

EYFS		
Reading – Word reading		
	Objectives	What should be seen in the classroom?
Phonics and decoding 30 – 50 months 40 – 60 months	To enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words. To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet. To use phonic knowledge to decode regular words and read them aloud accurately.	Reception -Phonics teaching, using Letters and Sounds that is tracked to age related expectations -Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. -Storytelling, songs and rhymes -Daily story time -Daily high frequency words -Daily individual reading with books appropriate to the reading age of the child which include targeted sounds they are developing and can recognise. - Phonics play - sound buttons to be used to aid phonics - Supersonic phonics used for practical/active phonic learning.
Common Exception Words/ HFW	To read some common irregular words.	
Fluency 30 – 50 months 40 – 60 months Early Learning Goals	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 (holds books the correct way up and turns pages). To ascribe 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.	

EYFS		
Reading - Comprehension		
Skills	Objectives - 30 – 50 months, 40 – 60 months, Early Learning Goals	What should be seen in the classroom?
Understanding and correcting inaccuracies	To know that print carries meaning and, in English, is read from left to right and top to bottom. To understand humour, e.g. nonsense rhymes, jokes.	-Hear questions being asked to children throughout reading both whole class and individual. -Can you find the front cover? Can you find/point to the title/ blurb? -Wordless books weekly in the autumn term - As chn progress with phonic knowledge they are introduce to books with words and focus on vocabulary and prediction - Use VIPERS - RIC activity through an image through WCR
Connecting and becoming familiar with texts	To listen to stories with increasing attention and recall. To enjoy an increasing range of books. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To demonstrate understanding when talking with others about what they have read.	
Non Fiction	To know that information can be relayed in the form of print. To know that information can be retrieved from books and computers.	
Poetry and Performance	To listen to and join in with stories and poems, one-to-one and also in small groups. To join in with repeated refrains in rhymes and stories. To use intonation, rhythm and phrasing to make the meaning clear to others. To develop preference for forms of expression. To play cooperatively as part of a group to develop and act out a narrative. To express themselves effectively, showing awareness of listeners' needs.	
		Question Examples
Vocabulary	To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	What does this word mean?
Inference	To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events.	(Looking at pictures) What might they be feeling? How do you know?
Prediction	To anticipate key events and phrases in rhymes and stories. To suggest how a story might end.	What might happen at the end of the story? What might happen in the story? What might happen next?
Retrieval	To describe main story settings, events and principal characters.	What did you find out? What can you see on the front cover?
Sequence	To begin to be aware of the way stories are structured. To follow a story without pictures or props.	Can you order these parts of the story? What happened first, next....?

Year 1		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	To apply phonic knowledge to decode words To speedily read all 40+ letters/groups for 40+ phonemes To read accurately by blending taught GPC To read common suffixes (-s, -es, -ing, -ed, etc.) To read multisyllable words containing taught GPCs To read contractions and understanding use of apostrophe To read aloud phonically-decodable text	-Phonics teaching, using Letters and Sounds that is tracked to age related expectations -Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. -Daily high frequency words -Daily individual reading with books appropriate to the reading age of the child after benchmarking which include targeted sounds they are developing and can recognise. -Sound buttons to be used to aid phonics -Storytelling, songs and rhymes - Phonics play -Hear questions being asked to children throughout reading both whole class and individual. - Supersonic phonics used for practical/active phonic learning.
Common Exception Words/ HFW	To read Y1 common exception words*, noting unusual correspondences between spelling and sound and where these occur in words.	
Fluency	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	

** These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*

Year 1		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding and correcting inaccuracies	To check that a text makes sense to them as they read and to self- correct. To draw on what they already know or on background information and vocabulary provided by the teacher. To explain clearly their understanding of what is read to them.	Daily individual reading Daily story time Daily RIC activity through an image – SODA activity.

Connecting and becoming familiar with texts	To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics To recognise and join in with predictable phrases participate in discussion about what is read to them, taking turns and listening to what others say	
Non Fiction	To discuss features and layout.	
Poetry and Performance	learning to appreciate rhymes and poems, and to recite some by heart	
		Question Stems
Vocabulary	discussing word meanings, linking new meanings to those already known identifies simple and recurring language Identifies the meaning of vocabulary in context Explain their understanding	• What does the word.....mean in this sentence? • Find and copy a word which means • What does this word or phrase tell you about • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think.....is repeated in this section?
Inference	discussing the significance of the title and events Identify goals/motives of the main character and making inferences on the basis of what is being said and done Developing inference through use of pictures Expresses preferences linked to own experiences Uses different voices for characters when reading dialogue aloud	• Why was.....feeling.....? • Why didhappen? • Why did..... say.....? • Can you explain why.....? • What do you think the author intended when they said.....? • How does.....make you feel?
Prediction	predicting what might happen on the basis of what has been read so far	• Look at the book cover/blurb –what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests? What will happen next?
Explanation	Explain thoughts and opinions	• Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?

Retrieval	With support, justifies their views about texts they have had read to them e.g. uses the word 'because' Recognises patterns in texts, e.g. repeated phrases and refrains Discusses the significance of the title Observes the punctuation and uses this to aid understanding Retrieves key information from a text Identifies complete sentences Identifies typical phrases e.g. story openings and endings Understands that there is a range of non-fiction texts, <i>e.g. different layouts for instructions, non-fiction books etc.</i> Begins to understand how written language can be structured differently according to genre <i>e.g. in order to build surprise in a narrative or present facts in non-fiction</i> Comments on things that interest them	• What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did.....? • How many.....? • What happened to.....?
Sequence	To retell familiar stories orally To sequence the events of a story they are familiar with Identify the beginning, middle and end Identify patterns in poetry Identify how non-fiction has been sequenced	• Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story? • Sequence the key events in the story

Year 2		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	To secure phonic decoding until reading is fluent. To read accurately by blending, including alternative sounds for graphemes. To read multisyllable words containing these graphemes To read common suffixes. To read exception words, noting unusual correspondences. To read most words quickly & accurately without overt sounding and blending.	-Phonics teaching, using Letters and Sounds that is tracked to age related expectations -Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. -Daily high frequency words, precision folders -Daily individual reading with books appropriate to the reading age of the child after benchmarking which include targeted sounds they are developing and can recognise. -Storytelling, songs and rhymes -Phonics play -Hear questions being asked to children throughout reading both whole class and individual. - Supersonic phonics used for practical/active phonic learning.
Common Exception Words/ HFW	To read Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	To read aloud books (closely matched to their improving phonic knowledge), 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.	

** These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*

Year 2		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding and correcting inaccuracies	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading. *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	Daily individual reading Daily story time Daily RIC activity through an image
Connecting and becoming familiar with texts	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry *participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say	
Non Fiction	being introduced to non-fiction books that are structured in different ways	
Poetry and Performance	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	
		Question Stems

Vocabulary	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases * Identify that adverbs help to tell us how the characters feeling * Identify effective language choice 'Slimy is a good word because...'	• What does the word.....mean in this sentence? • Find and copy a word which means • What does this word or phrase tell you about • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think.....is repeated in this section?
Inference	•making inferences on the basis of what is being said and done • answering and asking questions • demonstrates empathy with characters looking at descriptions and actions • identifies evidence of change as a result of events, for example in character behaviour • recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself • explains how the way a character speaks reflects their personality • identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour • evaluates simple persuasive devices e.g. says which posters in a shop or TV adverts would make them want to buy something, and why • with support, justifies their views about what they have read	•Why was.....feeling.....? • Why didhappen? • Why did..... say.....? • Can you explain why.....? • What do you think the author intended when they said.....? • How does.....make you feel?
Prediction	• predicting what might happen on the basis of what has been read so far • Predicts some key events of a story based on the settings described in the story opening.	• Look at the book cover/blurb –what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests? What will happen next?
Explanation	*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	• Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?

Retrieval	• refers back to the text for evidence • retrieves information stated within text (may not be obvious) • uses evidence from a text – may look through the book to help them remember or use information • shows awareness of use of features of organisation <i>e.g. index, bold headings</i> • makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements <i>e.g. 'I think she is selfish/kind/angry because it says she ...'</i> • begins to understand that written language (standard English) has conventions that don't apply in spoken language • explains differences between fiction and non-fiction • understands that books can be used to find things out, and is beginning to do so • recognises that information is grouped according to subject • begins to use dictionaries, glossaries and indexes to locate meanings and information • identifies simple literary language <i>e.g. words/phrases that identify a traditional tale/narrative/story</i> - identifies elements of an author's style <i>e.g. familiar characters, settings or common themes</i> • identifies how settings and characters are created using specific vocabulary that creates imagery • identifies that the verbs used for dialogue tell us how a character is feeling <i>e.g. "I grabbed" or ... he shouted.</i>	• What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did.....? • How many.....? • What happened to.....?
Sequence	To discuss the sequence of events in books and how items of information are related.	• Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story? • Sequence the key events in the story

Year 3		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation-, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*	-Phonics teaching, to the children who did not pass the re-take in Y2 of Phonics screening. -Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. - Whole Class Reading -Daily individual reading if required, carried out by TA
Common Exception Words	To read Y3/4 common exception words	
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

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Year 3		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding	*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 *identifying main ideas drawn from more than one paragraph and summarising these	- Daily individual reading for some - ERIC at least x2 a week - Daily story time - 30 minutes whole class guided x 3 a week - Daily RIC activity through an image
Connecting and becoming familiar with texts	*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 *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 *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 *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	
Non Fiction	*retrieve and record information from non-fiction	
Poetry and Performance	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	
		Question Stems
Vocabulary	• identifies new vocabulary and sentence structure and discusses to develop understanding • identifies and understands meanings of a wide range of conjunctions used to link events together • identifies a range of standard words/phrases used at various stages of a narrative e.g. introduction, build up etc.	• What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....

Inference	• suggests reasons for actions and events • infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story • identifies with characters and makes links with own experiences when making judgements about the characters' actions • justifies their views about what they have read • Identifies how settings are used to create atmosphere e.g. what words/phrases in this description indicate that bad things might be about to happen in this place? • identifies evidence of relationship between characters based on dialogue and behaviour • analyses the use of language to set scenes, build tension or create suspense • explains how words/phrases in the description are linked to create suspense • explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, 'what other words/phrases in this passage tell us that he is a sinister character?	• Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are ? • How can you tell that..... ? • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... ? • Who is telling the story?
Prediction	* To justify predictions using evidence from the text.	• From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
Explanation	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	• Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked?

Retrieval	• refer back to the text for evidence when explaining • extracts information from tables and charts • recognises some different forms of poetry • retrieves information from text where there is competing (distracting) information • uses contents pages and indexes to locate, retrieve and record information from non-fiction texts • recognises different narrative genres • notices the difference between 1st and 3rd person accounts • identifies the conventions of different types of writing e.g. greetings in a letter/email, diary entries, numbers and headings in instructions	How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How is? • What can you learn about from this section? • Give one example of..... • The story is told from whose perspective?
Sequence/ summaries	• identifying main ideas drawn from more than one paragraph and summarising these • begin to identify themes across texts	• Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter

Year 4		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*	Daily individual reading for some Daily story time Daily phonics if needed Links to spelling Cross-curriculum reading
Common Exception Words	To read Y3/4 common exception words *	
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

** These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*

Year 4		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding	*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 *identifying main ideas drawn from more than one paragraph and summarising these	- Daily individual reading for some - ERIC at least x2 a week - Daily story time - 30 minutes whole class guided x 3 a week - Daily RIC activity through an image
Connecting and becoming familiar with texts	*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 *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 *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 *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	
Non Fiction	*retrieve and record information from non-fiction	
Poetry and Performance	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	
		Question Stems

Vocabulary	• notes examples of descriptive language and explains the mood or atmosphere they create • notices key words and phrases used to convey passing of time to introduce paragraphs or chapters • identifies how specific words and phrases link sections, paragraphs and chapters • identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. They slipped into the room unnoticed	• What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....
Inference	• identifies techniques used by the author to persuade the reader to feel sympathy or dislike • justifies opinions of particular characters • distinguishes between fact and opinion • makes deductions about the motives and feelings that might lay behind characters' words • summarises the way that the setting affects characters' appearance, actions and relationships e.g. 'The children in The Lion, The Witch and The Wardrobe are family and speak and act differently to the class mates in The Angel of Nitshill Road' • comments on the way key characters respond to a problem • makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected • explores alternative outcomes to an issue • analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives • evaluates texts for their appeal for the intended audience	• Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are ? • How can you tell that..... ? • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... ? • Who is telling the story?
Prediction	* To justify predictions using evidence from the text.	• From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
Explanation	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	• Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked?

Retrieval	• recognises the introduction, build-up, climax or conflict and resolution in narrative • retrieves information from text where there is competing (distracting) information • identifies a wide range of poetic forms, e.g. cinquain, haiku, calligram, kenning • identifies key words and phrases as evidence when making a point • identifies the structure and features of a range of non-fiction, narrative and poetry texts. • analyses how structural and presentational features contribute to purpose in a range of texts • identifies events that are presented in more detail and those that are skimmed over • identifies underlying themes in a range of narrative texts e.g. courage over adversity, loss etc. • identifies the way descriptive language and small details are used to build an impression of an unfamiliar place • identifies figurative and expressive language that builds a fuller picture of a character.	How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How is? • What can you learn about from this section? • Give one example of..... • The story is told from whose perspective?
Sequence/ summaries	• explains and justifies an opinion on the resolution of an issue/whole narrative • summarises the main ideas of a non-fiction text	• Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter

Year 5		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	*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	Daily individual reading for some Daily story time Daily phonics if needed depending on cohort Links to spelling Cross-curriculum reading
Common Exception Words	To read most Y5/ Y6 exception words*, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

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Year 5		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding	* 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 *provide reasoned justifications for their view	Daily individual reading Daily story time 30 minutes whole class guided reading x3 a week Three different texts being used throughout the week: class read, writing book and WCR book/text. Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others' ideas and challenging views courteously RIC
Connecting and becoming familiar with texts	*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 *making comparisons within and across book *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing	
Non Fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction	
Poetry and Performance	*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	
		Question Stems
Vocabulary	• uses a range of strategies to identify the meaning of new vocabulary • identifies examples of effective description that evoke time or place commenting both on word and sentence choice • notes words and phrases in pre twentieth century writing which have changed their meaning over time	• What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....

Inference	• provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text • recognises that characters may have different perspectives in the story • considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development • explores in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text • summarises ideas across paragraphs, identifying key details that support the main ideas • identifies conventions across a range of non-fiction text types and forms e.g. first person in autobiographies and can identify where a common convention has been broken/breached/ignored! Offer reasons for why the author may have chosen to do this • analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes • identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context • shows understanding through emphasis, intonation and volume when performing	• Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are ? • How can you tell that..... ? • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... ? • Who is telling the story?
Prediction	• identifies whether changes in characters met or challenged the reader's expectations	• From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
Explanation	*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 *explain and discuss their understanding of what they have read, including through formal presentations and debates,	• Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked?

Retrieval	• comments on use of language using terminology including onomatopoeia, metaphor, personification • notes how cohesion is achieved in different ways • identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader • retrieves information, referring to more than one place in the text, and where there is competing (distracting) information • identifies and compares underlying themes in a range of narrative texts e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout. • identifies how an author varies pace by using direct or reported speech at different points in a story • comments on how a character is built and presented, referring to dialogue, action and description • retrieves, records and presents ideas from non-fiction in a different format e.g. retrieves information from a report to inform a persuasive text identifies precision in the use of technical terminology and considers the different reasons for why an author might use this e.g. for genuinely informative reasons, or to 'bamboozle' the reader	How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How is? • What can you learn about from this section? • Give one example of..... • The story is told from whose perspective?
Sequence/ summaries	• summarises main ideas from more than one text to support note taking • analyses information from tables and charts and can incorporate this information into a summary of the whole text	• Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter

Year 6		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	*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	Daily individual reading for some Daily story time Daily phonics if needed Links to spelling -45 minutes whole class guided reading x3 -Recommending books that they have read to their peers, giving reasons for their choices -Participate in discussions about books, building on their own and others' ideas and challenging views courteously
Common Exception Words	To read most Y5/ Y6 exception words*, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

** These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*

Year 6		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding	* 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	Daily individual reading Daily story time ERIC time in class three times a week 45 minutes whole class guided reading 3 times a week VIPERS
Connecting and becoming familiar with texts	*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 *making comparisons within and across book *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing	
Non Fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction	
Poetry and Performance	*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	
		Question Stems

Vocabulary	• analyses, and explains the impact of, authors' techniques and use of language e.g. expressive or figurative language, range of sentence structure, repetition etc • notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs e.g. where the author has avoided over-use of obvious adverbials/conjunctions such as 'on the other hand'	• What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....
Inference	• draws reasoned conclusions from non-fiction texts which present differences of opinion • analyses why and how scene changes are made and how they affect characters and events • distinguishes between implicit and explicit points of view • identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text • provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres • explains underlying themes across a range of poetry e.g. can form compilations of poems based on themes explaining choices for the grouping, and considering the order of the poems in the compilation. • explains the intent of the author e.g. explains how the author has tried to manipulate the emotions/bias of the reader • identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. in parody	• Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are ? • How can you tell that..... ? • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... ? • Who is telling the story?
Prediction	• predicting what might happen from details stated and implied	• From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
Explanation	• 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	• Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked?

Retrieval	• retrieves information, referring to more than one place in the text, and where there is competing (distracting) information • recognises how the author of non-fiction texts expresses, sequences and links points • explains how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence e.g. wider reading • considers when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage • identifies and analyses conventions across a range of non-fiction text types and forms looking at the differences in conventions within the same text type e.g. categorise sub-sets of persuasive texts into groups	How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How is? • What can you learn about from this section? • Give one example of..... • The story is told from whose perspective?
Sequence/ summaries	• summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • summarises competing views • analyses dialogue at certain points in a story and summarises its purpose e.g. to explain plot, show character and relationships, convey mood or create humour • discusses main ideas from a text within a group and summarises the discussion	• Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter