



Reading – Word Reading

<p>Year 1 National Curriculum Programme of Study Pupils should be taught to:</p> <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 (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in word reading. 	<p>Year 2 National Curriculum Programme of Study Pupils should be taught to:</p> <ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading.
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<p>Year 3 & 4 National Curriculum Programme of study Pupils should be taught to:</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word. 	<p>Year 5 & 6 National Curriculum Programme of study Pupils should be taught to:</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
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Year 3			Year 4			Year 5			Year 6		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Appendix 1 words taught: eight eighth weight straight earth early learn heard probably actually accidentally occasionally believe appear often group breath continue arrive women describe height	Appendix 1 words taught: misheard disappear disbelieve reign bicycle reappear rebuild address busy business heart fruit breathe strange complete extreme forwards	Appendix 1 words taught: library February ordinary woman enough natural actual pressure island answer build guide guard surprise	Appendix 1 words taught: caught naughty incomplete important irregular possession question mention position though although thought interest experiment potatoes favourite imagine material promise opposite minute increase	Appendix 1 words taught: through centre century certain recent experience sentence notice circle decide medicine exercise special accident length strength purpose history different difficult separate suppose therefore	Appendix 1 words taught: non-believer calendar grammar regular particular peculiar popular consider remember quarter various famous occasionally perhaps	Appendix 1 words taught: conscious symbol physical system rhythm identify occupy rhyme yacht guarantee equipment environment government parliament frequently vegetable vehicle bruise soldier stomach recommend leisure privilege	Appendix 1 words taught: community curiosity forty category according opportunity restaurant communicate criticise	Appendix 1 words taught: thorough immediately sincere interfere amateur ancient bargain muscle queue recognise twelfth profession develop harass definite secretary dictionary familiar	Appendix 1 words taught: aggressive awkward desperate disastrous marvellous relevant excellent existence temperature variety suggest lightning	Appendix 1 words taught: achieve convenience mischievous committee interrupt interfere attached available average competition conscience controversy correspond embarrass especially exaggerate cemetery necessary sacrifice hindrance nuisance prejudice accommodate accompany signature foreign	Appendix 1 words taught: programme shoulder

				knowledge		occur neighbour				apparent appreciate persuade individual language sufficient determined explanation pronunciation	
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Prefixes and Suffixes to be taught across the academic year

Autumn 1: Phonics recap Autumn 2: Suffix ly	Spring 1: Suffixes beginning with a vowel /mis /dis Spring 2: Prefix bi /re	Summer 2: Suffix al	Autumn 1: Prefix in / il / ir	Spring 1: Suffix ation Prefix sub / super	Summer 1: Prefix inter / anti / auto / x / non Summer 2: Suffix ous		Spring 1: Suffix ity /ship Spring 2: Suffix ate / ise / ify / en	Summer 2: Prefix de/ re / over Suffix ful / ive / al	Autumn 2: Prefix micro / mini	Spring 1: Suffixes beginning with vowels letters	
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Further exception words will be introduced to the children through the year group projects.

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Reading - Comprehension

Year 1 National Curriculum – Reading Comprehension

Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

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

- V:** drawing on what they already know or on background information and vocabulary provided by the teacher
- S:** checking that the text makes sense to them as they read and correcting inaccurate reading
- S:** discussing the significance of the title and events
- I:** making inferences on the basis of what is being said and done
- P:** predicting what might happen on the basis of what has been read so far

I/R: participate in discussion about what is read to them, taking turns and listening to what others

E: explain clearly their understanding of what is read to them.

Year 2 National Curriculum – Reading Comprehension

Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- V:** 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
- S:** discussing the sequence of events in books and how items of information are related
- S:** becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- E:** being introduced to non-fiction books that are structured in different ways
- V:** recognising simple recurring literary language in stories and poetry
- V:** discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- V:** discussing their favourite words and phrases
- S:** 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:

- V:** drawing on what they already know or on background information and vocabulary provided by the teacher
- R:** checking that the text makes sense to them as they read and correcting inaccurate reading
- I:** making inferences on the basis of what is being said and done
- R:** answering and asking questions
- P:** predicting what might happen on the basis of what has been read so far

I/R: 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

E: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Year 3 & 4 National Curriculum - Reading Comprehension

Pupils should be taught to:

Develop positive attitudes to reading and understanding of what they read by:

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

Understand what they read, in books they can read independently by:

- V:** Checking that the text makes sense to them, discussing their understanding and **V:** explaining the meaning of words in context
- I:** asking questions to improve their understanding of a text
- I:** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- P:** predicting what might happen from details stated and implied

Year 5 & 6 National Curriculum - Reading Comprehension

Pupils should be taught to:

Develop positive attitudes to reading and understanding of what they read by:

- E:** continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- E:** reading books that are structured in different ways and reading for a range of purposes
- E:** 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
- E:** recommending books that they have read to their peers, giving reasons for their choices
- S:** identifying and discussing themes and conventions in and across a wide range of writing
- E:** making comparisons within and across books
- S:** learning a wider range of poetry by heart
- E:** 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:

- V:** checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- I:** asking questions to improve their understanding

S: identifying main ideas drawn from more than one paragraph and summarising these
S: identify how language, structure, and presentation contribute to meaning
R: retrieve and record information from non-fiction
E: 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

I: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
P: predicting what might happen from details stated and implied
S: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
S: identifying how language, structure and presentation contribute to meaning
V: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
E: distinguish between statements of fact and opinion
R: retrieve, record and present information from non-fiction
E: 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
E: explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus topic and using notes where necessary
E: provide reasoned justifications for their views.

	Year 3			Year 4			Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Vocabulary using dictionaries to check the meaning of words that they have read	<ul style="list-style-type: none"> To know alphabetical order (KS1 revisited). To know that they need to look at the first three letters of a word to use a dictionary. 	<ul style="list-style-type: none"> To know how to scan down a page in a dictionary to locate a word. To understand that the text in a dictionary next to the word explains what the word means (definition). 	<ul style="list-style-type: none"> To begin to know how to effectively use a dictionary to find the meaning of words. 	<ul style="list-style-type: none"> To know the abbreviations used in a dictionary e.g. adj. 	<ul style="list-style-type: none"> To know how to effectively use a dictionary to find the meaning of words. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> To begin to explore the meanings of words in context, confidently using a dictionary. To begin to understand the purpose of a thesaurus and how to use it. 	<ul style="list-style-type: none"> To know how to find alternative word choices using a thesaurus. 	<ul style="list-style-type: none"> To know how to explore the meanings of words in context, confidently using a dictionary. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge.
Vocabulary discussing words and phrases that capture the reader's interest and imagination	<ul style="list-style-type: none"> To begin to understand that words and phrases are used to capture the interest and imagination of the reader through class discussions. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> To begin to know why an author uses a particular word or phrase. To understand that words and phrases are used to capture the interest and imagination of the reader. 	<ul style="list-style-type: none"> To know why an author uses a particular word or phrase giving reasons for their choices. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> To understand how the author's choice of language and figurative language impacts on the reader through discussions. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> To understand how the author's choice of language and figurative language impacts on the reader and contributes to the meaning and mood of the text. 	<ul style="list-style-type: none"> To know how to recognise language used by an author for a specific genre and compare to another author. To understand how to compare and evaluate language features across a range of texts. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge.
	Year 3			Year 4			Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Vocabulary Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	<ul style="list-style-type: none"> To understand the meaning of unknown words by reading the sentences before and after the word. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> To know how to identify new and unusual vocabulary. To understand the meaning of a word within its context. 	<ul style="list-style-type: none"> To understand the meaning of an unknown word by reading the sentences and phrases around the given word. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> To know how to explore the meaning of a word within a paragraph, considering impact on the reader. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> To know how to independently explore the meaning of a word within a paragraph or chapter. 	<ul style="list-style-type: none"> To know how to suggest language that would need to change for different audiences. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge.
Infer asking questions to improve their understanding of a text	<ul style="list-style-type: none"> To know that using 'asking questions' e.g. what, why - will help them to understand the text. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> To know that using 'asking questions' e.g. what, why - can help them to 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> To know that using 'asking questions' e.g. what, why - can help them to 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> To know that using 'asking questions' e.g. what, why - can help them to understand a 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge.

	<ul style="list-style-type: none"> To know that discussing a text that has been read to them will help their understanding. 			understand a character's feelings within a text.			understand a character's feelings and actions within a text.			character's feelings, actions, thoughts and motives within a text.		
Infer drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	<ul style="list-style-type: none"> To understand the term inference. To know that a picture/text can provide clues about a characters feelings. 	<ul style="list-style-type: none"> To understand the term motive. To know that a picture/text can provide clues about a characters feelings and motives. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> To understand the way a writer's choice of words makes the reader feel or think. 	<ul style="list-style-type: none"> To understand how an author has used figurative language e.g. similes / repetition for effect/ onomatopoeia / alliteration / rhyme. 	<ul style="list-style-type: none"> To understand how an author has used figurative language e.g. similes / repetition for effect/ onomatopoeia / alliteration / rhyme and metaphor. 	<ul style="list-style-type: none"> To understand information is both stated and implied. 	<ul style="list-style-type: none"> To understand information is both stated and implied, drawing on evidence from the text to support responses. 	<ul style="list-style-type: none"> To understand the term deduction. 	<ul style="list-style-type: none"> To know what a character is thinking by using inference and deduction skills, quoting evidence from the text. 	<ul style="list-style-type: none"> To further understand the term inference by thinking beyond the written words of the text and drawing on own life experiences and those of others. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge.
Predict predicting what might happen from details stated and implied	<ul style="list-style-type: none"> To understand the term prediction. To understand that the text can be used to predict what might happen next in the short term. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> To understand that the text can be used to support and justify predictions. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> To understand how to use key information when quoting the text. To understand that quoting evidence from the text can support their predictions. 	<ul style="list-style-type: none"> To understand that the text can be used to predict what might happen next in the longer term. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> To know that predictions can be made using information in a text that is both stated and implied. 	<ul style="list-style-type: none"> To understand how to modify predictions in light of new information that has been read. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge.
Explain Listening to and discussing a wide range of fiction, poetry, plays and non-fiction and reference books or textbooks. 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. reading books that are structured in different	<p>English texts: Poetry – Autumn is here by John Keats Moving image text – The Blue Umbrella Historical fiction – Stone age boy by Satoshi Kitamura Non-fiction – Street beneath my feet by Charlotte Guillain</p> <p>Class Readers (reading for pleasure): Medical condition - Perfect by Nicola Davies</p>	<p>English texts: Myth – Theseus and the Minotaur by Daniel Morden Non-fiction – Earthquakes</p> <p>Class Readers (reading for pleasure): Adventure/Fiction - The firework makers daughter by Philip Pullman Historical fiction - Atticus and the Ancient Greeks (Twinkl original)</p>	<p>English texts: Poetry – I asked the little boy who couldn't see Fiction – The Journal of Illiona the young slave by Richard Platt</p> <p>Class Readers (reading for pleasure): Fiction/Classic - Matilda by Roald Dahl</p>	<p>English texts: Classic fiction – Charlie and the Chocolate factory by Roahl Dahl Non-fiction – Nikola Tesla Science Fiction – The Iron Man by Ted Hughes Poetry – Still I rise by Maya Angelo Fiction - 25 December Lane by Helen Ward</p> <p>Class Readers (reading for pleasure):</p>	<p>English texts: Fantasy – The Lost Thing by Shaun Tan Poetry – The River by Valerie Bloom</p> <p>Class Readers (reading for pleasure): Neurodiversity fiction - Ian's Walk by Laurie Lears Comedic fiction - The Accidental Prime Minister by Tom McLaughlin Acrostic poems -</p>	<p>English texts: Play script – The Plague</p> <p>Class Readers (reading for pleasure): Graphic novel - Arthur and the Golden Rope by Joe Todd Stanton</p> <p>Historical awareness fiction Henry's Freedom Box by Helen Levine</p>	<p>English texts: Science fiction – Cosmic by Frank Cottrell Boyce Detective – The Titanic Detective Agency by Lindsay Littleton Poetry – The Malfesance by James Wollrab</p> <p>Class Readers (reading for pleasure): Realistic Fiction - You're a Bad Man Mr. Gum by Andy Stanton</p>	<p>English texts: Mystery - The Thieves of Ostia by Caroline Lawrence Poetic narrative - The Highwayman by Alfred Noyes</p> <p>Class Readers (reading for pleasure): Black, Asian & Minority Ethnic - Young Gifted and Black by Jamia Wilson</p> <p>Realistic Fiction -</p>	<p>English texts: Non-fiction - Great Women who changed the World by Kate Pankhurst Realistic fiction – Wonder by R.J. Palacio</p> <p>Class Readers (reading for pleasure): Fantasy/Classic – The Lion, the Witch and the Wardrobe by C.S. Lewis</p>	<p>English texts: Horror – Thornhill by Sam Smy Fantasy/fiction – Coraline by Neil Gaiman</p> <p>Class Readers (reading for pleasure): Mystery – Malamander by Thomas Taylor</p>	<p>English texts: Realistic fiction – Letters from the Lighthouse by Emma Carroll Non-fiction – This is not rubbish by Isabel Thomas</p> <p>Class Readers (reading for pleasure): Realistic fiction - Carrie's War by Nina Bawden</p>	<p>English texts: The Big Picture: Extreme Earth by Jon Richards Classic fiction – The Wonderful Wizard of Oz by L. Frank Baum Adventure – Holes by Louis Sachar Poetry – The Moth by Isabel Thomas Play script – William Shakespeare</p> <p>Class Readers (reading for pleasure):</p>

ways and reading for a range of purposes	Fiction - The day I fell into a fairy tale by Ben Miller			Fantasy/Classic - The Magicians Nephew by C.S. Lewis	The Lost Words by Robert McFarlane and Jackie Morris			There's a boy in the girls' bathroom by Louis Sachar				Fantasy Fiction - The Whitby Witches by Robin Jarvis
Explain preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. [Yr5&6 meaning is clear to an audience]	<ul style="list-style-type: none"> To understand the term 'volume' when performing. To understand how the volume affects the poem or play script being read aloud. (Poem - Autumn is here). To know what parts of a poem need to be read in different volumes and understand when to choose these appropriately. 	<ul style="list-style-type: none"> <i>Focusing on Vocabulary, Inference and Prediction during the Spring Term.</i> 	<ul style="list-style-type: none"> To know how to perform a range of poems exploring intonation, tone, volume and actions as a class. To understand the term 'action' when performing. To understand how actions can enhance a performance of poetry or a play script, through listening to examples. (Poem - I asked the little boy who couldn't see). 	<ul style="list-style-type: none"> To know what parts of a poem should be read in different volumes and have actions to enhance the performance of a poem or play script. (Poem - Still I rise). 	<ul style="list-style-type: none"> To understand the terms 'intonation' and 'tone'. To understand how intonation and tone affect a poem or play script when read aloud (through listening to examples e.g. The River). To know how to perform a range of poems exploring intonation, tone, volume and actions including narrative and free verse poems. To know what parts of a poem should be read in different volumes, tones and intonations and have actions to enhance the performance of a poem or play script. 		<ul style="list-style-type: none"> <i>Focusing on Vocabulary, Inference and Prediction during the Autumn Term.</i> 	<ul style="list-style-type: none"> To know, rehearse and perform parts of a poem identifying how it should be read using different volumes, tones and intonations and have actions to enhance the performance of a poem or play script (The Highwayman). 		<ul style="list-style-type: none"> To understand how to perform a poem to engage an audience (Thinkers rap). 	<ul style="list-style-type: none"> <i>Focusing on Vocabulary, Inference and Prediction during the Spring Term.</i> 	<ul style="list-style-type: none"> To know how to perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear (The Moth, William Shakespeare play).
	Year 3			Year 4			Year 5			Year 6		
Explain recognising some different forms of poetry (for example, free verse, narrative poetry)	<ul style="list-style-type: none"> To understand that poems can repeat e.g. Autumn is here - Repeated refrain 	<ul style="list-style-type: none"> <i>Focusing on Vocabulary, Inference and Prediction during the Spring Term.</i> 	<ul style="list-style-type: none"> To know different types of poem, their structure and purpose e.g. I asked the little boy who couldn't see – rhythm and rhyme. 	<ul style="list-style-type: none"> To recap prior learning, by analysing the structure of a poem e.g. Still I rise – repeated refrain 	<ul style="list-style-type: none"> To understand an increasingly wide range of poetry through discussions including type of poem, structure and purpose (The River Rhyming ABCB) 		<ul style="list-style-type: none"> To understand the structure of a rhyming poem (The Malfeasance ABCB). 	<ul style="list-style-type: none"> To understand the structures of a poetic narrative (The Highwayman). To understand that comparing an increasingly wide range of poetry is completed by analysing them for similarities and differences. 		<ul style="list-style-type: none"> To recap of prior learning and understand how to compare different types of poetry and that these can have different rhythm (Thinkers rap). 	<ul style="list-style-type: none"> <i>Focusing on Vocabulary, Inference and Prediction during the Spring Term.</i> 	<ul style="list-style-type: none"> To understand how to compare, and review a wide range of poetry by analysing language devices, structure or theme (The Moth / William Shakespeare).
Explain participate in discussion about	<ul style="list-style-type: none"> To know good listening skills include looking directly at the speaker, focussing on 	<ul style="list-style-type: none"> To know how to listen to stories that are read to them and take 	<ul style="list-style-type: none"> To understand how to respectfully take part in 	<ul style="list-style-type: none"> To understand how to take part in discussions about books and 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> <i>Focusing on Vocabulary, Inference and Prediction during</i> 	<ul style="list-style-type: none"> <i>Focusing on Vocabulary, Inference and Prediction during</i> 	<ul style="list-style-type: none"> To understand that people can have differing views about a text 	<ul style="list-style-type: none"> <i>Focusing on Vocabulary, Inference and Prediction during</i> 	<ul style="list-style-type: none"> <i>Focusing on Vocabulary, Inference and Prediction during</i> 	<ul style="list-style-type: none"> To know how to participate in discussions about a text to

both books that are read to them and those they can read for themselves, taking turns and listening to what others say [Year 5/6 - building on their own and others' ideas and challenging views courteously]	what is being said and answering appropriately.	part in class discussions.	discussions about books that are read to them.	listen to what others have to say.			<i>the Autumn and Spring Term.</i>	<i>the Autumn and Spring Term.</i>	and be able to listen to others' ideas and views.	<i>the Autumn and Spring Term.</i>	<i>the Autumn and Spring Term.</i>	build on their own ideas, listen to others' ideas whilst challenging their views in a courteous manner.
	Year 3			Year 4			Year 5			Year 6		
Explain recommending books that they have read to their peers, giving reasons for their choices	•	•	•	•	•	•	• <i>Focusing on Vocabulary, Inference and Prediction during the Autumn Term.</i>	• To know that a recommendation for a book is based on opinions and giving reasons for their choices.	• <i>Revisit and consolidate prior knowledge.</i>	• <i>Focusing on Vocabulary, Inference and Prediction during the Autumn Term.</i>	• To know that a recommendation for a book is based on opinions and giving reasons for their choices; quoting evidence from the text to support their choices.	• <i>Revisit and consolidate prior knowledge.</i>
Explain making comparisons within and across books	•	•	•	•	•	•	• <i>Focusing on Vocabulary, Inference and Prediction during the Autumn and Spring Term.</i>	• <i>Focusing on Vocabulary, Inference and Prediction during the Autumn and Spring Term.</i>	• To understand the term 'comparison'. • To understand how to compare settings / characters within a text.	• <i>Focusing on Vocabulary, Inference and Prediction during the Autumn and Spring Term.</i>	• <i>Focusing on Vocabulary, Inference and Prediction during the Autumn and Spring Term.</i>	• To understand how to compare settings, characters or themes across books.
Explain distinguish between statements of fact and opinion	•	•	•	•	•	•	• <i>Focusing on Vocabulary, Inference and Prediction during the Autumn Term.</i>	• To understand the terms 'fact' and 'opinion' • To know what types of texts facts and opinions can be found in. • To understand how to identify facts within a text, using skimming and scanning techniques learnt in Years 3 and 4.	• To know where opinions can be found within a text. To know how these are different to facts.	• <i>Focusing on Vocabulary, Inference and Prediction during the Autumn Term.</i>	• To know how to identify facts and opinions within a texts independently.	• To know how to use evidence within a texts to distinguish between facts and opinions.
Explain explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus topic and using notes where necessary	•	•	•	•	•	•	• <i>Focusing on Vocabulary, Inference and Prediction during the Autumn Term.</i>	• To revisit the range of strategies to take notes (including bullet points and short sentences). • To understand that notes they make can be used to show their understanding of what they have read.	• To understand their notes which have been made can be used to help them explain and discuss their views about a text.	• <i>Focusing on Vocabulary, Inference and Prediction during the Autumn Term.</i>	• To know the structure of a formal presentation or debate. • To know what they have read about a given topic and express this through formal presentations to the class.	• To know that quoting from the text should only include key words that are relevant. • To understand how to explain and discuss their view about a text through a respectful debate.

Explain provide reasoned justifications for their views								• <i>Focusing on Vocabulary, Inference and Prediction during the Autumn and Spring Term.</i>	• <i>Focusing on Vocabulary, Inference and Prediction during the Autumn and Spring Term.</i>	• To understand the term 'reasoned justification'. • To know that they can share their views and justify these by giving reasons for their choices.	• <i>Focusing on Vocabulary, Inference and Prediction during the Autumn and Spring Term.</i>	• <i>Focusing on Vocabulary, Inference and Prediction during the Autumn and Spring Term.</i>	• To know that they can share their views and justify these by giving reasons for their choices and quoting examples from the text.
Retrieve retrieve and record information from non-fiction	• To understand the term 'retrieval'. • To know that asking questions about a text will support their understanding.	• To know that a contents page and subheading can help them to find information.	• To understand the terms 'skimming' and 'scanning'. • To know that skimming and scanning a non-fiction text will support them in finding key information.	• To know that quoting from the text should only include key words that are relevant, and be written in quotation marks. • To know how to skim and scan a non-fiction text to find the key information and use the relevant quotations.	• <i>Revisit and consolidate prior knowledge.</i>	• <i>Revisit and consolidate prior knowledge.</i>	• To know how to generate questions about a text to follow a line of enquiry.	• <i>Revisit and consolidate prior knowledge.</i>	• To know that they should use the skill of skim, scan and read -before and after key words or phrases - to retrieve and record information.	• To know how to generate questions about a text to follow a line of enquiry through independent research.	• To know how to reference a quotation that is taken directly from a text. • To know how to retrieve and record information from larger sections of text or multiple texts supported by evidence.	• <i>Revisit and consolidate prior knowledge.</i>	• <i>Revisit and consolidate prior knowledge.</i>
Summarise identifying themes and conventions in a wide range of books [Year 5 and 6- and across a wide range of writing]	• <i>Focusing on Vocabulary, Inference and Prediction during the Autumn Term.</i>	• To understand the term 'theme' and 'convention'. • To understand a books main theme and share ideas with their peers. • To know the main conventions of the range of texts taught in Year 3.	• To understand the meaning of themes in a text, through adult lead discussions.	• <i>Focusing on Vocabulary, Inference and Prediction during the Autumn and Spring Term.</i>	• <i>Focusing on Vocabulary, Inference and Prediction during the Autumn and Spring Term.</i>	• To know the main conventions of the range of texts taught in Year 3 and 4. • To know different types of themes across a range of texts through whole class discussions.	• <i>Focusing on Vocabulary, Inference and Prediction during the Autumn Term.</i>	• To know the main themes and conventions in a wide range of texts through discussions of texts used previously and those in Year 5.	• To understand the main theme within a paragraph independently.	• <i>Focusing on Vocabulary, Inference and Prediction during the Autumn Term.</i>	• To understand the underlying themes within a chapter and a book independently	• To know the main themes and conventions in a wide range of texts independently.	• To know the main themes and conventions in a wide range of texts independently.
	Year 3			Year 4			Year 5			Year 6			
Summarise identifying main ideas drawn from more than one paragraph and summarising these [Year 5 and 6 - identifying key details that support the main ideas]	• <i>Focusing on Vocabulary, Inference and Prediction during the Autumn and Spring Term.</i>	• <i>Focusing on Vocabulary, Inference and Prediction during the Autumn and Spring Term.</i>	• To understand how to scan a text and underline key information. • To know a range of strategies to take notes (including bullet points and short sentences) to record key information from a text.	• <i>Focusing on Vocabulary, Inference and Prediction during the Autumn Term.</i>	• To understand that the identified key information can be used to summarise the main ideas.	• To understand how to summarise the main ideas of a text in their own words.	• <i>Focusing on Vocabulary, Inference and Prediction during the Autumn Term.</i>	• To know how to write a short paragraph stating the main ideas from the text.	• To know the key information from the text should be included within a summary.	• <i>Focusing on Vocabulary, Inference and Prediction during the Autumn Term.</i>	• To know the relevant information within sections of a text that support the main ideas.	• To know and use quotes of the relevant key information within a text to write a summary.	• To know and use quotes of the relevant key information within a text to write a summary.
Summarise identify how language, structure, and presentation	• To understand that non-fiction texts are presented in a way that supports the reader to find key information e.g.	• <i>Revisit and consolidate prior knowledge.</i>	• <i>Revisit and consolidate prior knowledge.</i>	• To understand that fiction texts use language devices e.g. simile, onomatopoeia,	• <i>Revisit and consolidate prior knowledge.</i>	• <i>Revisit and consolidate prior knowledge.</i>	• To know, identify and discuss the structure and presentation of a book and how this	• <i>Revisit and consolidate prior knowledge.</i>	• <i>Revisit and consolidate prior knowledge.</i>	• To know, analyse and explore the structure and presentation of a book and use evidence to	• <i>Revisit and consolidate prior knowledge.</i>	• <i>Revisit and consolidate prior knowledge.</i>	• <i>Revisit and consolidate prior knowledge.</i>

contribute to meaning	contents page/ subheading.			rhyme, repetition, alliteration to support the purpose of the text e.g. to entertain.			contributes to its meaning.			demonstrate how these contribute to its purpose and meaning.		
Poetry learning a wider range of poetry by heart								<ul style="list-style-type: none"> • To know how to recite a well-known poem by heart (The Highwayman P1). 		<ul style="list-style-type: none"> • To know how to recite a poem from memory (Thinkers Rap). 		<ul style="list-style-type: none"> • To know a range of poems by heart (The Moth / William Shakespeare).