Monkleigh Primary School and Foundation Stage Unit

Reading Curriculum Progression

Word Reading

	National Curriculum Expectations/Development Matters/ELGs Expectations	End of Year Expectations (Reading Assessment and FSU Curriculum Goals)	Teaching	Application
N1	Notice some print, such as the first letter of their name, a bus or door number, or a familiar			Point out print in the environment and talk about what it means.
N2	To recognise familiar logos within the environment. Develop their phonological awareness so that they can: spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sounds such as money and mother. To identify sounds during oral blending games and Fred games	Children are able to identify initial sounds and blend familiar CVC words Pupils recognise symbols and letters for personal interest in their environment, including digital material. To become confident with Phase 1 phonics, with radar hearing, remembering, sequencing and creating dynamic sounds in everyday play, with awesome rhyme awareness and an enjoyment of Fred games to segment and blend orally.	I understand that: -Print has meaning -Print can have different purposes -We read English text from left to right and from top to bottom To find familiar sounds in their names To being to explore initial sounds in familiar words To identify initial sounds and blend familiar CVC words To know that letters are used to make up words. I can identify the pictures linked to the RWI sound.	make changes to sounds and rhymes - change a word so that there is still a rhyme making rhymes personal to children Deliberately miss out a word in a rhyme so the children have to fill it in Run run as fast as you can you can't catch me I'm the gingerbread … rhyming words bingo Daily Fred Games and Oral blending throughout the year.

				I can recognise the first RWI sounds m a s d t p g o i n To identify sounds during oral blending games and Fred games To know that blending sounds makes words. To identify the pictures with corresponding sounds	Summer Term - a sound a week - based on the Nursery RWI sounds session.
Reception	Children will will be learning to: - Read individual letters by saying the sounds for them. - Blend sounds into words so that they can read short words made up of known letter-sound correspondences - Read some letter groups that each represent one sound and say words for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with know letter-sound correspondences and where necessary a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To be able to read books containing words they can decode (which are made up of single sounds and digraphs) and they can chat about what they have read to explain their understanding.	See RWI Curriculum Matching Document		RWI Scheme RWI books sent home Weekly sounds focus and learning focus messaged to parents so that they know what they can support with at home.
Year 1	Pupils should be taught to:	Apply phonic knowledge and skills to decode words:	See RWI Curriculum Matching Document:		

	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.	- Blend accurately and speedily using known graphemes - Re-read with fluency and confidence - Read accurately - Recognise when a word does not make sense Read common exception words accurately..	I can match all 40+ graphemes to their phonemes I can blend sounds in unfamiliar words I can divide words into syllables I can read words of more than one syllable that contain taught GPCs I can read compound words I can read words with contractions and understand that the apostrophe represents the missing letters. I can read phonetically decodable words. I can read words that end with 's -ing -ed -est I can add -ing -ed -er to verbs (where no change is needed to the root word) I can read words which start with un- I can read common exception words I can check that my reading makes sense and go back to correct myself when it doesn't I can discuss word meaning and link these new words to the words I already know.	RWI Scheme taught on a daily basis Matching bookbag book sent home to read with adults at home. Children introduced to this once on yellow books Red words taught in RWI - reading them and spelling them during speed sounds.
Year 2	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		I can blend sounds in words that contain the graphemes we have learnt. I can sound out many unfamiliar words accurately. I can read most words quickly and accurately when I have read them before, without sounding out and blending. I can read accurately words of two or more syllables that contain the same graphemes. I can decode automatically and fluently.	RWI Scheme taught on a daily basis RWI Reading Comprehension taught once children have completed RWI scheme

	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	Read age-appropriate books: -sounding out unfamiliar words - beginning to self-correct Read accurately, automatically and without undue hesitation including: Words of 2 or more syllables Words containing common suffixes Most common exception words Read most words quickly and accurately without blending out loud, e.g over 90 words per minute Begin to read silently with understanding.	I can read most words with common suffixes. I can read most common exception words. I can read and comment on unusual correspondence between grapheme and phoneme. I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense. I can self-correct, look backwards and forwards in the text and search for meaning. I can talk about new vocabulary and find the meaning of new words. I can link these new words with words I already know. ==I can talk about my favourite words and phrases in stories and poems (see 1b).== I can read most suitable books accurately, showing fluency and confidence. When reading aloud I can improve my meaning through my expression and intonation.	Focus on finding and reading the glossary in RWI books and other books read. Once on blue books, reading fluency project strategies introduced – 1 reading fluency session a week – apply strategies to the RWI book they are reading each week - focus on choral and echo reading.
Year 3	Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Decode most new words outside of spoken vocabulary. Read longer words with support. Use the context of a sentence to read unfamiliar words. Self -correct consistently Read simple chapter books independently and silently.	I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I can read further exception words, noting the unusual correspondences between spelling and sound. I can use a dictionary to check the meaning of unfamiliar words.	Teaching of decision spelling exposes children to root words, prefixes, suffixes, etc. Taught through Jane Considine's 'Hooked on Books' reading scheme.

Year 4	Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Decode most new words outside of spoken vocabulary. Read longer words with support. Use the context of a sentence to read unfamiliar words. Self -correct consistently Read simple chapter books independently and silently.	I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I can read further exception words, noting the unusual correspondences between spelling and sound. I can check that the text makes sense to me, discuss my understanding and explain the meaning of words in context. I can discuss and record words and phrases that writers use to engage and impact on the reader (see 2g). I can identify where a writer has used precise word choices for effect to impact on the reader (see 2g). I can use a dictionary to check the meaning of unfamiliar words.	Teaching of decision spelling exposes children to root words, prefixes, suffixes, etc. Taught through Jane Considine's 'Hooked on Books' reading scheme.
Year 5	Pupils should be taught to: 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 age-appropriate books with confidence and fluency, including whole novels Use a range of reading strategies to work out any unfamiliar word. Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience.	I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I can read further exception words, noting the unusual correspondences between spelling and sound. I can re-read and read ahead to check for meaning. I can use meaning-seeking strategies to explore the meaning of words in context (see 2g). I can use meaning -seeking strategies to explore the meaning of idiomatic and figurative language. (see 2g).	

		National Curriculum Expectations/ELGS Expectations/Development Matters	End of Year Expectations (Reading Assessment and FSU Curriculum Goals)	Teaching	Application
				I can identify and comment on a writer's use of language for effect, for example, precisely chosen adjectives, similes and personification (see 2g).	
Year 6		Pupils should be taught to: 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 age-appropriate books with confidence and fluency, including whole novels Use a range of reading strategies to work out any unfamiliar word. Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience.	I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I can identify and comment on the writer's choice of vocabulary, giving examples and explanation (see 2g). I can read fluently, using punctuation to inform meaning. I can read aloud with intonation that shows understanding.	

Reading Comprehension – Fiction and Non-Fiction

		National Curriculum Expectations/ELGS Expectations/Development Matters	End of Year Expectations (Reading Assessment and FSU Curriculum Goals)	Teaching	Application
N1		Enjoy & join in with songs & rhymes, saying some words in songs & rhymes		I can handle books appropriately and take care of them as a valued resource. I enjoy sharing books with an adult.	spontaneous song and rhyme times throughout the day.

	- Sing songs & rhymes independently, such as singing while playing - Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Ask questions about the book, make comments and share ideas.		I can ask for a specific story. I can show preference for a story when given a choice of 3. I can look at the same book many times and point to detail in the pictures. I can join in with words and phrases used over and over again. (E.g.- Fee, Fie, Fo, Fum…) I can repeat words and phrases from familiar stories. I can listen to simple stories and understand what is happening with the help of the pictures. I can develop play around favourite stories using props. Enjoy songs and rhymes Join in with songs and rhymes	Daily timetabled song and rhyme time and song/rhyme of the week. Use of props during song and rhyme time. Song of the week and a link shared with parents so that the children and parents can learn the song together at home. Traditional songs and rhymes planned - wee termly overviews to develop speech and language and vocabulary. All children required to have a book bag and reading record and change library books to share with adults at home on a weekly basis. Enticing areas for sharing books, cosy corners and areas, book stops outside and reading with children inside and outside. Themed book using SLS subscription - linked to the areas of learning. Favourite Five - communicated with parents and read out loud regularly. Use of Favourite Five Story Sacks to help children to work with adults to retell the stories.
N2	To know that text has meaning. To know that text is read from left to right and top to bottom in English	To develop a love and enthusiasm for books, readily accessing them for their own enjoyment and to share with others. Turning pages individually, and being able to describe	I can handle books appropriately and take care of them as a valued resource. I enjoy sharing books with an adult.	Children use picture cards or by speaking to choose songs and rhymes for the class to sing.

	To name and talk about the different parts of a book - e.g. front cover/back cover To know that print has different purposes. To understand page sequencing To engage in extended conversations about stories, learning new vocabulary	characters and scenes, predict outcomes, and repeat phrases from well known stories.	I can ask for a specific story. I can show preference for a story when given a choice of 3. I know and can say the names of the different parts of a book – cover, title and page, author and illustrator I understand Page sequencing. I know the difference between print and illustrations. I can look at the same book many times and point to detail in the pictures. I can orally explain an event in response to what I have read. I can answer questions about the story, talk about the places and people in stories and important things that are happening. I can ask questions about a book, make comments and share my own ideas I can ask for a specific story several times and be able to identify my favourite character and explain why e.g., 'I like the cat because it's funny!' I can start to answer questions about the story, talking about places, people and events. I can join in with words and phrases used over and over again. (E.g.- Fee, Fie, Fo, Fum…) I can repeat words and phrases from familiar stories. I can identify familiar objects and properties when they are described by an adult: for example, 'Katie's coat', blue car, shiny apple. (nouns/adjectives)	Song of the week and a link shared with parents so that the children and parents can learn the song together at home. Songs selected and planned for reflect cultures and languages of children in the twenty first century. All children required to have a book bag and reading record and change library books to share with adults at home on a weekly basis. When adults read with children, ask the children turn the pages and to point and say front (of book) back (of book) Explain the idea of a word to the children - pointing out how some words are longer than others and how there is always a space before or after a word.

			I can use a wider range of vocabulary. Engage in extended conversations about stories, learning new vocabulary.	
			I can name things and people, then describe them.	
			I can engage in extended conversations about stories, learning new vocabulary.	
			I know many rhymes. I am able to talk about familiar books and I am able to tell a longer story	
			I sing a large repertoire of songs, nursery rhymes.	
			I can point to a named character.	
			I can recognise a known character in a different context.	
			I can listen to simple stories and understand what is happening with the help of the pictures.	
			I can develop play around favourite stories using props.	
			I can notice some print, such as a bus or door number, or a familiar logo.	
			I can recognise and interpret environmental texts such as the first letter of my name.	
			I can recognise and read my full name, distinguishing it from other names.	
			I choose to read as part of my free play.	
			I enjoy listening to stories and am able to orally express opinions about favourite books, explaining why I like them.	
			I can listen to tradition al stories and retain key vocabulary	
			To know the words - spine, cover, front, back, pages and be able to point to these in a book.	

Reception	**ELG - For the love of Reading** Children at the expected level of development will: -Be motivated to read and choose books independently. Show sustained interest in the books they are reading and laugh at humour in a story. -Choose to read as part of their free play. -Enjoy listening to stories and be able to orally express opinions about their favourite books, explaining why they like them. **ELG - Comprehension** Children at the expected level of development will: - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	To be excited about and immerse themselves in a range of high quality stories, rhymes and poems from a range of authors, settings and cultures. To share and talk about their favourite stories and explain why.	<mark>I can listen to stories, poetry and nursery rhymes with attention and interest.</mark> I can identify my favourite book. I can re-read my favourite books building fluency and my understanding and enjoyment. I can talk about my favourite stories and know books are written. I can relate some stories to my own experiences. I can use the correct vocabulary to name text related concepts, for example: character, setting, beginning and end. I can understand story 'middles', e.g.: problem, event and how they are solved at the end. I can recognise labels in their environment and classroom e.g., toilet, milk, etc. I can show an interest in Non-fiction books e.g. I love fire engines and want to read a book about fire engines. I choose to read as part of my free play I enjoy listening to stories and am able to orally express opinions about favourite books, explaining why I like them. I use learnt words and phrase to discuss familiar stories or role play.	All children required to have a book bag and reading record and change library books to share with adults at home on a weekly basis. Traditional Tales term based on teaching all of the objectives - wee overview plans and weekly plans.
Year 1	Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Participate actively in listening and sharing a wide range of books. Choose to read. Recognise and join in with predictable phrases.	I can say what I like and do not like about a text. I can link what I have heard or read to my own experiences. I can recognise and join in with predictable phrases. <mark>I can learn some poems and rhymes by heart</mark>	Daily story time sessions reading a huge range of books and texts. Talk through Stories for English encourages learning the predictable phrases from the text.

				I can talk about the main characters within a well-known story. I can explain what I think a text is about. I can talk about the importance of the title and events.	
		being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events	Retell familiar stories and rhymes and talk about their key features.		
	Year 2	Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	Read independently, demonstrating increasing stamina. Show developing preferences through book choice. Identify simple literary language in stories and poetry. Discuss favourite words and phrases and their impact on the meaning.	I can talk about and give an opinion on a range of texts including poetry, stories and non-fiction. I use prior knowledge, including context and vocabulary, to understand texts. I can find recurring language in stories and poetry. I can talk about my favourite words and phrases in stories and poems (see 1a) I can recite some poems by heart, with appropriate intonation	Daily story time sessions reading a huge range of books and texts. Talk through Stories for English

	discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading	Identify key aspects of texts, e.g .fiction: characters, setting, plot, Non-fiction: titles/headings, contents, index, glossary With support, justify personal response to texts.	<mark>I can read poetry, using intonation and expression, and I can handle humour appropriately when needed.</mark> I can comment on the way the characters relate to one another. I can make links between the book they are reading and others they have read. I can recognise similarities in the plot or characters within different stories. I can talk about non-fiction books and the different layouts and features. I can extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary. I know how suspense and humour are built up in a story, including the development of the plot (see 1c).	RWI and Talk through Stories
Year 3	Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by:	Read for a range of purposes independently. Choose appropriate texts with support. Demonstrate engagement with reading: - reading for sustained periods of time - complete books - engaging actively in book discussion	<mark>I can listen to and discuss a wide range of fiction, poetry, plays, and non-fiction texts.</mark> I can participate in discussion about both books that are read to me and those that I read myself, taking turns and listening to others.	Year 3/4 grouped according to ability – guided reading sessions. Guided Reading daily – Year 3/4 following Jane Considine's 'Hooked on Books' reading scheme.

	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry]	- respond to reading in a written form Identify language, structural and presentational features of texts and discuss how they contribute to the meaning. Discuss words and phrases that engage the reader. Give extended explanations of the impact of language choices on meaning. Begin to make connections between texts. Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices. Begin to identify conventions of different types of writing. Comment on the use of conventions in different types of writing.	I can identify the main ideas of a text from more than one paragraph. I can identify and discuss themes and conventions in a wide range of writing. I can explain how non-fiction books are structured in different ways and can use them effectively. I can use non-fiction books to retrieve information. I can explain how structure and presentation contribute to the meaning of texts (see 2f).	Each week we do the same questions on all strands of the reading questions.
Year 4	See Year 3	Read for a range of purposes independently. Choose appropriate texts with support. Demonstrate engagement with reading: - reading for sustained periods of time - complete books - engaging actively in book discussion - respond to reading in a written form Identify language, structural and presentational features of texts and	I can build on others' ideas and opinions about a text in discussion. ==I can talk about my favourite words and phrases in stories and poems.== ==I can recognise some different forms of poetry, such as free verse and narrative poetry.== I can identify main ideas of a text drawing on more than one paragraph and summarising these	Year 3/4 grouped according to ability – guided reading sessions. Guided Reading daily – Year 3/4 following Jane Considine's 'Hooked on Books' reading scheme. Each week we do the same questions on all strands of the reading questions.

			discuss how they contribute to the meaning.
			
			Discuss words and phrases that engage the reader.
			
			Give extended explanations of the impact of language choices on meaning
			
			   Begin to make connections between texts.
			
			   Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices.
			
			   Begin to identify conventions of different types of writing.
			
			   Comment on the use of conventions in different types of writing.
				I can identify some of the literary conventions in different texts (see 2f and 2h).
				
				I can retrieve information from non-fiction texts.
				
				I can skim, scan and organise non-fiction information under different headings.
				
				I can identify some text type organisational features, e.g. narrative, explanation and persuasion (see 2f).
				
				I can compare fictional accounts in historical novels with the factual account (see 2h).	

Year 5	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories,	Discuss how the structural and presentational choices impact on meaning, theme and purpose. Discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language. Identify the themes and conventions of a range of texts. Discuss, comment on themes and conventions in different genres and forms. Make comparisons and contrasts within and across texts.	I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each. I can express a personal point of view about a text, giving reasons. I can express opinions about a text, using evidence from the text, giving reasons and explanations. (Point, evidence, explanation) I can present the author's viewpoint of a text. I can present a personal point of view based on what has been read.	Jane Considine's Hooked on books allow for a large range of genres. We do a different text type each week. Each week we do the same questions on all strands of the reading questions.

| | modern fiction, fiction from our literary heritage, and books from other cultures and traditions

recommending books that they have read to their peers, giving reasons for their choices

identifying and discussing themes and conventions in and across a wide range of writing

making comparisons within and across books

learning a wider range of poetry by heart

preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience | Discuss viewpoints (both of the author and fictional characters) within a text and across more than one text.

Provide reasoned justifications for opinions about a book.

Read a broader range of texts including those from literary heritage and more challenging texts.

Recommend books they have to read to their peers giving reasons for choices.

Demonstrate continuing engagement with reading:
-reading for sustained periods of time
-complete a wider range of more challenging and lengthier books.
-engage actively in book discussions with and without adult support.

Respond to reading in a written form, beginning to develop a critical stance. | I can explain a personal point of view and give reasons.

I can listen to others' personal point of view.

I can listen to and build on others' ideas and opinions about a text.

I can make connections between other similar texts, prior knowledge and experience (see 2h)

==I can recite poems by heart, e.g. narrative verse, haiku.==

==I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.==

I can identify significant ideas, events and characters; and discuss their significance.

I can summarise the main ideas drawn from a text (see 2c).

I can present an oral overview or summary of a text see 2c).

I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.

I can use my knowledge of structure of text type to find key information.

I can identify grammatical features used by the writer (rhetorical questions, varied sentence lengths, varied sentence starters, empty words) to impact on the reader.

I can identify how language, structure and presentation contribute to the meaning of a text (see 2f).

I know the difference between fact and opinion (see 2h). | |

| | | | I can compare different versions of texts and talk about their differences and similarities (see 2h).

I can use text marking to identify key information in a text.

I can compare different versions of texts and explain the differences and similarities (see 2h).

I can text mark to make research efficient and fast and retrieve relevant information.

I can find information using skimming to establish the main idea (see 2c).

I can use scanning to find specific information. | |
|---|---|---|---|---|
| Year 6 | See Year 5 | Discuss how the structural and presentational choices impact on meaning, theme and purpose.

Discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language.

Identify the themes and conventions of a range of texts.

Discuss, comment on themes and conventions in different genres and forms.

Make comparisons and contrasts within and across texts.

Discuss viewpoints (both of the author and fictional characters) within a text and across more than one text. | I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each and predict what might happen next (see 2c and 2e).

I can recommend books to others and give reasons for my recommendation.

I can recognise the writer's point of view and discuss it

I can provide reasoned justifications for my views (see 2d).

I can refer to the text to support opinion (see 2d).

can build on others' ideas and opinions about a text in discussion. | Jane Considine's Hooked on books allow for a large range of genres. We do a different text type each week.
Each week we do the same questions on all strands of the reading questions.

SATS preparation allow for detailed discussions on Point of Views and why the writer has chosen these techniques. |

			Provide reasoned justifications for opinions about a book.	I can present a counter-argument in response to others' points of view (see 2d).	
			Read a broader range of texts including those from literary heritage and more challenging texts.	I can make connections between other similar texts, prior knowledge and experience and explain the links (see 2h).	
			Recommend books they have to read to their peers giving reasons for choices.	<mark>I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action</mark>	
			Demonstrate continuing engagement with reading: -reading for sustained periods of time -complete a wider range of more challenging and lengthier books. -engage actively in book discussions with and without adult support.	I can identify how characters change during events in a longer novel (see 2c,d,e and h). I can summarise key information from different parts of a text (see 2c). I can identify the key points in a text (see 2c).	
			Respond to reading in a written form, beginning to develop a critical stance.	I can identify and discuss the themes and conventions in different text types see 2f and 2h). I can read non-fiction texts to help with my learning. I can identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension. I can show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts (se 2g). I can evaluate the impact of the grammatical features/ techniques used to create mood, atmosphere, key messages, attitudes (see 2g). I can evaluate how effectively texts are structured and presented (see 2f). I can recognise texts that contain features from more than one text type (see 2h). I can distinguish between statements of fact and opinion (see 2d and 2h).	

Retelling and Sequencing:

	National Curriculum Expectations/ELGs Expectations/Development Matters	End of Year Expectations (Reading Assessment and FSU Curriculum Goals)	Teaching	Application
N1	Repeat Phrases from familiar stories Develop play around favourite stories using props Say some of the words in songs and rhymes. Copy finger movements and other gestures.		I can understand and follow simple one step instructions (verbs). I can use oral language associated with play. I can orally recount known events, experiences and facts. I can use talk to retell the story	Children to explore favorite books through linked activities - role play and small world, retelling and acting out the story; going on a bear hunt in Forest School, looking at illustrations from the stories and talking about them.
N2	To know that text has meaning. To know that text is read from left to right and top to bottom in English To name and talk about the different parts of a book - e.g. front cover/back cover To know that print has different purposes.	To develop a love and enthusiasm for books, readily accessing them for their own enjoyment and to share with others. Turning pages individually, and being able to describe characters and scenes, predict outcomes, and repeat phrases from well known stories.	I can retell well known whole stories aloud (Favourite Five Books) I can learn, remember and retell stories I can join in with repetition within stories and rhymes I can begin to be able to sequence the story using talk to retell the story.	Traditional stories termly focus introduce all of the key elements of story. Planned focus on characters, retelling and events in a story, settings, using small world, puppets, telling their own stories - see termly overviews and weekly planning for Traditional Stories.

	To understand page sequencing To engage in extended conversations about stories, learning new vocabulary		I can recognise that stories have beginnings, middles and ends. I can talk about the setting, characters and structure of a story. I can use connectives Once Upon a Time and then I can independently sequence familiar story rhymes and be able to say what happened next in a story.	
Reception	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	to develop a love and enthusiasm for books, readily accessing them for their own enjoyment and to share with others. Turning pages individually, and being able to describe characters and scenes, predict outcomes, and repeat phrases from well known stories.	I can recount simple stories. I can retell well known whole stories aloud (Favourite Five Books) I can recount simple stories, looking for patterns and be able to ask questions about what happened before; for example; what happened before the roll fell in the water in Three Billy Goats Gruff I can learn, remember and retell stories I can tell stories using some story language I can sequence three or more events I can use mark making as part of the story telling	
Year 1	I understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events	Link title to key events in a text.	I can become familiar with and retell key stories, fairy stories and traditional tales.	Most English sequences start with recalling and sequencing of the story.
Year 2	discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting	Identify and explain the sequence of events in texts.	I can talk in detail and retell stories, fairy stories and traditional tales.	

		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: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading		I can discuss the sequence of events in books and how they relate to each other. I know how suspense and humour are built up in a story, including the development of the plot.	Most English sequences start with recalling and sequencing of the story.
Year 3	understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	**Summarise** - identify main ideas drawn from more than one paragraph and summarise these. Retrieve and record information from non-fiction	I can increase my familiarity with a range of books, including fairy stories, myths and legends and re-telling some of these orally. I can explain how non-fiction books are structured in different ways and can use them effectively (see 2b) I can begin to understand that narrative books are structured in different ways, e.g. quest stories and stories with dilemmas. I can identify the main ideas of a text from more than one paragraph (see 2b).	English sequences start with recalling and sequencing the story. Children are exposed to a fiction, non-fiction and poetry book each term. Taught through Jane Considine's 'The Write Stuff' writing scheme.
Year 4	See Year 3	**Summarise** - identify main ideas drawn from more than one paragraph and summarise these.	I can identify main ideas of a text drawing on more than one paragraph and summarising these.	English sequences start with recalling and sequencing the story.	

			Retrieve and record information from non-fiction		Children are exposed to a fiction, non-fiction and poetry book each term. Taught through Jane Considine's 'The Write Stuff' writing scheme.
Year 5		Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal	Identify and summarise main ideas from across a text. Identify key details that support main ideas using quotation for illustration. Retrieve, record and present key information from non-fiction.	I can summarise the main ideas drawn from a text see 2b). I can present an oral overview or summary of a text (see 2b).	

	presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.			
Year 6	See Year 5	Identify and summarise main ideas from across a text. Identify key details that support main ideas using quotation for illustration. Retrieve, record and present key information from non-fiction.	I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each and predict what might happen next (see 2b and 2e). I can summarise key information from different parts of a text (see 2b). I can identify the key points in a text (see 2b). I can find information using skimming to establish the main idea (see 2b). I can identify how characters change during events in a longer novel (see 2b,d,e and h).	

Inference:

	National Curriculum Expectations/ELGs Expectations	End of Year Expectations (Reading Assessment and FSU Curriculum Goals)	Teaching	Application
N1				
N2	To know that text has meaning. To know that text is read from left to right and top to bottom in English To name and talk about the different parts of a book - e.g. front cover/back cover To know that print has different purposes.	To develop a love and enthusiasm for books, readily accessing them for their own enjoyment and to share with others. Turning pages individually, and being able to describe characters and scenes, predict outcomes, and repeat phrases from well known stories.	I can understand simple questions about who, what, where? I can understand why questions like 'why do you think the caterpillar got so fat?'	Questions during whole class reading and small group stories. Lots of talk in the provision and reading of stories and talking about stories.

	To understand page sequencing To engage in extended conversations about stories, learning new vocabulary			
Reception	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	to develop a love and enthusiasm for books, readily accessing them for their own enjoyment and to share with others. Turning pages individually, and being able to describe characters and scenes, predict outcomes, and repeat phrases from well known stories.	I can begin to reason and explain events answering how questions. For example: How did the wolf trick Little Red Riding Hood? I can answer why questions and begin to provide simple reasons for actions and events. For example: why did Little Red Riding Hood go to the woods? (Phase A) I can start to imagine and speculate 'What if….? 'questions, for example; what would happen if the wolf didn't fall down the chimney? What would happen if Snow White did not eat the apple? What might have happened if the Rainbow Fish did not give away his scales? (Phase B)	Traditional stories input and progressive activities - see above application.
Year 1	making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.	In texts read to them and simple texts read themselves, make inferences on the basis of what is being said and done e.g. How a character feels, why a character does something. Discuss word meanings, making links to known vocabulary. Raise simple questions about texts they read and that are read to them. Answer simple information retrieval questions about texts.	I can use what I already know to understand texts. I can draw inferences from the text based on what is being said and done.	'Have a Think' questions answered during weekly RWI sessions. These draw on inferences.
Year 2	making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far	Make Inferences from texts that they read themselves, on the basis of -what's being said and done -cause and effect Drawing on what they already know or on background information or vocabulary (provided by the teacher)	I can draw (simple) inferences based on what is being said and done. I can make inferences on the basis of what is said and done. I can answer and ask questions about a text.	'Have a Think' questions answered during weekly RWI sessions. These draw on inferences.

		participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Discuss and clarify the meaning of words to understand texts further. In familiar books, check that it makes sense. Ask and answer questions about texts.		Once on RWI comprehension, lots of verbally and written evidence of inferences.
Year 3	understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction	**Infer** - draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience **Clarify** - use dictionaries to check the meanings of wor have read. **Question** - ask and answer questions to improve understanding of a text.	I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions. I can ask relevant questions to get a better understanding of a text.	Taught through Jane Considine's 'Hooked on Books' reading scheme. In each sequence, we answer questions on all strands of the reading questions.

	participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.			
Year 4	See Year 3	**Infer** - draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience **Clarify** - use dictionaries to check the meanings of wor have read. **Question** - ask and answer questions to improve understanding of a text.	I can use inference and deduction to work out the characteristics of different people from a story. I can infer meanings and begin to justify them with evidence from the text. I can ask relevant questions to improve my understanding of a text.	Taught through Jane Considine's 'Hooked on Books' reading scheme. In each sequence, we answer questions on all strands of the reading questions.
Year 5	understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Make inferences drawn from across and between texts and justify with evidence. Use PEE (Point, Evidence and Explanation) to support inferences. Give the meaning of words in context. Explore and explain the meaning of words in context. Distinguish between fact and opinion. Clarify concepts and ideas at sentence, paragraph and whole text level. Ask and answer questions to improve understanding of themes and authorial intent.	I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions. I can justify inferences with evidence from the text. I can infer meaning using evidence from the text and wider reading and personal experience.	Jane Considine's hooked on books.

	identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.			
Year 6	See Year 5	Make inferences drawn from across and between texts and justify with evidence. Use PEE (Point, Evidence and Explanation) to support inferences. Give the meaning of words in context. Explore and explain the meaning of words in context. Distinguish between fact and opinion. Clarify concepts and ideas at sentence, paragraph and whole text level.	I can identify how characters change during events in a longer novel (see 2b,c,e and h). I can explain and discuss my understanding of what I have read, drawing on inferences and justifying these with evidence. I can draw inferences from subtle clues across a complete text. I can provide reasoned justifications for my views (see 2b). I can raise queries about texts.	Jane considines hooked on books.

		Ask and answer questions to improve understanding of themes and authorial intent.	I can present a counter-argument in response to others' points of view (see 2b). I can refer to the text to support opinion (see 2b). I can distinguish between statements of fact and opinion (see 2b and 2h).	

Prediction:

	National Curriculum Expectations/ELGs Expectations	End of Year Expectations (Reading Assessment and FSU Curriculum Goals)	Teaching	Application
N1	Enjoy & join in with songs & rhymes, saying some words in songs & rhymes - Sing songs & rhymes independently, such as singing while playing - Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Ask questions about the book, make comments and share ideas.		I can pay attention and respond to the pictures or the words.	Regular story times and timetabled sessions.
N2	To know that text has meaning.	To develop a love and enthusiasm for books, readily accessing them for their own enjoyment and to share	I can pay attention and respond to the pictures or the words.	Daily reading and reading with an adult within the provision.

	To know that text is read from left to right and top to bottom in English To name and talk about the different parts of a book - e.g. front cover/back cover To know that print has different purposes. To understand page sequencing To engage in extended conversations about stories, learning new vocabulary	with others. Turning pages individually, and being able to describe characters and scenes, predict outcomes, and repeat phrases from well known stories.	I can make predictions about a story using the relevant vocabulary with independence.	Traditional Stories Learning Theme -see plan and overview.
Reception	- Anticipate, where appropriate, key events in stories	To develop a love and enthusiasm for books, readily accessing them for their own enjoyment and to share with others. Turning pages individually, and being able to describe characters and scenes, predict outcomes, and repeat phrases from well known stories.	I can predict the key things that will happen in a story. I can predict what will happen to the characters. I can predict what might happen in the end of the story.	Traditional Tales overview and 3 x daily story sessions. Lots of planned sequencing and predicting activities. Discussions - using think prepare discuss share,
Year 1	making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.	With support can link own experiences to what they read. Make predictions about reading: -from a title and front cover of a book - on the basis of what has been read so far	I can make predictions about the events in the text based on what I have read so far.	In RWI, every new book starts with making a prediction about the text prior to reading it. Lots of opportunity to draw upon what they already know and understand about previous texts and ones that are familiar to them.
Year 2	making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read	Predict what might happen on the basis of what has been read so far.	I can make predictions based on what I have read. I can make sensible predictions about what is likely to happen in the story and to different characters.	In RWI, every new book starts with making a prediction about the text prior to reading it. Lots of opportunity to draw upon what they already know and understand about previous texts and ones that are familiar to them.

	for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.			
Year 3	understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	**Predict** - what might happen from details stated and implied based on: - content - simple themes/ text types Justify predictions with evidence	I can predict what might happen based on the details I have read. I can identify and discuss themes and conventions in a wide range of writing (see 2b and 2h). I can explain how structure and presentation contribute to the meaning of texts (see 2b). I can identify and discuss themes and conventions in a wide range of writing (see 2b and 2f).	Taught through Jane Considine's 'Hooked on Books' reading scheme. In each sequence, we answer questions on all strands of the reading questions.
Year 4	See Year 3		I can predict what might happen from details stated and from the information I have deduced.	Taught through Jane Considine's 'Hooked on Books' reading scheme.

			Predict - what might happen from details stated and implied based on: - content - simple themes/ text types Justify predictions with evidence	I can refer to the text to support my predictions and opinions. I can identify some of the literary conventions in different texts (see 2b and 2h). I can identify some text type organisational features, e.g. narrative, explanation and persuasion (see 2b). I can discuss and record words and phrases that writers use to engage and impact on the reader (see 2a). I can identify where a writer has used precise word choices for effect to impact on the reader (see 2a) I can identify some of the literary conventions in different texts (see 2b and 2f). I can compare fictional accounts in historical novels with the factual account (see 2b).	In each sequence, we answer questions on all strands of the reading questions.
Year 5	understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas		Predict what might happen from details stated and implied based on: -themes -conventions -knowledge about the author -genres	I can make predictions from what has been read. I can identify how language, structure and presentation contribute to the meaning of a text (see 2b). I can identify the effect of the context on a text; for example, historical context or other cultures. I can identify and comment on a writer's use of language for effect, for example, precisely chosen adjectives, similes and personification. I can use meaning-seeking strategies to explore the meaning of words in context (see 2a). I can use meaning -seeking strategies to explore the meaning of idiomatic and figurative language. I can make connections between other similar texts, prior knowledge and experience (see 2b).	Jane Considine Hooked on Books. Daily lessons.

			I can compare different versions of texts and talk about their differences and similarities (see 2b). I know the difference between fact and opinion (see 2b).	
	identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.			
Year 6	See Year 5	Predict what might happen from details stated and implied based on: -themes -conventions -knowledge about the author -genres	I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each and predict what might happen next (see 2b and 2c). I can identify and discuss the themes and conventions in different text types (see 2b and 2h). I can evaluate how effectively texts are structured and presented (see 2b).	Jane Considine Hooked on books daily lessons.

			I can identify how characters change during events in a longer novel (see 2b,c,d and h). I can identify and comment on the writer's choice of vocabulary, giving examples and explanation (see 2a). I can show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts I can evaluate the impact of the grammatical features/ techniques used to create mood, atmosphere, key messages, attitudes (see 2b). I can make connections between other similar texts, prior knowledge and experience and explain the links (see 2b). I can identify and discuss the themes and conventions in different text types (see 2b and 2f). I can compare different versions of texts and explain the differences and similarities (see 2b). I can distinguish between statements of fact and opinion (see 2b and 2d). I can recognise texts that contain features from more than one text type (see 2b). I can identify how characters change during events in a longer novel (see 2b,c,d and e).	