

Progression of Skills in Reading at JEA

Reading Overview



Every child a leader – Every chance taken – Every day counts

The national curriculum for reading aims to ensure that all pupils:

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions: **word reading** and **comprehension** (both listening and reading)

It is essential that **teaching focuses** on developing pupils’ competence in **both dimensions**; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils’ experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils’ vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils’ imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

National Curriculum Knowledge Pupils should...

KS1	Lower KS2	Upper KS2
<p><u>By beginning of year 1</u></p> <ul style="list-style-type: none">build on work from the early years foundation stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt.continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils’ reading and spelling of all words. This includes common words containing unusual GPCs.develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words.hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice. <p><u>By beginning of year 2</u></p> <ul style="list-style-type: none">be able to read all common graphemes.be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil’s level of word-reading knowledge.be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first.reading of common exception is secureincrease their fluency by being able to read these words easily and automatically.be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1. <p><u>During year 2</u></p> <ul style="list-style-type: none">continue to focus on establishing accurate and speedy word-reading skills.listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. <p><u>Additional Needs</u></p> <ul style="list-style-type: none">Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school’s curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly	<p><u>By beginning of year 3</u></p> <ul style="list-style-type: none">be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.be able to decode most new words outside their spoken vocabulary, making a good approximation to the word’s pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects.be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4. <p><u>Additional Needs</u></p> <ul style="list-style-type: none">Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these	<p><u>By beginning of year 5,</u></p> <ul style="list-style-type: none">be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words.be reading widely and frequently, outside as well as in school, for pleasure and information.be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read. <p><u>Additional Needs</u></p> <ul style="list-style-type: none">It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Resilience	Integrity	Democracy	Creativity	Gratitude	Diversity

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<div>Texts Covered</div> <div> </div>	<div><u>Autumn 1</u></div> <div>Goldilocks and the Three bears</div> <div>The Gingerbread Man</div> <div><u>Autumn 2</u></div> <div>The Tiger Who Came to Tea</div> <div>Percy the Park Keeper</div> <div>Stick Man</div> <div><u>Spring 1</u></div> <div>The Fire service</div> <div>Fire fighters</div> <div>Vets</div> <div><u>Spring 2</u></div> <div>The Easter Story</div> <div>Doctors and Nurses</div> <div>Dentists</div> <div>The Postal services</div> <div><u>Summer 1</u></div> <div>The Gruffalo/Child</div> <div>We're going on the Bear Hunt</div> <div>Handa's Surprise</div> <div><u>Summer 2</u></div> <div>The Rainbow Fish</div> <div>Commotion in the ocean</div> <div>The Snail and the Whale</div>	<div><u>Authors and skills focus</u></div> <div><u>Autumn 1</u></div> <div>Rosa Parks</div> <div>Me On The Map</div> <div>Geography</div> <div>This is how We Do it</div> <div>Starting School</div> <div>Our Senses</div> <div>Science – Animals Inc humans Yr1</div> <div>Mary Had a Little Lamb</div> <div>Jack and Jill</div> <div><u>Autumn 2</u></div> <div>Snow Bear</div> <div>Can't You Sleep, Little Bear?</div> <div>Little Red</div> <div>The Three Little Pigs</div> <div><u>Spring 1</u></div> <div>The Three Little Pigs (Revolting Rhymes)</div> <div>Wolves</div> <div>The Pet</div> <div><u>Spring 2</u></div> <div>Chocolate Cake</div> <div>Jack and the Beanstalk</div> <div>Chocolate Cake Recipe</div> <div><u>Summer 1</u></div> <div>Looking After Rabbits</div> <div>Science – Animals inc humans Yr2</div> <div>You Can't Take an Elephant on a Bus</div> <div>Plant Facts</div> <div>Science- Plants Yr 1,2 and 3</div> <div><u>Summer 2</u></div> <div>My Two Grannies</div> <div>Bee Frog</div> <div>Seaside towns</div> <div>Geography Seasides Yr1</div> <div>Grandad Mandela</div>	<div><u>Authors and skills focus</u></div> <div><u>Autumn 1</u></div> <div>Lions, Lions, Lions – Laura Lodge</div> <div>Geography – Safari Yr2</div> <div>There's a Lion in my Cornflakes – Michelle Robinson</div> <div>Perfectly Norman – Tom Percival</div> <div>Ruby's Worry – Tom Percival – progress check</div> <div><u>Autumn 2</u></div> <div>Guy Fawkes – Laura Lodge</div> <div>History Yr2</div> <div>Eight Candles Burning – Celia Warren</div> <div>Christmas Eve – Brian Moses</div> <div><u>Spring 1</u></div> <div>The Great Fire of London – Emma Adams</div> <div>History Yr2</div> <div>George's Marvellous Medicine - Roald Dahl</div> <div>The Life of Roald Dahl: a marvellous adventure – Emma Fischel – progress check</div> <div><u>Spring 2</u></div> <div>The Night Dragon – Naomi Howarth</div> <div>Sir Charlie Stinky Socks – Kristina Stephenson</div> <div>Horrid Henry and the Football Fiend – Francesca Simon</div> <div><u>Summer 1</u></div> <div>How to Build a Gingerbread House - Laura Lodge</div> <div>Hansel and Gretel – Laura Lodge</div> <div>Writing Yr2</div> <div>Hansel and Gretel –Bethan Woollvin</div> <div><u>Summer 2</u></div> <div>The Hundred-Mile-an-Hour-Dog – Jeremy Strong</div> <div>The Darkest Dark- Chris Hadfield</div> <div>Dogs in Space –Vix Southgate</div> <div>Ossiri and the Bala Mengro – Richard O'Neill and Katharine Quarmby – progress check</div>	<div><u>Authors and skills focus</u></div> <div><u>Autumn 1</u></div> <div>The Pebble in My Pocket by Meredith Hooper</div> <div>History Stone Age Yr3</div> <div>Stone Circles by Dawn Finch</div> <div>History Stone Age Yr3</div> <div>My brother is a superhero by David Solomons</div> <div><u>Autumn 2</u></div> <div>The Magic Finger by Roald Dahl</div> <div>Sugar: The Facts by The NHS</div> <div>Prawn Pizza by Jane Sowerby</div> <div>The Iron Man by Ted Hughes</div> <div><u>Spring 1</u></div> <div>The Ice Palace by Robert Swindells</div> <div>Geography – Poles Yr2</div> <div>The House of Snow and Ice by Stephen Whitt</div> <div>The Heavenly River (Chinese Myths and Legends) by Shelley Fu</div> <div><u>Spring 2</u></div> <div>New Year Celebration by Jane Sowerby</div> <div>Night Comes Too Soon by James Berry</div> <div>Tom's Midnight Garden by Phillippa Pearce</div> <div>History WWII Yr 6</div> <div>The story of Tutankhamun by Patricia Cleveland-Peck</div> <div>History Egyptians Yr4</div> <div><u>Summer 1</u></div> <div>The Butterfly Lion by Michael Morpurgo</div> <div>Wild Animals To Be Banned from Circuses in England by 2020, Says Government by The Independent</div> <div>Alice's Adventure in Wonderland by Lewis Carroll</div> <div>DT Seasonal Tart Yr 4</div> <div><u>Summer 2</u></div> <div>The Madhatters by Aoife Mannix</div> <div>Stig of the Dump (Extract 1) by Clive King</div> <div>History Stone Age Yr3</div> <div>Stig of the Dump (Extract 2) by Clive King</div> <div>Norse Mythology by Neil Gaiman</div> <div>Skill: Retrieval</div>	<div><u>Authors and skills focus</u></div> <div><u>Autumn 1</u></div> <div>Volcanoes in Action</div> <div>Geography Volcanoes Yr4</div> <div>Tsunamis on the Move</div> <div>Geography Tsunamis Yr4</div> <div>Russian Doll</div> <div>Roman Britain</div> <div>History Romans Yr4</div> <div>The Time-Travelling Cat and The Roman Eagle</div> <div>History Romans Yr4</div> <div><u>Autumn 2</u></div> <div>The Little Daughter of the Snow</div> <div>History of Christmas Tree Traditions</div> <div>RE - Christmas Yr 2</div> <div>A Christmas Tree</div> <div>RE - Christmas Yr 2</div> <div>The Moomins and the Great Flood</div> <div>For Forest</div> <div><u>Spring 1</u></div> <div>The Borrowers</div> <div>Max and the Millions</div> <div>My Secret Dairy</div> <div><u>Spring 2</u></div> <div>The Amazing Story of Adolphus Tips</div> <div>The Secret World of Polly Flint</div> <div>Heatwave Raises Lost 'Atlantis' Village</div> <div>Threats to African Elephants</div> <div><u>Summer 1</u></div> <div>The Great Elephant Chase</div> <div>Black Beauty</div> <div>Charlotte's Web</div> <div><u>Summer 2</u></div> <div>A Series of Unfortunate Events</div> <div>The Bad Beginning</div> <div>Little Women</div> <div>Everything Castles</div> <div>History - Queen Elizabeth II Yr3</div> <div>Sir Gawain and the Green Knight</div>	<div><u>Authors and skills focus</u></div> <div><u>Autumn 1</u></div> <div>Dragonology</div> <div>History – Saxons and Vikings Yr5</div> <div>How to Train Your Dragon</div> <div>History – Saxons and Vikings Yr5</div> <div>Life in Tudor Britain</div> <div>Love Letter from Mary Tudor to Her Husband, Philip of Spain</div> <div><u>Autumn 2</u></div> <div>The House with Chicken Legs</div> <div>The Wizards of Once</div> <div>The Polar Bear Explorers' Club</div> <div>History – Explorers Yr2</div> <div>A Boy Called Christmas</div> <div>The Wolf Wilder</div> <div><u>Spring 1</u></div> <div>The Wolves of Willoughby Chase</div> <div>Whale Boy</div> <div>SeaWorld Decides to Stop Killer Whale Breeding Program</div> <div><u>Spring 2</u></div> <div>Beetle Boy: The Beetle Collector's Handbook</div> <div>The Boy at the Back of the Class</div> <div>Who are Refugees and Migrants And Other Big Questions? History – Malala Yr4</div> <div><u>Summer 1</u></div> <div>The Jamie Drake Equation</div> <div>Once Upon a Star</div> <div>Harry Houdini</div> <div>The Nowhere Emporium</div> <div><u>Summer 2</u></div> <div>Plague! The Island at the End of Everything</div> <div>The London Eye Mystery</div> <div>The Last Chance Hotel</div>	<div><u>Authors and skills focus</u></div> <div><u>Autumn 1</u></div> <div>Who Let The Gods Out? To Asgard!</div> <div>Hidden Figures</div> <div>History MLK/Rosa Parks Yr 2 and 6</div> <div>The British (serves 60 million)</div> <div>War Horse</div> <div>History -WWI Yr5</div> <div>For the Fallen</div> <div>History -WWI Yr5</div> <div><u>Autumn 2</u></div> <div>Sky Song</div> <div>The Snow Queen</div> <div>Tin</div> <div>The Wonderful Wizard of Oz</div> <div>Welcome to Nowhere</div> <div>Malala Yousafzai</div> <div>History - Malala Yr 4</div> <div>The Crooked Sixpence</div> <div><u>Spring 1</u></div> <div>Cogheart</div> <div>Alice's Adventures in Wonderland</div> <div>The Hunting of the Snark</div> <div>What's So Special about Shakespeare?</div> <div>Reading – Midsummers Night</div> <div>Dream Yr6</div> <div>Macbeth</div> <div><u>Spring 2</u></div> <div>Deforestation for Palm Oil</div> <div>The Explorer</div> <div>Geography Trade Yr 6</div> <div>Pig-Heart Boy</div> <div>Marius the Giraffe Killed at Copenhagen Zoo</div> <div>Evolution Revolution</div> <div>Science - Evolution and inheritance Yr 6</div> <div>Charles Darwin: History's Most Famous Biologist</div> <div>Science – Living Things Yr 6</div> <div><u>Summer 1</u></div> <div>Extracts from Yr 6 Texts</div> <div><u>Summer 2</u></div> <div>Midsummer's Night Dream</div> <div>Reading – Shakespeare Yr 6</div>

				History Vikings Yr 5			
Range of texts in Reading Lessons	Nursery rhymes, simple fairy tales, simple traditional and classic stories and songs	Traditional and fairy tales, simple poetry and recipes, relevant instructional texts, stories in familiar settings	Comparison of fairy tales, introduction to texts based on historical facts, instructional texts, introduction to stories in unfamiliar settings	Stories in unfamiliar settings, including introduction to fantasy lands, classic stories, myths and legends and links to history, emotive topics text introduction	Further stories in unfamiliar and fantasy settings, comparison of facts on narrative and non-fiction texts, further exposure to classic novels, historical information texts	Introduction to world issues – non-biased and biased texts, further links to historical events, fantasy and adventure stories	Further look at the work of Shakespeare (yr 3 writing Macbeth poem), further classic and fantasy settings, historic and world issues explored though fiction and non-fiction
Phonics (RWI) and Decoding	<p>To enjoy rhyming and rhythmic activities</p> <p>To show an awareness of rhyme and alliteration</p> <p>To recognise rhythm in spoken words</p> <p>To continue a rhyming string</p> <p>To hear and say the initial sound in words</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately</p> <p>End of Autumn 1: Read single-letter Set 1 sounds.</p> <p>End of Autumn term: Read all Set 1 sounds; blend sounds into words orally.</p> <p>End of Spring 1: Blend sounds to read words;</p> <p>End of Summer 1: read some Set 2 sounds.</p>	<p>Apply phonic knowledge to decode words</p> <p>Speedily read all 40+ letters/groups for 40+ phonemes</p> <p>Read accurately by blending taught GPC</p> <p>Read common exception words</p> <p>Read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>Read multisyllable words containing taught GPCs</p> <p>Read contractions and understanding use of apostrophe</p> <p>Read aloud phonically-decodable texts</p> <p>End of Autumn 1: read some Set 2 sounds. End of Autumn term: read all Set 2 sounds.</p> <p>End of Spring 1: read some Set 3 sounds.</p> <p>End of Summer 1: read all of Set 3 sounds.</p>	<p>Secure phonic decoding until reading is fluent</p> <p>Read accurately by blending, including alternative sounds for graphemes</p> <p>Read multisyllabic words containing these graphemes</p> <p>Read common suffixes</p> <p>Read exception words, noting unusual correspondences</p> <p>Read most words quickly & accurately without overt sounding and blending.</p>	<p>Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words met</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words met</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>
Exception Words	To read some common irregular words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.	To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.	To read many Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
Vocabulary and meaning	<p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions to show understanding of meaning.</p> <p>They give their attention to what others say and respond appropriately, while engaged in another</p>	<p>Discuss word meanings, linking new meanings to those already known</p> <p>Draw upon knowledge of vocabulary in order to understand the text</p> <p>Join in with predictable phrases</p> <p>Use vocabulary given by the</p>	<p>Discuss and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Discuss favourite words and phrases</p> <p>Recognise some recurring language in stories and poems</p>	<p>Discuss words that capture the readers interest or imagination</p> <p>Identify how language choices help build meaning</p> <p>Find the meaning of new words using substitution within a sentence</p>	<p>Using dictionaries to check the meaning of words that they have read</p> <p>Use a thesaurus to find synonyms</p> <p>Discuss why words have been chosen and the effect these have on the reader</p> <p>Explain how words can capture the interest of the reader</p> <p>Discuss new and unusual vocabulary and</p>	<p>Explore the meaning of words in context, confidently using a dictionary</p> <p>Discuss how the authors' choice of language impacts on the reader</p> <p>Evaluate the authors choice of language</p> <p>Investigate alternative word choices that could be made</p>	<p>Evaluate how the authors' use of language impacts upon the reader</p> <p>Find examples of figurative language and how this impacts the reader and contributes to meaning or mood</p> <p>discuss how presentation and structure contribute to meaning</p> <p>Explore the meaning of words in</p>

	activity	teacher			clarify the meaning of these		
		Discuss favourite words and phrase			Find the meaning of new words using the context of the sentence.	<p>Begin to look at figurative language</p> <p>Use a thesaurus to find synonyms for a larger variety of words</p> <p>Re-write passages using alternative word choices</p> <p>‘read around the word’ and explore its meaning in the broader context of a section or paragraph</p>	context by ‘reading around the word’ and independently Explore its meaning in the broader context of a section or paragraph
Comprehension	<p>To listen to stories with increasing attention and recall</p> <p>To anticipate key events and phrases in rhymes and stories</p> <p>To begin to be aware of the way stories are structured</p> <p>To describe main story settings, events and characters</p> <p>To enjoy an increasing range of books</p> <p>To follow a story without pictures or props</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</p> <p>To demonstrate understanding when talking with others about what they have read</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently</p> <p>To link what they have read or have read to them to their own experiences</p> <p>To retell familiar stories in increasing detail</p> <p>To join in with discussions about a text, taking turns and listening to what others say</p> <p>To discuss the significance of titles and events</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales</p> <p>To discuss the sequence of events in books and how items of information are related</p> <p>To recognise simple recurring literary language in stories and poetry</p> <p>To ask and answer questions about a text</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently)</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>To use appropriate terminology when discussing texts (plot, character, setting, author choice)</p>	<p>To discuss and compare texts from a wide variety of genres and writers</p> <p>To read for a range of purposes</p> <p>To identify themes and conventions in a wide range of books</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings)</p> <p>To identify how language, structure and presentation contribute to meaning</p> <p>To identify main ideas drawn from more than one paragraph and summarise these</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these in simple note form</p> <p>To recommend texts to peers based on personal choice</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions</p> <p>To recognise more complex themes in what they read (such as loss or heroism)</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions</p> <p>To draw out key information and to summarise the main ideas in a text</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views</p> <p>To compare characters, settings and themes within a text and across more than one text</p>
Explaining and Discussing	<p>Follow instructions involving several ideas or actions.</p> <p>Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events</p>	<p>Give their opinion, including likes and dislikes</p> <p>Link what they read or hear to their own experiences</p> <p>Explain clearly their understanding of what has been read to them</p> <p>Express views about events or characters</p>	<p>Explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that that they read themselves</p> <p>Express their own views about a book or poem</p> <p>Discuss some similarities between books</p> <p>Listen to the opinion of others</p>	<p>Identifying how language, structure and presentation contribute to meaning of both fiction and non-fiction texts</p> <p>Recognise authorial choices and the purpose of these</p> <p>Discussing the features of a wide range of fiction, poetry, plays, nonfiction and reference books</p>	<p>Identifying how language, structure and presentation contribute to meaning of both fiction and non-fiction texts</p> <p>Discussing words and phrases that capture the reader’s interest and imagination</p>	<p>Provide increasingly reasoned justification for views</p> <p>Recommend books for peers in detail</p> <p>Give reasons for authorial choices</p> <p>Begin to challenge points of view</p> <p>Identifying how language, structure and presentation contribute to meaning</p>	<p>Distinguish between fact, opinion and bias explaining how it is known</p> <p>Identifying how language, structure and presentation contribute to meaning</p>

						<p>Explain and discuss understanding of what is read, including through formal presentations and debates</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Begin to distinguish between fact and opinion.</p>	
Retrieval	Answer a question about what has just happened in a story	<p>Answer a question about what has just happened in a story</p> <p>Develop knowledge of retrieval through images</p> <p>Recognise characters, events, titles and information</p> <p>Recognise differences between fiction and non-fiction texts</p> <p>Retrieve information by finding a few key words</p> <p>Contribute ideas and thoughts in discussion.</p>	<p>Independently read and answer simple questions about what is read</p> <p>Asking and answering retrieval questions</p> <p>Draw on previously taught knowledge</p> <p>Remember significant events and key information about the text read</p> <p>Monitor reading, checking words that have been decoded, to ensure that they fit within the text already read.</p>	<p>Use the contents page and subheadings to locate information</p> <p>Learn the skill of 'skim and scan' to retrieve details</p> <p>Begin to use quotations from the text.</p>	<p>Confidently skim and scan texts to record details</p> <p>Use relevant quotes to support their answers to questions</p>	<p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts</p> <p>Retrieve, record and present information from a wide variety of non-fiction texts</p> <p>Ask their own questions and follow a line of enquiry</p> <p>Confidently skim and scan, and also use the skill of reading before and after to retrieve information</p> <p>Use evidence from across larger sections of text</p>	Children confidently skim and scan, and also use the skill of reading before and after to retrieve information, using evidence from across whole chapters or texts.
Inference	Answer basic questions based on own experiences	<p>Make basic inferences about characters' feelings by using what they say as evidence</p> <p>Infer basic points with direct reference to the pictures and words in the text</p> <p>Discuss the significance of the title and events</p> <p>Demonstrate simple inference from the text based on what is said and done</p>	<p>Make inferences about characters' feelings using what they say and do</p> <p>Infer basic points and begin, with support, to pick up on subtler references</p> <p>Answering and asking questions and modifying answers as the story progresses.</p> <p>Use pictures or words to make inferences</p>	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</p> <p>Infer characters' feelings, thoughts and motives from their stated actions</p> <p>Justify inferences by referencing a specific point in the text</p> <p>Make inferences about actions or events</p>	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</p> <p>Infer characters' feelings, thoughts and motives from their stated actions</p> <p>Consolidate the skill of justifying views using a specific reference point in the text</p> <p>Use more than one piece of evidence to justify the answer</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Make inferences about actions, feelings, events or states</p> <p>Use figurative language to infer meaning</p> <p>Give one or two pieces of evidence to support the point they are making</p> <p>Begin to draw evidence from more than one place across a text</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues</p> <p>Make inferences about events and feelings backing this up with evidence</p> <p>Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made</p> <p>Can draw evidence from different places across the text</p>
Prediction	<p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Develop their own narratives and explanations by connecting ideas or events.</p>	<p>Make simple predictions based on the story and on their own life experience</p> <p>Begin to explain these ideas verbally or through pictures</p>	<p>Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</p>	<p>Justify predictions using evidence from the text</p> <p>Use relevant prior knowledge to make predictions and justify them</p> <p>Use details from the text to form further predictions.</p>	<p>Justify predictions using evidence from the text</p> <p>Use relevant prior knowledge as well as details from the text to form predictions and to justify them</p> <p>Monitor these predictions and compare them with the text as they read on</p>	<p>Predicting what might happen from details stated and implied</p> <p>Support predictions with relevant evidence from the text</p> <p>Confirm and modify predictions as they read on</p>	<p>Predicting what might happen from details stated and implied</p> <p>Support predictions with relevant evidence from the text</p> <p>Confirm and modify predictions as they read on</p>

Summarising	Join in with the retelling of familiar rhymes and stories	Retell familiar fairy stories and traditional tales orally Sequence the events of a familiar story Begin to discuss how events are linked	Discuss the sequence of events in books and how items of information are related Retell using a wider variety of story language Order events from the text Begin to discuss how events are linked focusing on the main content of the story	Identifying main ideas drawn from a key paragraph or page and summarising these Begin to distinguish between the important and less important information in the text Give a brief verbal summary of a story Identify themes from a wide range of books Make simple notes from one source of writing	Make a brief summary of main points, identifying and using important information Identifying main ideas drawn from more than one paragraph Identify themes from a wide range of books Summarise whole paragraphs, chapters or texts Highlight key information and record it in bullet points, diagram and other methods.	Summarise the main ideas drawn from more than one paragraph, page, chapter or whole text identifying key details to support the main ideas Make connections between information across the text and include this in an answer Discuss the themes or conventions from a chapter or text Identify themes across a wide range of writing	Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text Make comparisons across different books Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs
Fluency	To show interest in illustrations and print in books and print in the environment To recognise familiar words and signs such as own name and advertising logos To look and handle books independently To describe meanings to marks that they see in different places To begin to break the flow of speech into words To begin to read words and simple sentences To read and understand simple sentences End of Spring term: Read RWI Red Storybooks End of Summer 1: Read RWI Green Storybooks	To accurately read texts that are consistent with their developing phonic knowledge, that does not require them to use other strategies to work out words To reread texts to build up fluency and confidence in word reading End of Autumn term: Read Pink Storybooks; read all Set 2 sounds. End of Spring 1: Read Orange Storybooks. End of Spring term: Read Yellow Storybooks. End of Summer 1: Read Yellow Storybooks. End of Summer term: Read Blue Storybooks.	To read aloud sounding out unfamiliar words accurately, automatically and without undue hesitation To reread these books to build up fluency and confidence in word reading To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts End of Autumn 1: Read Blue Storybooks. End of Autumn term: Read Blue Storybooks with increasing fluency and comprehension. End of Spring 1: Read Grey Storybooks. End of Spring term: Read Grey Storybooks with fluency and comprehension. End of Summer 1: Access RWI Comprehension and Spelling programmes	At this stage, teaching comprehension skills will be taking precedence over teaching word reading and fluency for most pupils. Any focus on word reading supports the development of vocabulary and acquisition of language and is taught using a variety of strategies.			
Poetry & Performance	Listen to rhymes and poems, and to recite a selection	Join in and with rhymes and poems, and to recite some by heart	Build up a repertoire of rhymes and poems with appropriate intonation to make the meaning clear	In poems and play scripts, read aloud showing understanding through intonation, tone, volume and action Recognise some different forms of poetry	In poems and play scripts, read aloud showing understanding through intonation, tone, volume and action Compare different forms of poetry	Read poems and plays aloud, showing understanding through intonation, tone, expression, actions and volume so that the meaning is clear to an audience	Learn a range of poetry and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience (Midsummer's Night Dream)