

# Whole school reading overview and progression 2023-2024

EYFS		
Reading – Word reading		
	Objectives	What should be seen in the classroom?
Phonics and decoding	<p>Read individual letters by saying the sounds for them.</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>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>	Nursery
		<ul style="list-style-type: none"> <li>-Focus on communication and language skills</li> <li>-Phonological awareness – using oral blending, recognizing initial sounds</li> <li>-Phonics using Letters and Sounds Phase One and RWI</li> <li>-Storytelling, songs, rhymes and poems</li> <li>-Daily story time</li> </ul>
Common Exception Words/ HFW	<p>To read some common irregular words matched to RWI</p> <p>To read other high frequency words within EYFS expectations</p>	Reception
		<ul style="list-style-type: none"> <li>-Phonics teaching - RWI</li> <li>-Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on.</li> <li>-Storytelling, songs, rhymes and poems</li> <li>-Daily story time</li> <li>-Daily high frequency words practice</li> <li>-Daily individual reading with books appropriate to the reading age of the child which include targeted sounds they are developing and can recognize.</li> </ul>
Fluency	<p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge</p>	

Text		
Tiny Twos	Nursery	Reception
That's not my baby by Fiona Watt	Please & Thank You : A Pirate Pete and Princess Polly Book – Andrea Pinnington	The Colour Monster by Anna Llenas
Spot Loves His Mummy By Eric Hill	Sharing Time – Elizabeth Verdick	Today I am Strong by Nadiya Hussain
Spot Loves His Daddy by Eric Hill	This Is Our House – Michael Rosen	Meesha Makes Friends by Tom Percival
I Love You to the Moon and Back by Little Tiger Press	Whatever Next – Jill Murphy	Aliens Love Underpants by Claire Freedman
Hello Friend by Rebecca Cobb	Night Monkey, Day Monkey – Julia Donaldson	The Smeds and the Smoos by Julia Donaldson
Ten Little Fingers and Ten Little Toes by Mem Fox	We're Going On A Leaf Hunt – Steve Metzger	Percy the Park Keeper – The Lost Acorns by Nick Butterworth
Topsy and Tim : Halloween Party by Jean Adamson	Autumn – Ailie Busby	The Squirrels Who Squabbled by Rachel Bright
Peppa Pig: Peppa's Diwali by Peppa Pig	Let's Celebrate 5 Days of Diwali! – Anjanta	Rama and Sita by Malachy Doyle
My Very First Book of Colours by Eric Carle	Chakraborty & Vivek Kumar	Witches and Wizards
What Colour Am I? by Webber Books	Bonfire Night Poem	Room on the Broom by Julia Donaldson
Wow said the Owl by Tim Hoggood	The Gingerbread Man	Winne the Witch by Korky Paul and Valerie Thomas
Topsy and Tim: Meet Father Christmas by Jean Adamson	The Three Billy Goats Gruff	Potion Commotion by Peter Bently and Sernur Isik
Dear Santa by Rod Campbell	Jack and the Beanstalk	Stickman by Julia Donaldson
There Was An Old Lady Who Swallowed A Fly by Pam Adams	Kipper's Christmas Eve – Mick Inkpen	Mog's Christmas Calamity by Judith Kerr
Each, Peach, Pear Plum by Janet and Allan Ahlberg	A Christmas Story - Brian Wildsmith	The Nativity Story
Pip the Dog and Freddy the Frog by Axel Scheffler	We're Going on a Bear Hunt by Michael Rosen	One Snowy Night by Nick Butterworth
Fox's Socks by Julia Donaldson	Giraffe's Can't Dance by Giles Andreae	The Gruffalo's Child by Julia Donaldson
Postman Bear by Julia Donaldson	The Gruffalo by Julia Donaldson	Healthy Me
What Do the Animals Say? by Books for Little Ones	What the Ladybird Heard by Julia Donaldson	Lunchbox – The story of your food by Chris Butterworth
Who's on the Farm? By Julia Donaldson	Dinosaurs Roar by Paul Stickland	Why Should I Brush My Teeth? By Usborne Books
Oh Dear by Rod Campbell	Stomp, Chomp, Big Roars! Here come the Dinosaurs by Kay Umansky	The Jolly Postman by Janet and Allen Ahlberg
That's Not my Goat by Fiona Watt	Mad About Dinosaurs by Giles Andreae	Love Monster by Rachel Bright
Barnyard Dance! by Sandra Boynton	Owl Babies by Martin Waddell	Guess How Much I Love You? By Sam McBratney
That's Not my Chick by Fiona Watt	We are Family by Patricia Hegarty	The Lion and the Mouse Fable
We're Going on an Egg Hunt by Martha Mumford	In Every House on Every Street by Jess Hitchman	Monkey Puzzle by Julia Donaldson
The Odd Egg by Emily Gravett	Why I Love My Mummy by Daniel Howarth	Rumble in the Jungle by Giles Andreae
The Feelings Book by Todd Parr	On the Farm	The Chicken that Hatched a Cow
Making Faces A First Book of Emotions by Abrams Appleseed	A Squash and a Squeeze by Julia Donaldson	The Life Cycle of a Chick (Non-fiction)
Who's on the Loo? by Pat-a-Cake	Farmyard Hullabaloo by Giles Andreae	Easter Poems
I want my Potty by Tony Ross	Rashads Ramadan and Eid-Ul-Fitr by Lisa Bullard	Supertato by Sue Hendra and Paul Linnet
Topsy and Tim: Meet the Police by Jean Adamson	Under the Ramadan Moon by Sylvia Whitman	Super Daisy by Kes Gray and Nick Sharratt
Topsy and Tim: Meet the Firefighters by Jean Adamson	Mad About Minibeasts by Giles Andreae	Little People, Big Dreams (Rosa Parks) by Lisbeth Kaiser
Going to the Doctor by Anna Cavardi	The Very Hungry Caterpillar by Eric Carle	Little People, Big Dreams (Malala Yousafzai) by Maria Isabel Sanchez Vegara
Golilocks and the Three Bears by Susanna Davidson	From Caterpillar to Butterfly by Scholastic	Hansel and Gretel by Ailie Busby
The Enormous Turnip by Irene Yates	Why I Love my Daddy by Daniel Howarth	Little Red Riding Hood by Mandy Ross
The Three Little Pigs by Susanna Davidson	I love my Daddy by Giles Andreae	The Ugly Duckling by Hans Christian Andersen
I'm Starting Nursery by Campbell Books	The Rainbow Fish by Marcus Pfister	Cinderella and her Bossy Sisters by Mark Sperring and Barbara Bongini
Hugless Douglas Goes to Little School by David Melling	Sharing a Shell by Julia Donaldson	The Knight who Wouldn't Fight by Helen and Thomas Docherty
This is the Way We Go to School by Yu-hsuan Huang	There's a Hole in the Bottom of the Sea by Jessica Law	Zog and the Flying Doctors by Julia Donaldson
	Commotion in the Ocean by Giles Andreae	Eddie's Garden by Sarah Garland
	The Snail and the Whale by Julia Donaldson	The Extraordinary Gardener by Sam Boughton
		What We'll Build by Oliver Jeffers

EYFS

Reading - Comprehension

Skills	Objectives	What should be seen in the classroom?
Understanding and correcting inaccuracies	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.	-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
Connecting and becoming familiar with texts	Re-read these books to build up their confidence in their understanding and enjoyment.	- Regular time for children to perform to each other -Planned questioning and time to explore understanding of stories
Non Fiction	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	
Poetry and Performance	Perform songs, rhymes, poems and stories with others,	
<b>Question Examples</b>		
Vocabulary	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	What does this word mean?
Inference	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding;	(Looking at pictures) What might they be feeling? How do you know?
Prediction	Anticipate – where appropriate – key events in stories	What might happen at the end of the story? What might happen in the story? What might happen next?
Retrieval	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	What did you find out? What can you see on the front cover?
Sequence	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	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	<p>To apply phonic knowledge to decode words</p> <p>To speedily read all 40+ letters/groups for 40+ phonemes</p> <p>To read accurately by blending taught GPC</p> <p>To read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>To read multisyllable words containing taught GPCs</p> <p>To read contractions and understanding use of apostrophe</p> <p>To read aloud phonically-decodable text</p>	<p>-Phonics teaching, using Letters and Sounds that is tracked to age related expectations</p> <p>-Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on.</p> <p>-Daily high frequency words, precision folders</p> <p>-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.</p> <p>-Storytelling, songs and rhymes</p> <p>-Hear questions being asked to children throughout reading both whole class and individual.</p>
Common Exception Words/ HFW	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	
Fluency	<p>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.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	

Text					
Fiction		Non-fiction		Poetry	
The Tiger Who Came to Tea by Judith Kerr	A Squash and a Squeeze by Julia Donaldson	Great Women Who Worked Wonders by Kate Pankhurst	I have the right to be a child by Alain Serres	Poems about Festivals by Brian Moses, Kristina Swarner & Various Poets	The Puffin Book of Fantastic First Poems by June Crebbin
The Koala Who Could by Rachel Bright	Rapunzel by Bethan Woollvin	The Great Fire of London (Beginning History) by Liz Gogerly	The Book of Bees by Piotr Socha and Wojciech Graikowski		A Great Big Cuddle: Poems for the Very Young by Michael Rosen and Chris Riddell
The Deep Dark Wood by Algy Craig	Lost and Found by Oliver Jeffers	Comprehension Ninja			Perfectly Peculiar Pets by Elli Woollard and Anja Boretzki
Storm Whale by Benji Davies	Grandma Bird by Benji Davis				
Jack and the beanstalk by Richard Walker	Jim and the beanstalk by Raymond Briggs				

The Grotlyn By Benji Daves					
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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 through class reader
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	<ul style="list-style-type: none"> <li>• What does the word.....mean in this sentence?</li> <li>• Find and copy a word which means .....</li> <li>• What does this word or phrase tell you about .....</li> <li>• Which word in this section do you think is the most important? Why?</li> <li>• Which of the words best describes the character/setting/mood etc?</li> <li>• Can you think of any other words the author could have used to describe this?</li> <li>• Why do you think.....is repeated in this section?</li> </ul>
Inference	discussing the significance of the title and events making inferences on the basis of what is being said and done Developing inference through use of pictures	<ul style="list-style-type: none"> <li>• Why was.....feeling.....?</li> <li>• Why did.....happen?</li> <li>• Why did.....say.....?</li> <li>• Can you explain why.....?</li> <li>• What do you think the author intended when they said.....?</li> <li>• How does.....make you feel?</li> </ul>

Prediction	predicting what might happen on the basis of what has been read so far	<ul style="list-style-type: none"> <li>• Look at the book cover/blurb –what do you think this book will be about?</li> <li>• What do you think will happen next? What makes you think this?</li> <li>• How does the choice of character or setting affect what will happen next?</li> <li>• What is happening? What do you think happened before? What do you think will happen after?</li> <li>• What do you think the last paragraph suggests? What will happen next?</li> </ul>
Explanation		<ul style="list-style-type: none"> <li>• Who is your favourite character? Why?</li> <li>• Why do you think all the main characters are girls in this book?</li> <li>• Would you like to live in this setting? Why/why not?</li> <li>• Is there anything you would change about this story?</li> <li>• Do you like this text? What do you like about it?</li> </ul>
Retrieval	To develop their knowledge of retrieval through images.	<ul style="list-style-type: none"> <li>• What kind of text is this?</li> <li>• Who did.....?</li> <li>• Where did.....?</li> <li>• When did.....?</li> <li>• What happened when.....?</li> <li>• Why did..... happen?</li> <li>• How did.....?</li> <li>• How many.....?</li> <li>• What happened to.....?</li> </ul>
Sequence	To retell familiar stories orally To sequence the events of a story they are familiar with	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after.....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> <li>• Sequence the key events in the story</li> </ul>

Year 2

Reading – Word reading

Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	<p>To secure phonic decoding until reading is fluent.</p> <p>To read accurately by blending, including alternative sounds for graphemes.</p> <p>To read multisyllable words containing these graphemes</p> <p>To read common suffixes.</p> <p>To read exception words, noting unusual correspondences.</p> <p>To read most words quickly &amp; accurately without overt sounding and blending.</p>	<p>-Phonics teaching, using Letters and Sounds that is tracked to age related expectations</p> <p>-Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on.</p> <p>-Daily high frequency words, precision folders</p> <p>-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.</p> <p>-Storytelling, songs and rhymes</p> <p>-Hear questions being asked to children throughout reading both whole class and individual.</p>
Common Exception Words/ HFW	<p>To read Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	
Fluency	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	

Text

Fiction		Non-fiction		Poetry
The Day the Crayons Quit by Drew Daywalt	Meerkat Mail by Emily Gravett	10 Reasons to Love a Turtle	The Big Book of the Blue by Yuval Zommer	A First Poetry Book by Pie Corbett and Gaby Morgan
Look up! by Nathan Byron and Dapo Adelo	The Secret of Black Rock by Joe Todd-Stanton		How does a Lighthouse Work? by Roman Belyaev	I Am the Seed That Grew the Tree: A Nature Poem for Every Day of the Year
The Lighthouse Keeper's Lunch by Ronda Armitage	The Proudest blue By Ibtihaj Muhammad		Smart About Sharks Owen Davey	Fiona Waters & Frann Preston-Gannon
Sam Wu is not afraid of ghosts by Katie and Kevin Tsang			The Blue Whale Jenni Desmond	

Year 2

Reading - Comprehension

Skills	Objectives	What should be seen in the classroom?
Understanding and correcting inaccuracies	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <ul style="list-style-type: none"> <li>*drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>*checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<p>Daily individual reading</p> <p>Daily story time through class reader and at least three time lessons of comprehension</p> <p>Regular comprehension lessons linking to the whole class reading strategies documents.</p>
Connecting and becoming familiar with texts	<p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>recognising simple recurring literary language in stories and poetry</p> <ul style="list-style-type: none"> <li>*participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li> </ul>	
Non Fiction	<p>being introduced to non-fiction books that are structured in different ways</p>	
Poetry and Performance	<p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	



		Question Stems
Vocabulary	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	<ul style="list-style-type: none"> <li>• What does the word.....mean in this sentence?</li> <li>• Find and copy a word which means .....</li> <li>• What does this word or phrase tell you about .....</li> <li>• Which word in this section do you think is the most important? Why?</li> <li>• Which of the words best describes the character/setting/mood etc?</li> <li>• Can you think of any other words the author could have used to describe this?</li> <li>• Why do you think.....is repeated in this section?</li> </ul>
Inference	*making inferences on the basis of what is being said and done *answering and asking questions	<ul style="list-style-type: none"> <li>• Why was.....feeling.....?</li> <li>• Why did.....happen?</li> <li>• Why did.....say.....?</li> <li>• Can you explainwhy.....?</li> <li>• What do you think the author intended when theysaid.....?</li> <li>• How does.....make you feel?</li> </ul>
Prediction	*predicting what might happen on the basis of what has been read so far	<ul style="list-style-type: none"> <li>• Look at the book cover/blurb –what do you think this book will be about?</li> <li>• What do you think will happen next? What makes you think this?</li> <li>• How does the choice of character or setting affect what will happen next?</li> <li>• What is happening? What do you think happened before? What do you think will happen after?</li> <li>• What do you think the last paragraph suggests? What will happen next?</li> </ul>
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	<ul style="list-style-type: none"> <li>• Who is your favourite character? Why?</li> <li>• Why do you think all the main characters are girls in this book?</li> <li>• Would you like to live in this setting? Why/why not?</li> <li>• Is there anything you would change about this story?</li> <li>• Do you like this text? What do you like about it?</li> </ul>
Retrieval	Asking and answering retrieval questions	<ul style="list-style-type: none"> <li>• What kind of text is this?</li> <li>• Who did.....?</li> <li>• Where did.....?</li> <li>• When did.....?</li> <li>• What happened when.....?</li> <li>• Why did.....happen?</li> <li>• How did.....?</li> <li>• How many.....?</li> <li>• What happened to.....?</li> </ul>

<p>Sequence</p>	<p>To discuss the sequence of events in books and how items of information are related.</p>	<ul style="list-style-type: none"><li>• Can you number these events 1-5 in the order that they happened?</li><li>• What happened after .....</li><li>• What was the first thing that happened in the story?</li><li>• Can you summarise in a sentence the opening/middle/end of the story?</li><li>• In what order do these chapter headings come in the story?</li><li>• Sequence the key events in the story</li></ul>
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Year 3

Reading – Word reading

Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>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.*</p> <p>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.*</p>	<p>-Phonics teaching, to the children who did not pass the re-take in Y2 of Phonics screening.</p> <p>-Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on.</p> <p>-Daily individual reading if required</p>
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.	

Text

Fiction		Non-fiction		Poetry
The Wild Robot by Peter Brown	Matilda by Roald Dahl		Egypt Magnified by David Long	A Poem for Every Day of the Year By Allie Esiri
Planet Omar by Zanib Main	The Nothing To See Here Hotel by Steven Butler and Steven Lenton		Egypt (See Inside) (Usborne See Inside): I By Rob Lloyd Jones and David Hancock	A Poem for Every Night of the Year By Allie Esiri
Amelia Fang and the Barbaric Ball by Laura Ellen Anderson				

Year 3

Reading - Comprehension

Skills	Objectives	What should be seen in the classroom?
Understanding	<ul style="list-style-type: none"> <li>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>*asking questions to improve their understanding of a text</li> <li>*identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	Daily individual reading for some Daily story time through class reader 20 minutes whole class reading daily – Monday to Friday Four - 4+5 minute whole class reading lesson relating to class text. Strategies completed to be taken from the medium term planning.
Connecting and becoming familiar with texts	<ul style="list-style-type: none"> <li>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>*asking questions to improve their understanding of a text</li> <li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>*identifying themes and conventions in a wide range of books</li> <li>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> <li>*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</li> </ul>	
Non Fiction	<ul style="list-style-type: none"> <li>*retrieve and record information from non-fiction</li> </ul>	
Poetry and Performance	<ul style="list-style-type: none"> <li>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>*recognising some different forms of poetry</li> </ul>	
Vocabulary	<ul style="list-style-type: none"> <li>*using dictionaries to check the meaning of words that they have read</li> </ul>	<ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that....?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>

Inference	<p>* To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are ..... ?</li> <li>• How can you tell that..... ?</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when..... ?</li> <li>• Who is telling the story?</li> </ul>
Prediction	<p>* To justify predictions using evidence from the text.</p>	<ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>
Explanation	<p>*discussing words and phrases that capture the reader's interest and imagination          *identifying how language, structure, and presentation contribute to meaning</p>	<ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of ..... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What effect does ..... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did ..... effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>
Retrieval	<p>To retrieve and record information from a fiction text.</p>	<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> <li>• How did...? How often...? Who had...? Who is...? Who did...?</li> <li>• What happened to...?</li> <li>• What does.... do?</li> <li>• How ..... is .....?</li> <li>• What can you learn about ..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>
Sequence/ summaries	<p>*identifying main ideas drawn from more than one paragraph and summarising these</p>	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter</li> </ul>

Year 4

Reading – Word reading

Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>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.*</p> <p>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.*</p>	<p>Daily individual reading for some</p> <p>Daily story time through class reader</p> <p>Daily phonics if needed</p> <p>Links to spelling</p>
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.	

Text

Fiction	Non-fiction	Poetry
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<p>The Butterfly Lion by Michael Morpurgo</p> <p>Varjak Paw by SF Said</p> <p>The Girl Who Stole an Elephant by Nizrana Farbook</p>	<p>Journey to Jo'burg by Beverley Naidoo</p> <p>The Legend of Podkin One-Ear by Kieran Larwood</p>	<p>A World of Information by Richard Platt</p>	<p>A Poem for Every Day of the Year By Allie Esiri</p> <p>A Poem for Every Night of the Year By Allie Esiri</p>
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Year 4

Reading - Comprehension

Skills	Objectives	What should be seen in the classroom?
Understanding	<ul style="list-style-type: none"> <li>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>*asking questions to improve their understanding of a text</li> <li>*identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	Daily individual reading for some Daily story time through class reader 20 minutes whole class reading daily – Monday to Friday Five - 45 minute whole class reading lesson relating to class text. Strategies completed to be taken from the medium term planning.
Connecting and becoming familiar with texts	<ul style="list-style-type: none"> <li>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>*asking questions to improve their understanding of a text</li> <li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>*identifying themes and conventions in a wide range of books</li> <li>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> <li>*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</li> </ul>	
Non Fiction	<ul style="list-style-type: none"> <li>*retrieve and record information from non-fiction</li> </ul>	
Poetry and Performance	<ul style="list-style-type: none"> <li>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>*recognising some different forms of poetry</li> </ul>	
Vocabulary	<ul style="list-style-type: none"> <li>*using dictionaries to check the meaning of words that they have read</li> </ul>	<ul style="list-style-type: none"> <li>● What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>● Which word tells you that....?</li> <li>● Which keyword tells you about the character/setting/mood?</li> <li>● Find one word in the text which means.....</li> <li>● Find and highlight the word that is closest in meaning to.....</li> <li>● Find a word or phrase which shows/suggests that.....</li> </ul>

Inference	<p>* To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are ..... ?</li> <li>• How can you tell that..... ?</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when..... ?</li> <li>• Who is telling the story?</li> </ul>
Prediction	<p>* To justify predictions using evidence from the text.</p>	<ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>
Explanation	<p>*discussing words and phrases that capture the reader's interest and imagination          *identifying how language, structure, and presentation contribute to meaning</p>	<ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of ..... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What effect does ..... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did ..... effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>
Retrieval	<p>To retrieve and record information from a fiction text.</p>	<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> <li>• How did...? How often...? Who had...? Who is...? Who did...?</li> <li>• What happened to...?</li> <li>• What does.... do?</li> <li>• How ..... is .....?</li> <li>• What can you learn about ..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>
Sequence/ summaries	<p>*identifying main ideas drawn from more than one paragraph and summarising these</p>	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter</li> </ul>



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 through class reader Daily phonics if needed Links to spelling
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.	

Text

Fiction		Non-fiction		Poetry	
Harry Potter and the Philosopher's Stone by J.K Rowling	High Rise Mystery by Sharna Jackson  The Storm Keeper's Island By Catherine Doyle				101 Poems for Children by Carol Ann Duffy  The Lost Words by Jackie Morris and Rovert Macfarlane

Year 5

Reading - Comprehension

Skills	Objectives	What should be seen in the classroom?
Understanding	<ul style="list-style-type: none"> <li>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>*asking questions to improve their understanding</li> <li>*provide reasoned justifications for their view</li> </ul>	<p>Daily individual reading</p> <p>Daily story time through class reader</p> <p>20 minutes whole class reading daily – Monday to Friday</p> <p>Five - 45 minute whole class reading lesson relating to class text. Strategies completed to be taken from the medium-term planning.</p>
Connecting and becoming familiar with texts	<ul style="list-style-type: none"> <li>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> <li>*making comparisons within and across book</li> <li>*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</li> <li>*identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>	<p>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</p>
Non Fiction	<ul style="list-style-type: none"> <li>*distinguish between statements of fact and opinion</li> <li>*retrieve, record and present information from nonfiction</li> </ul>	
Poetry and Performance	<ul style="list-style-type: none"> <li>*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</li> </ul>	

		Question Stems
Vocabulary		<ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that....?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>
Inference	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	<ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are ..... ?</li> <li>• How can you tell that..... ?</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when..... ?</li> <li>• Who is telling the story?</li> </ul>
Prediction	*predicting what might happen from details stated and implied	<ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>
Explanation	<ul style="list-style-type: none"> <li>*identifying how language, structure and presentation contribute to meaning</li> <li>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>*explain and discuss their understanding of what they have read, including through formal presentations and debates,</li> </ul>	<ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of ..... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What effect does ..... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did ..... effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>

Retrieval		<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> <li>• How did...? How often...? Who had...? Who is...? Who did...?</li> <li>• What happened to...?</li> <li>• What does... do?</li> <li>• How ..... is .....?</li> <li>• What can you learn about ..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>
Sequence/ summaries	*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter</li> </ul>

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 through class reader Daily phonics if needed Links to spelling 20 minute whole class reading daily – Monday to Friday -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.	

Text

Fiction		Non-fiction		Poetry	
The Arrival by Shaun Tan	Letters from a Lighthouse by Emma Carroll	Hurricane Katrina – Non-fiction website		The Raven by Edgar Allen Poe	101 Poems for Children by Carol Ann Duffy
Rooftoppers by Katherine Rundell	The Girl of Ink and Stars by Kiran Millwood Hargrave			There's a Fire in the Forest	The Lost Words by Jackie Morris and Robert Macfarlane
Crater Lake by Jennifer Killick	The Island at the End of Everything by Kiran Millwood Hargrave			The Malfeasance by Alan Bold	The Highwayman by Alfred Noyles
				Ozymandias	The Dreadful Menace
				The Moment by Margaret Atwood	Caged Bird by Maya Angelou

Year 6

Reading - Comprehension

Skills	Objectives	What should be seen in the classroom?
Understanding	<ul style="list-style-type: none"> <li>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>*asking questions to improve their understanding</li> </ul>	<p>Daily individual reading</p> <p>Daily story time through class reader</p> <p>20 minutes whole class reading daily – Monday to Friday</p> <p>Five - 45 minute whole class reading lesson relating to class text. Strategies completed to be taken from the medium-term planning.</p>
Connecting and becoming familiar with texts	<ul style="list-style-type: none"> <li>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> <li>*making comparisons within and across book</li> <li>*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</li> <li>*identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>	<p>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</p>
Non Fiction	<ul style="list-style-type: none"> <li>*distinguish between statements of fact and opinion</li> <li>*retrieve, record and present information from nonfiction</li> </ul>	
Poetry and Performance	<ul style="list-style-type: none"> <li>*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</li> </ul>	

		Question Stems
Vocabulary		<ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that....?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>
Inference	<p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>	<ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are ..... ?</li> <li>• How can you tell that..... ?</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when..... ?</li> <li>• Who is telling the story?</li> </ul>
Prediction	*predicting what might happen from details stated and implied	<ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>
Explanation	<p>*identifying how language, structure and presentation contribute to meaning</p> <p>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of ..... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What effect does ..... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did ..... effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>

Retrieval		<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> <li>• How did...? How often...? Who had...? Who is...? Who did...?</li> <li>• What happened to...?</li> <li>• What does... do?</li> <li>• How ..... is .....?</li> <li>• What can you learn about ..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>
Sequence/ summaries	*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter</li> </ul>