



Reading Progression Document

EYFS

EYFS Framework

Literacy

ELG Comprehension

Children at the expected level of development will:

- 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.

ELG Word Reading

- 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 phonics knowledge including some common exception words.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics (Little Wandle)	Week 1	s a t p	ff ll ss j put, pull, full, as	ai ee igh oa	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	short vowels CVCC said, so, have, like	long vowel sounds CVCC CCVC
	Week 2	i n m d	v w x y and has his her	oo oo ar or was, you, they	review Phase 3: er air words with double letters longer words	short vowels CVCC CCVC some, come, love, do	long vowel sounds CCVC CCVC CCV CCVC

	Week 3	g o c k is	z zz qu ch words with /s/ added at the end go no to into	ur ow oi ear my, by, all	words with two or more digraphs	short vowels CCVCC CCVCV CCCVCC longer words were, here, little, says	Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words
	Week 4	ck e u r l	sh th ng nk she push he of	air er words with double letters: dd mm tt bb rr gg pp ff are, sure, pure	longer words words ending in –ing compound words	longer words compound words there, when, what, one	root word ending in: –ing, –ed /t/, – ed /id/ /ed/, –ed /d/
	Week 5	h b f l the	words with /s/ added at the end words ending s /z/	longer words	longer words words with s in the middle /z/ s words ending –s words with –es at end /z/	root words ending in: – ing, –ed /t/, –ed /id/ /ed/ –est out, today	root word ending in: –er, –est longer words
	Week 6	Review and recap based on specific needs of the children in each class.					
	Week 7						

Through play	Through group work
<ul style="list-style-type: none"> • Opportunities to handle and look at books. • Listening to and joining in with stories. • Playing with instruments and props for songs, nursery rhymes and stories. • Exploration of print conventions by following musical patterns, picture recipes etc. • Exposure to lots of environmental print – signs, labels and displays. • Phonics games and access to flashcards used in sessions. 	<ul style="list-style-type: none"> • Routine meaningful reading – reading the daily calendar, the visual timetable. • Regular phonics sessions starting with games to develop the oral skills for reading, and building to learning to recognise a letter for each sound and read words and sentences. • Regular song and story times. • Sharing the same text many times so the children can join in with familiar texts and repeated refrains. • Regular small group sessions starting with music, story language and games and building to reading simple books using phonic skills.

Foundation Stage 1 (Nursery)	<u>End of Autumn</u>	<u>End of Spring</u>	<u>End of Year</u>
<u>Word Reading and Comprehension</u>	<p>I can repeat songs, rhymes, stories and repeat familiar phrases.</p> <p>I can fill in missing words from well-known rhymes.</p>	<p>I can show a preference for a book or a song or a rhyme.</p> <p>I can identify myself in a story and show enjoyment for stories about familiar people.</p> <p>I can notice and repeat sounds.</p> <p>I can identify signs and symbols in the environment and recall what they mean.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book -page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Word reading</p> <p>I can join in with rhymes and stories.</p> <p>I can identify rhymes.</p> <p>I can join in with the rhythm of well-known rhymes and songs.</p> <p>I can recognise my own name.</p> <p>Comprehension</p> <p>I can hold a book, turn the pages and indicate an understanding of pictures and print.</p> <p>I can tell a story to friends.</p> <p>I can talk about events and characters in books.</p> <p>I can make suggestions about what might happen next in a story.</p>
Foundation Stage 2 (Reception)	<u>End of Autumn</u>	<u>End of Spring</u>	<u>End of Year</u>
<u>Word reading</u>	<p>I can join in with rhymes and stories.</p> <p>I can join in with the rhythm of well-known rhymes and songs.</p> <p>I can recognise my own name.</p> <p>I can identify sounds in words, in particular, initial sounds.</p> <p>I can segment and blend simple words demonstrating my knowledge of sounds (with support).</p> <p>I can link sounds to letters in the alphabet.</p>	<p>I can read simple words and simple sentences.</p> <p>I can identify rhymes.</p> <p>I can find my own rhyme.</p> <p>Read individual letters by saying the sounds for them.</p> <p>I can segment and blend simple words demonstrating my knowledge of sounds (independently).</p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>ELG: Word Reading</p> <p>Children at the expected level of development will:</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

<p style="text-align: center;"><u>Comprehension</u></p>	<p>I can hold a book, turn the pages and indicate an understanding of pictures and print. I can tell a story to friends.</p>	<p>I can talk about events and characters in books. I can make suggestions about what might happen next in a story. I can read simple words and simple sentences. I can talk about my favourite book. I can use vocabulary and events from stories in my play. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>ELG: Comprehension Children at the expected level of development will: 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.</p>
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Year 1

National Curriculum

- I can apply my phonics to decode words
- I can say the correct phoneme for a grapheme quickly
- I can read by blending sounds in new words
- I can read common exception words
- I can read words that include GPCs I have been taught
- I can read words ending with –s, -es, -ing, -ed, -er and -est
- I can read words with more than one syllable
- I can read words with contractions
- I can re-read books to help me
- I can read some books out loud
- I enjoy reading
- I can show how much I enjoy reading by:
 - Listening to and talking about poems, stories and non-fiction
 - Making links between what I read and my own life
 - Retelling different stories
 - Joining in with predictable phrases
- Reciting some rhymes and poems by heart
- Talking about the meaning of words
- I can understand books I have read or listened to by:
 - Using knowledge I already have
 - Using vocabulary given by my teacher
 - Checking the book makes sense to me and correcting my reading.
 - Talking about the title and events.
 - Making inferences about what happens
 - Predicting what might happen next.
- I can talk about a book that is being read to me, take turns with my friends and listen to what other people say.
- I can explain my understanding of a book that is being read to me.

General Reading Skills and Strategies

- Decoding, fluency, comprehension and enjoyment focus throughout the whole curriculum.
- Read 1: decoding and vocabulary focus
- Read 2: fluency and prosody focus
- Read 3: comprehension and understanding focus

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics (Little Wandle)	Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	/ur/ or word /oo/ u owl awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	ie pie i-e time o go o-e home	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer
	Week 2	air er /z/ s –es words with two or more digraphs e.g. queen thicker	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	ie pie i-e time o go o-e home	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large
	Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	/l/ le al apple metal /s/ c ice /v/ ve give	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	ue blue rescue ew chew new u-e rude cute aw claw	/sh/ ti ssi si ci potion mission mansion delicious
	Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	ea head ir bird ou cloud oy toy	/or/ augh our oar ore daughter pour oar more review
	Week 5	review longer words	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	i tiger a paper ow snow u unicorn	review
	Week 6	Misconceptions, additional blending practice and tricky words and	Misconceptions, additional blending practice and tricky words and	Misconceptions, additional blending practice and tricky words and	Misconceptions, additional blending practice and tricky words and	ph phone wh wheel ie shield g giant	Misconceptions, additional blending practice and tricky words and
	Week 7	Assessment Week					

Little Wandle Reading Practise Sessions.	Pre-read: Revisit and review	Reading Practise: Practise and apply	Review: Pacey review of any misconceptions and explanation of what is expected for home reading.
Children practise the application of phonics in reading in up to 3 sessions per week. They focus on decoding, prosody and comprehension.	Every reading practice session begins with a 'revisit and review'. This enables children to bring the GPCs they have learned to the forefront of their memory. This makes it easier for them to automatically recall the words and set them up to succeed when they read the book.	'Practise and apply' is the main part of the reading sessions. The specific content will vary according to the key reading skill being taught. Please see final pages of Little Wandle Decodable books for more detail.	At the end of the reading practice session, a few minutes are used to pick up on any common misconceptions and explain the home reading practice.

Year 2

National Curriculum

- I can use my phonics skills to decode words until I can read fluently
- I can read by blending the sounds in words, including alternative sounds for graphemes
- I can read words with more than two syllables
- I can read words with some suffixes
- I can read further exception words
- I can read familiar words quickly and accurately without sounding and blending
- I can read books out loud by sounding out new words
- I can re-read books to help me become more fluent
- I enjoy reading
- I develop my reading by:
 - Listening to and talking about different poetry, stories and non-fiction
 - Talking about the sequence of events in books and how things are related
 - Retelling a wide range of stories
 - Looking at how non-fiction books are structured
 - Recognising simple repeated language
- Talking about and checking the meaning of words and linking them to other words
- Talking about their favourite words and phrases
- Learning poems by heart and reciting some using intonation
- I can understand books that I read and listen to by:
 - Using my background knowledge
 - Using vocabulary or ideas given by my teacher
 - Checking that the text makes sense when I read it
 - Correcting my own reading
 - Make some inferences about what happens

	<ul style="list-style-type: none"> Asking and answering questions Predict what will happen using what has happened in the text so far 						
General Reading Skills and Strategies	<ul style="list-style-type: none"> Decoding, fluency, comprehension and enjoyment focus throughout the whole curriculum. Pre-Read 1: decoding & fluency, background knowledge and prediction focus. Pre-Read 2: decoding & fluency, vocabulary focus. Guided read: decoding & fluency, define, retrieve and sequence/ summarise. Focus skills identified below. Multi Skill: decoding & fluency and recap/review of all skills previously taught. 						
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics (Little Wandle)	<p>In Year 2, pupils follow the Little Wandle scheme to its completion. Children have been following the programme at different rates depending on their specific needs and starting points. The completion of Little Wandle for most 'on track' pupils will therefore be staggered throughout the Autumn term.</p> <p>Once pupils complete Little Wandle, they will transition into learning reading comprehension using the One Education Reading Gems. By the end of Autumn 2, most children will be taking part in whole class guided reading (with the exception of INA / SEND / Pupils with additional needs). The strategies and skills will be taught to children who are following KS1 Guided Reading Cycle.</p>						
Key Reading Strategies and Skills focus		Retrieve x7	Retrieve x4 Define x2 Sequencing x1	Retrieve x3 Define x3 Sequence x1	Retrieve x2 Define x1 Sequencing x1 Predict x1	Retrieve x2 Define x1 Infer x2 Sequence x1	Retrieve x1 Define x2 Infer x2 Sequence x1 Predict x1
Skills being introduced		Recap and review of Little Wandle knowledge and strategies. Retrieve: retrieving key events from the text (and images).	Recap and review of Little Wandle knowledge and strategies. Retrieve: retrieving key events from the text (and images). Define: Talking about the meaning of words. Sequence: Basic sequencing language.	Retrieve: retrieving key events from the text (text). Define: Use vocabulary knowledge to link words together. Introduce context clues. Sequence: Sequencing key events from the text.	Define: Using a dictionary to check the meanings of words. Sequencing: Sequencing multiple events from a story. Predict: Making simple predictions about what might happen next.	Define: Talking about and checking, in a dictionary, the meaning of words and linking them to other words. Infer: making some inferences about what happens from simple text and visual images.	Consolidation of prior learning.

Strategies being introduced		<p>Recap and review of previous knowledge and strategies.</p> <p>Retrieve: Identify key words from the question and introduce scanning the text.</p>	<p>Recap and review of previous knowledge and strategies.</p> <p>Retrieve: Scanning the text.</p> <p>Define: Begin to make links between words through word families.</p>	<p>Define: Make links between words through word families.</p> <p>Sequence: Introduce sequencing statements from the text. Using graphic organisers eg. Storyboards</p>	<p>Define: Begin to practice dictionary skills.</p> <p>Sequence: Sequence using graphic organisers eg. Storyboards</p> <p>Predict: Making links between stories.</p>	<p>Define: Use a dictionary.</p> <p>Infer: making some inferences about what happens from simple text and visual images.</p>	Consolidation of prior learning.
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Year 3	
National Curriculum	<ul style="list-style-type: none"> • I can usually read fluently and decode new words that are unfamiliar • I can read longer words with some support • I can test out different ways to pronounce new words • I can read further exception words • I am starting to use my knowledge of root words, prefixes and suffixes to read and understand new words • I can listen to and talk about a wide range of fiction, plays, poetry, non-fiction and reference books • I can use a dictionary to check the meaning of words • I can retell a wider range of books, e.g. myths and legends • I can read aloud and perform poems using intonation, tone, volume and action • I can discuss words and phrases that capture the reader's interest • I can understand what I have read by: <ul style="list-style-type: none"> • Checking the text makes sense and discussing my understanding • Asking questions to help me understand • Making inferences about character's feelings, thoughts and actions • Predicting what might happen using the text • I can retrieve and record information from non-fiction texts • I can participate in discussions about books, take turns and listening to other people's opinions.
General Reading Skills and Strategies	<ul style="list-style-type: none"> • Decoding, fluency, comprehension and enjoyment focus throughout the whole curriculum. • Pre-Read 1: decoding & fluency, background knowledge and prediction focus. • Pre-Read 2: decoding & fluency, vocabulary focus.

	<ul style="list-style-type: none"> Guided read: decoding & fluency, define, retrieve and sequence/ summarise. Focus skills identified below. Multi Skill: decoding & fluency and recap/review of all skills previously taught. 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	Phonics is taught in year 3 to pupils who have not yet passed their phonics screening. The specific starting point and pace for each group is decided based on the needs of the pupils and the where the gaps in their phonics knowledge are. Using the Little Wandle 'Rapid Catch-up Assessment Spreadsheet,' a best fit will be decided for each group to identify the phases / sounds needed to be covered in order to ensure every child is a confident, fluent reader.					
Key Reading Skills and Strategies focus	Retrieve x3 Define x2 Infer x2 Sequence x1	Retrieve x2 Define x2 Infer x1 Sequence x1 Predict x1	Retrieve x1 Define x1 Infer x2 Explore x2	Retrieve x2 Define x1 Infer x2 Summarise x1	Retrieve x1 Define x1 Infer x1 Explore x1 Predict x1	Retrieve x1 Define x1 Infer x1 Explore x1 Summarise x1 Predict x1
Skills being introduced	Recap and review of existing knowledge and skills including how to use a dictionary.	Define: Substituting words for synonyms and discussing the effects on both meaning and on the reader. Infer: Make simple inferences using a graphic organiser. Predict: Extending our predictions and making sure they are plausible.	Infer: Making inferences about character's feelings, thoughts and actions. Beginning to explain my inferences using a graphic organiser. Explore: Beginning to discuss words and phrases that capture the reader's interest and imagination.	Infer: Making inferences about character's feelings, thoughts and actions. Beginning to explain my inferences with aid of graphic organiser. Summarise: Beginning to simply summarise the key details of texts.	Infer: Making inferences about character's feelings, thoughts and actions. Justifying inferences using simple evidence Explore: Discussing words and phrases that capture the reader's interest and imagination. Predict: Beginning to explain my predictions using evidence - Introduce sentence starter: "I predict that... because..." (and show them in a graphic organiser).	Consolidation of prior learning. Summarise: Simply summarise the key details of texts Predict: Beginning to explain my predictions using evidence (and show them in a graphic organiser).
Strategies being introduced	Recap and review of existing knowledge and strategies	Retrieve: Introduce skimming the text for key content.	Infer: Beginning to explain inferences using graphic organiser.	Infer: Beginning to explain inferences using graphic organiser.	Explore: Expand discussion of the effect of words in the text.	Summarise: Consolidate: Somebody Wanted

	including how to use a dictionary.	<p>Define: Substitutions and synonyms for defining words.</p> <p>Predict: Introduce using the text to check predictions.</p>	<p>Explore: Basic discussion of the effect of words in the text.</p>	<p>Summarise: Introduce: Somebody Wanted But So Then</p>	<p>Predict: Introduce sentence starter: "I predict that... because..." (may want to introduce graphic organiser to support).</p>	<p>But So Then</p>
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Year 4

National Curriculum	<ul style="list-style-type: none"> • I can read most words easily • If I come across a new word, I can automatically decode it • I can read further exception words • I can use my knowledge of root words, prefixes and suffixes to read and understand new words • I can listen to and talk about a wide range of fiction, plays, poetry, non-fiction and reference books • I can read books that are structured in different ways and written for different purposes • I can use a dictionary to check the meaning of words • I can retell a wider range of books, e.g. myths and legends • I can identify themes and conventions in a wide range of different books • I can read aloud and perform poems and play-scripts using intonation, tone, volume and action • I can discuss words and phrases that capture the reader's interest and imagination • I can recognise some different forms of poetry • I can understand what I have read by: <ul style="list-style-type: none"> • Checking the text makes sense and discussing my understanding • Explaining the meaning of words in context • Asking questions to help me understand the text • Making inferences about character's feelings, thoughts and actions. I can then justify my inferences with evidence • Predicting what might happen using the text • Identifying the ideas in a text and summarising them • Identifying how language, structure and presentation help the meaning of a text • I can retrieve and record information from non-fiction texts • I can participate in discussions about books, take turns and listening to other people's opinions.
General Reading Skills and Strategies	<ul style="list-style-type: none"> • Decoding, fluency, comprehension and enjoyment focus throughout the whole curriculum. • Pre-Read 1: decoding & fluency, background knowledge and prediction focus. • Pre-Read 2: decoding & fluency, vocabulary focus. • Guided read: decoding & fluency, define, retrieve and sequence/ summarise. Focus skills identified below. • Multi Skill: decoding & fluency and recap/review of all skills previously taught.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Reading Skills and Strategies focus	Retrieve x3 Define x2 Infer x2	Retrieve x2 Define x1 Infer x1 Summarise x2 Predict x1	Retrieve x1 Define x1 Infer x2 Summarise x1 Explore x1	Retrieve x1 Define x1 Infer x2 Summarise x1 Compare x1	Retrieve x1 Define x1 Infer x1 Compare x1 Predict x1	Retrieve x1 Define x1 Infer x1 Summarise x1 Compare x1 Predict x1 Explore x1
Skills being introduced	Recap and review of existing knowledge and skills including: Etymology (Root word, prefix, suffix)	Define: Introduce morphology of words. (Building on Etymology knowledge in Y3). Predict: Predicting what might happen in the text using evidence and begin to amend predictions based on new information. Summarise: Beginning to be more specific with summarising.	Explore: Discussing words and phrases that capture the reader's interest and imagination.	Infer: Making inferences about character's feelings, thoughts and actions. I can then justify my inferences with evidence. Compare: Beginning to make simple comparisons within texts and between texts.	Compare: Making simple comparisons within texts and between texts. Predict: Predicting what might happen in the text using evidence and amend predictions based on new information.	Consolidation of prior learning. Explore: Discussing words and phrases that capture the reader's interest and imagination and beginning to justify our opinions.
Strategies being introduced	Recap and review of existing knowledge and strategies.	Define: Introduce Morphology. Predict: Consolidate use of sentence stem with reference to evidence from the text. "I predict that... because..." Summarise: Consolidate skimming the text and introduce captioning.	Explore: Begin to discuss the effects of phrases in the text, including positive and negative language and RAFTs.	Infer: Begin to justify inferences using evidence from the text. Compare: Introduce graphic organiser for comparison within a text.	Compare: Consolidate graphic organiser for comparison between two texts. Predict: Predicting what might happen in the text using evidence and amend predictions based on new information.	Explore: Discuss categorisation of words and the effects of phrases in the text and begin to justify.

Year 5

National Curriculum

- I usually read fluently
- I can read most words and decode new words automatically
- I'm becoming confident and independent when decoding unfamiliar words

	<ul style="list-style-type: none"> • I can use my knowledge of root words, prefixes and suffixes to read and understand new words • I can listen to and discuss about a wide range of fiction, plays, poetry, non-fiction and reference books • I can read books that are structured in different ways and written for different purposes • I can recommend books to my friends and give reasons for my choices • I can retell a wider range of books, including classics, modern fiction and stories from a range of other cultures • I can identify themes and conventions in a wide range of different writing • I can prepare, read aloud and perform poems and play-scripts using intonation, tone, volume and action. This makes the meaning clear to the audience • I can learn a wide range of poems by heart • I can understand what I have read by: <ul style="list-style-type: none"> ○ Checking the text makes sense and discussing my understanding ○ Explaining the meaning of words in context ○ Asking questions to help me understand the text ○ Making inferences about character’s feelings, thoughts and actions. I can then justify my inferences with evidence ○ Predicting what might happen using the text • Identifying the ideas in a text and summarising them • Identifying how language, structure and presentation help the meaning of a text • I can retrieve, record and present information from non-fiction texts • I can discuss and evaluate how authors use language • I can participate in discussions about books, take turns and listening to other people’s opinions. I can also challenge other people’s views courteously
General Reading Skills and Strategies	<ul style="list-style-type: none"> • Decoding, fluency, comprehension and enjoyment focus throughout the whole curriculum. • Pre-Read 1: decoding & fluency, background knowledge and prediction focus. • Pre-Read 2: decoding & fluency, vocabulary focus. • Guided read: decoding & fluency, define, retrieve and sequence/ summarise. Focus skills identified below. • Multi Skill: decoding & fluency and recap/review of all skills previously taught.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Reading Skills and Strategies focus	Retrieve x3 Define x2 Infer x1 Predict x1	Retrieve x1 Define x1 Infer x2 Summarise x1 Explore x2	Retrieve x1 Define x1 Infer x1 Summarise x1 Compare x1 Relate x1	Retrieve x2 Define x1 Infer x2 Relate x1	Retrieve x1 Define x1 Infer x1 Summarise x1 Explore x1	Retrieve x1 Define x1 Infer x1 Summarise x1 Compare x1 Relate x1 Explore x1
Skills being introduced	Consolidation of prior learning.	Define: Understand antonyms.	Comparison: Making comparisons in and between texts.	Define: Understand antonyms.	Inference: Giving extended responses when making	Consolidation of prior learning.

	Recap and review of existing knowledge and skills including how to use a dictionary and use of synonyms.	<p>Summarise: Being more specific when summarising within paragraphs and the text as a whole.</p> <p>Explore: Discussing words and phrases that capture the reader's interest and imagination and justifying our opinions.</p>	<p>Relate: Starting to identify how language, structure and presentation help the meaning of a text using a graphic organiser.</p>	<p>Inference: Giving extended responses when making inferences including evidence without the aid of graphic organiser (building on skills developed in Y3 and 4).</p> <p>Relate: Identifying how language, structure and presentation help the meaning of a text.</p>	<p>inferences including evidence.</p> <p>Summarise: Introduce Removing unnecessary information and limitations.</p> <p>Explore: Discussing words and phrases and justifying our opinions in relation to the authors intent (RAFT).</p>	
Strategies being introduced	<p>Define: Begin to use etymology and morphology when defining words in context.</p> <p>Predict: Predictions without use of graphic organiser.</p>	<p>Define: Understand antonyms.</p> <p>Summarise: Consolidate captioning, including alternative titles for the text and sections of the text.</p>	<p>Comparison: Making comparisons without a given structure.</p> <p>Relate: Use of graphic organisers to show the relationships of events and themes including plotting points of a story.</p>	<p>Inference: Begin to discuss impressions and evidence for inference.</p>	<p>Summarise: Introduce Removing unnecessary information and limitations.</p> <p>Explore: Discussing words and phrases in relation to the authors intent (RAFT).</p>	

Year 6

National Curriculum	<ul style="list-style-type: none"> • I read books for my age group confidently and fluently • I can use my knowledge of root words, prefixes and suffixes to read and understand new words • I can listen to and discuss about a wide range of fiction, plays, poetry, non-fiction and reference books • I can read books that are structured in different ways and written for different purposes • I can recommend books to my friends and give reasons for my choices • I can retell a wider range of books, including classics, modern fiction and stories from a range of other cultures • I can make comparisons within books and between different books • I can identify themes and conventions in a wide range of different writing • I can prepare, read aloud and perform poems and play-scripts using intonation, tone, volume and action. This makes the meaning clear to the audience
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	<ul style="list-style-type: none"> • I can learn a wide range of poems by heart • I can understand what I have read by: <ul style="list-style-type: none"> ○ Checking the text makes sense and discussing my understanding ○ Explaining the meaning of words in context ○ Asking questions to help me understand the text ○ Making inferences about character’s feelings, thoughts and actions. I can then justify my inferences with evidence ○ Predicting what might happen using the text ○ Identifying the ideas in a text and summarising them ○ Identifying how language, structure and presentation help the meaning of a text ○ Summarising the main ideas from the text and finding key details that support them • I can retrieve, record and present information from non-fiction texts • I understand the difference between fact and opinion and can find examples within the text • I can discuss and evaluate how authors use language • I can participate in discussions about books, take turns and listening to other people’s opinions. I can also challenge other people’s views courteously • I can explain and discuss my understanding of what I’ve read, including by presenting and debating • I can justify my views with reasons and evidence
General Reading Skills and Strategies	<ul style="list-style-type: none"> • Decoding, fluency, comprehension and enjoyment focus throughout the whole curriculum. • Pre-Read 1: decoding & fluency, background knowledge and prediction focus. • Pre-Read 2: decoding & fluency, vocabulary focus. • Guided read: decoding & fluency, define, retrieve and sequence/ summarise. Focus skills identified below. • Multi Skill: decoding & fluency and recap/review of all skills previously taught.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Reading Skills and Strategies focus	Retrieve x3 Define x2 Infer x2	Retrieve x 1 Define x 2 Infer x 1 Summarise x1 Explore x1 Predict x1	Retrieve x1 Define x1 Infer x2 Summarise x1 Compare x1	Retrieve x1 Define x1 Infer x2 Summarise x1 Relate x1	Retrieve x1 Define x1 Infer x1 Relate x1	Retrieve x1 Define x1 Infer x1 Summarise x1 Compare x1 Relate x1 Explore x2
Skills being introduced	Recap and review of existing knowledge and skills.	Consolidation of prior learning.	Infer: Giving extended responses when making inferences including making more than one inference about the same thing.	Infer: Making impressions about characters and situations and justifying these with evidence.	Infer: Giving extended responses when making inferences, including making multiple impressions and justifying these with evidence.	Consolidation of prior learning.

Strategies being introduced	Consolidation of prior learning with more complex vocabulary and more challenging texts.	Consolidation of prior learning with more complex vocabulary and more challenging texts. Predict: (Book Walk Strategy to develop Prediction Skills.)	Consolidation of prior learning with more complex vocabulary and more challenging texts. Compare: (Always, Sometimes, Never to develop comparison skills)	Consolidation of prior learning with more complex vocabulary and more challenging texts.	Consolidation of prior learning with more complex vocabulary and more challenging texts.	Consolidation of prior learning with more complex vocabulary and more challenging texts.