linked to other curriculum areas.</p> <p>Half termly class readers used as high quality texts in reading/writing sessions to enhance comprehension skills.</p> <p>Lowest 20%comprehension intervention</p>
Non fiction	To use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non fiction texts.	
Poetry and performance	To continually show an awareness of audience when reading out loud using intonation, tone , volume and action.	

Year 5 Reading		
	Key Reading Skills	Suggested question stems for whole class sessions
Vocabulary	<p>Explore the meanings of words in context confidently using a dictionary.</p> <p>Use a thesaurus to find synonym for a larger variety of words.</p> <p>Discuss how the author's choice of language impacts the reader</p> <p>Evaluate the authors use of language.</p> <p>Investigate alternative word choices that could be made.</p> <p>Begin to look at the use of figurative language.</p> <p>Rewrite passages using alternative word choices.</p> <p>Read around a word and explore its meaning in the broader context of a section or a paragraph.</p>	<p>What other words could the author have used here?</p> <p>Do you think the author intended to ... Why ?</p> <p>What does the word/phrase/sentence tell you about the character/setting or mood?</p> <p>By writing, what effect has the author created?</p> <p>Find and highlight the word that is closest in meaning to...?</p> <p>Can you find the meaning of a word or a word with a similar meaning in a dictionary or thesaurus?</p> <p>How has the author made you /the character feel by writing...?</p> <p>Find a word which demonstrates...</p> <p>How have a simile and metaphor been used here to enhance the text?</p>



<p>Inference</p>	<p>Draw 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.</p> <p>Use figurative language to infer meaning.</p> <p>Give one or two pieces of evidence to support the point of view they are making.</p> <p>Begin to draw evidence from more than one place across a text.</p>	<p>What do you think ... means? Why do you think that? Could it be anything else? I think...do you agree ? Why /why not?</p> <p>Why do you think the author decided to ...? Can you explain why ..? Can you explain based on two different pieces of evidence?</p> <p>What do these words mean and why do you think the author chose them? How does the author make you feel? What impression of...do you get from this paragraph ?</p>
<p>Prediction</p>	<p>Predicting what might happen from details stated and implied.</p> <p>Support predictions with relevant evidence from the text. Confirm and modify predictions as they read on .</p>	<p>Can you think of another story with a similar theme? How do their plots differ?</p> <p>Which other stories have openings like this? Do you think that this story will develop the same way?</p> <p>Why did the author choose this setting? Will that influence the story?</p>
<p>Explanation</p>	<p>Provide increasingly reasoned justifications for my views. Recommend books for peers in delta Give reasons for authorial choice Begin to challenge points of view Begin to distinguish between fact and opinion. Identify how language, structure and presentation contribute to meaning.</p> <p>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.</p>	<p>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 ? Why ?</p> <p>What can you tell me about the way the text is organised? What impact does this have on the reader?</p> <p>Why is the text arranged that way? Is this as good as interesting as ..?</p> <p>How can you tell if it is fact or opinion? How is this text similar to the writing we have been doing? How does the author engage the reader here?</p>
<p>Retrieval</p>	<p>Confidently skim and scab 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.</p> <p>Retrieve, record and present information from non fiction texts.</p> <p>Ask my own questions and follow a line of</p>	<p>Find the ..in this text? Is it anywhere else?</p> <p>When /where is the story set? How do you know? Find the part of the story that best describes the setting. What do you think is happening in ...part? Why? Whose perspective is the story told from and how do you know?Can you skim and scan quickly to find the answer?</p>



	enquiry.	
Summarise	<p>Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</p> <p>Make connections between information across the text and included this as an answer.</p> <p>Discuss the themes or conventions from a chapter or text.</p> <p>Identify themes across a wide range of writing.</p>	<p>What is the main point in this paragraph? Is it mentioned anywhere else?</p> <p>Sum up what has happened so far in X words or less</p> <p>Which is the most important point in these paragraphs? Why?</p> <p>Do any sections/paragraphs deal with the same themes?</p> <p>Can you find a text with a similar theme?</p>

Year 6		
Reading - Word reading		
Skills	Objectives	What is happening in the classroom
Phonics and decoding	To read fluently with full knowledge of all Y5/6 statutory words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	<p>Half termly fluency assessment based on achieving 90 wpm + on an age related text.</p> <p>Daily intervention 1:1 priority reading for children not working at expected standard.</p> <p>Catch up Floppy's Phonics or Project X three times per week.</p> <p>Free readers to choose books carefully matched to reading ability to enthuse and engage. Books choices to be closely monitored by teaching staff.</p>
Common exception words	To read all Y5/6 exception words discussing unusual correspondences between spelling and sound and where these occur in a word.	
Fluency	At this stage, teaching of comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

Year 6		
Reading - Comprehension		
Skills	Objectives	What is happening in the classroom
Understanding and correcting inaccuracies	At this stage, teaching of comprehension skills should be taking priority over teaching of word reading and fluency specifically.	Three taught reading sessions weekly with a focus on specific content domains to aid comprehension skills.



	Focus on word reading should support the development of vocabulary.	Over each half term fiction, non fiction and poetry will be covered.
Connecting and becoming familiar with texts	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres including myths, legends, traditional stories, modern fiction, classic fiction and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read(such as loss or heroism) To 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.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions to make improvements when participating in discussions.</p> <p>To draw out key information and summarise the main ideas in a text. To distinguish independently between statements of fact and opinion provide reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>	<p>Daily DEAR sessions at the end of each day. Texts will be beyond which the majority of the children would be able to access independently.</p> <p>OMAT non fiction texts linked to wider curriculum used for Science and /or History/Geography units. Comprehension sessions linked to other curriculum areas.</p> <p>Half termly class readers used as high quality texts in reading/writing sessions to enhance comprehension skills.</p> <p>Lowest 20%comprehension intervention</p>
Non fiction	<p>To retrieve, record and present information from non fiction texts</p> <p>To use non fiction materials for purposeful information retrieval (other curriculum areas) and in contexts where pupils are genuinely motivated to find out more information (e.g pre - reading leaflets before a residential, rules for a competition, theatre review etc)</p>	
Poetry and performance	To confidently perform texts (recite by heart) using a range of devices to engage the audience and for effect,	

Year 6 Reading		
	Key Reading Skills	Suggested question stems for whole class sessions
Vocabulary	Evaluate how the author's use of language impacts on the reader.	What does the word/phrase/sentence tell you



	<p>Find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</p> <p>Discuss how presentation and structure contribute to meaning Explore the meaning of words in context by 'reading around a word' and independently explore its meaning in the broader context of a section or a paragraph</p>	<p>about the character/setting or 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? What is the effect of these on the reader? What other words/phrases could the author have used? How has the author made you /the character feel by writing...? Find a word which demonstrates... How have a simile and metaphor been used here to enhance the text?</p>
<p>Inference</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues. Make inferences about actions, feelings, events or states backing up these with evidence.</p> <p>Give one or two pieces of evidence to support the point of view they are making. Draw evidence from different places/chapters across a text.</p>	<p>What do you think ... means? Why do you think that? Could it be anything else? I think...do you agree? Why /why not?</p> <p>Why do you think the author decided to ...? Can you explain why ..? Can you explain based on two different pieces of evidence?</p> <p>What do these words mean and why did the author use them?</p> <p>How do other people's descriptions of ...show that..? Where else in the text can we find the answer to this question?</p>
<p>Prediction</p>	<p>Predicting what might happen from details stated and implied.</p> <p>Support predictions with relevant evidence from the text. Confirm and modify predictions in the light of new information.</p>	<p>Can you think of another story with a similar theme? How do their plots differ?</p> <p>Which other stories have openings like this? Do you think that this story will develop the same way?</p> <p>Why did the author choose this setting? Will that influence the story?</p>
<p>Explanation</p>	<p>Provide increasingly reasoned justifications for my views. Recommend books for peers in detail</p> <p>Give reasons for authorial choice Begin to challenge points of view Begin to distinguish between fact and opinion. Identify how language, structure and presentation contribute to meaning.</p> <p>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</p>	<p>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? Why? Can you identify where the author has shown bias towards a particular character? Is it fact or opinion? How do you know this? 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?</p>



	bias explaining how they know this.	
Retrieval	<p>Confidently skim and scab and also use the skill of reading before and after to retrieve information.</p> <p>Use evidence from across larger sections of text</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</p> <p>Retrieve, record and present information from non fiction texts.</p> <p>Ask my own questions and follow a line of enquiry.</p>	<p>Find the ..in this text? Is it anywhere else? Can you skim the next ... And find me the answer to ...?</p> <p>When /where is the story set? How do you know? Find evidence in the text.</p> <p>Find the part of the story that best describes the setting.</p> <p>What do you think is happening in ...part? Why? Whose perspective is the story told from and how do you know?</p> <p>What genre is it?</p> <p>Can you look at these other texts and find me what is similar and what is different?</p>
Summarise	<p>Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>Make comparisons across different books/ poems</p> <p>Summarise concisely entire texts, in addition to chapters and paragraphs, using a limited amount of words or paragraphs.</p>	<p>What is the main point in this text? Is it mentioned anywhere else?</p> <p>Look at this paragraph. What does the author mean? Is it mentioned anywhere else?</p> <p>Sum up what has happened so far in X words or less</p> <p>Read the text and summarise what has happened.</p> <p>Which is the most important point in these paragraphs? Why?</p> <p>Do any sections/paragraphs deal with the same theme/s?</p> <p>Can you find a text with a similar theme?</p>