



Wistaston Academy
Primary and Nursery School
Together We Learn - Together We Achieve

Reading Long Term Plan and Progression of Skills and Knowledge

Suggested texts for Reading lessons 2023-2024

Classes	Autumn		Spring		Summer	
Nursery	<p><u>Fiction</u> We're going on a bear hunt</p> <p><u>Non-Fiction</u> Bear</p> <p><u>Rhyme & Poetry</u> Nursery rhymes Poems out Loud</p>	<p><u>Fiction</u> The Gingerbread Man</p> <p><u>Non-Fiction</u> How to make gingerbread</p> <p><u>Rhyme & Poetry</u> Nursery rhymes Poems to Perform</p>	<p><u>Fiction</u> The Three Little Pigs</p> <p><u>Non-Fiction</u> Pigs Builders</p> <p><u>Rhyme & Poetry</u> Nursery rhymes Poems out Loud</p>	<p><u>Fiction</u> Goldilocks and The Three Bears</p> <p><u>Non-Fiction</u> How to make porridge</p> <p><u>Rhyme & Poetry</u> Nursery rhymes Poems to Perform</p>	<p><u>Fiction</u> The Little Red Hen</p> <p><u>Non-Fiction</u> Chickens Growing Making bread</p> <p><u>Rhyme & Poetry</u> Nursery rhymes Poems out Loud</p>	<p><u>Fiction</u> Farmer Duck</p> <p><u>Non-Fiction</u> Farm</p> <p><u>Rhyme & Poetry</u> Nursery rhymes Poems to Perform</p>
Reception	<p><u>Fiction</u> Can't You Sleep, Little Bear? Ravi's Roar</p> <p><u>Non-Fiction</u> Family Book</p> <p><u>Rhyme</u> Nursery rhymes</p>	<p><u>Fiction</u> The Squirrel Who Squabbled Room on the Broom Stickman</p> <p><u>Non-Fiction</u> Fox Bat</p> <p><u>Poetry</u> Leaves Nursery Rhymes</p>	<p><u>Fiction</u> Lost and Found Billy and the Dragon George and the Dragon</p> <p>Jack and the Incredibly Mean Stalk</p> <p><u>Non-Fiction</u> Castles</p> <p><u>Rhyme</u> Queen of Hearts Old King Cole Pussy Cat, Pussy Cat</p>	<p><u>Fiction</u> There's a Snake in my School I'm in Charge The Koala who could</p> <p><u>Non-Fiction</u></p> <p><u>Poetry</u> Poems to Perform</p>	<p><u>Fiction</u> The Extraordinary Gardener Sonya's Chickens</p> <p><u>Non-Fiction</u> David Attenborough Little People, Big Dreams Where do vegetables come from? <u>Poetry</u> Poems out Loud</p>	<p><u>Fiction</u> My Monster and Me Alien's Love Underpants Six Dinner Sid</p> <p><u>Non-Fiction</u> Marcus Rashford Little People, Big Dreams</p> <p><u>Poetry</u> Sound Collector</p>

Year 1	<u>Fiction</u> The Lion Inside Ruby's Worry (Topic)	<u>Fiction</u> Zog Max and the tag along moon (Topic)	<u>Fiction</u> On the Way Dogger (Topic)	<u>Fiction</u> One Snowy Night Handa's Hen (Topic)	<u>Fiction</u> Where the Wild things are Rainbow Fish (Topic)	<u>Fiction</u> Owl Babies Mog the Forgetful Cat
Year 2	<u>Fiction</u> Sally and the Limpet (Topic)	<u>Fiction</u> Number 7 Evergreen street/ In every house on every street (Topic)	<u>Fiction</u> Tell me a dragon/ The Great race (Topic)	<u>Fiction</u> Katie in London (Topic)	<u>Fiction</u> Jack and the Beanstalk (Topic)	<u>Fiction</u> Pugly Bakes a Cake (Topic)
	<u>Non-fiction</u> Seaside holidays then and now (Topic)	<u>Non-fiction</u> First Facts Bugs	<u>Non-fiction</u> All about China	<u>Non-fiction</u> Beginning History- The Great Fire of London	<u>Non-fiction</u> Growing (Topic)	<u>Non-fiction</u> Lunchbox: The Story of your Food (Topic)
	<u>Poetry</u> Seaside poem (Topic)	<u>Poetry</u> As much use as a chocolate fireguard (Topic)	<u>Poetry</u> Chinese New Year (Topic)	<u>Poetry</u> All aboard the London bus (Topic)	<u>Poetry</u> A Tiny seed (Topic)	<u>Poetry</u> An ogre came over for dinner (Topic)
Year 3	<u>Fiction</u> The Stone Age Boy by Satoshi Kitamura (History)	<u>Fiction</u> On a Beam of Light (Literacy)	<u>Fiction</u> Iron Man (Literacy)	<u>Fiction</u> Lost Happy Endings (Literacy)	<u>Fiction</u> Jumanji (Literacy)	<u>Fiction</u> Counting on Katherine (Literacy)
	<u>Fiction</u> Bee by Charlotte Voake (Literacy)					
	<u>Non-fiction</u> Fossils (Science)	<u>Non-fiction</u> Step into Science Light (Geography)	<u>Non-fiction</u> A seed is sleepy (Science)	<u>Non-fiction</u> Explanation 'How to be a teacher' (Literacy)	<u>Non-fiction</u> Egypt (History)	<u>Non-fiction</u> Chester Zoo information leaflet

	Poetry The King of the Dinosaurs (Science)	Poetry The Spinning Earth (Literacy)	Poetry Bronze Age from 1066 book of historical poetry (History)	Poetry	Poetry Egyptians from 1066 book of historical poetry (History)	Poetry My Shadow (PSHE and Science)
Year 4	Fiction The Puffin Keeper by Micheal Morpurgo. (Literacy)	Fiction Charlotte's Web (Literacy)	Fiction The Flood (Literacy and Science)	Fiction Oliver and the Seawigs (Literacy)	Fiction The Arrival (Literacy)	Fiction The Matchbox Diaries (Literacy)
	Non-fiction Everything Volcanoes and earthquakes By Kathy Furgang	Non-fiction Romans invade Britain and Claudius Emperor (History)	Non-fiction Water Cycle (Geography)	Non-fiction The Galapagos Islands (Literacy and History)	Non-fiction Wildlife Worlds by Tim Harris (Geography)	Non-fiction How we Lived in Ancient Times (History)
	Poetry Tsunami by Joydeb and Moyna Chitrakar from the book Poems from a Green and Blue Planet (Geography)	Poetry Tortoise from the book 1066. (History)	Poetry The Sea by James Reeves (Geography and Literacy)	Poetry	Poetry Poems of Hope (PSHE)	Poetry Sea Shore from Pie Corbett's The Works Poetry Collection book (KS1)
Year 5	Fiction The Good Bear by Sarah Lean (Literacy)	Fiction Harry Potter and the Philosopher's stone (Literacy)	Fiction The Peculiar Pegs of Riddling Woods (Literacy)	Fiction Hugo Cabaret (Literacy)	Fiction Beowulf (Literacy and History)	Fiction The Voyage of Discovery (Literacy)
	Non-fiction Anglo-Saxons (History)	Non-fiction Materials (Science)	Non-fiction Maya (History)	Non-fiction Mountains (Geography)	Non-fiction Viking Voyager (History)	Non-fiction Amazon (Geography)
	Poetry Space poems (Science)	Poetry Benjamin Zephaniah collection (PSHE)	Poetry Time for a chocolate drink, I think	Poetry Mountain poetry from the book Poems from the Green and Blue (Geography)	Poetry The Truth About Vikings from the book 'History poems from 1066 and Beyond That'	Poetry Deforestation (Geography)

			from historical poetry book - 1066 and before that		(History)	
Year 6	<u>Fiction</u> The Week at World's End - Emma Carroll (Literacy)	<u>Fiction</u> Secret War Diary by Flossy Albright (History)	<u>Fiction</u> Good Thieves by Katherine Rundell (Literacy)	<u>Fiction</u> Percy Jackson and the Lightning Thief (Literacy and History)	<u>Fiction</u> A Midsummer Night's Dream (Literacy)	<u>Fiction</u> Windrush Child by Benjamin Zephaniah (History)
	<u>Non-fiction</u> Explore Fairtrade by Jillian Powell (Geography)	<u>Non-fiction</u> WWII in Britain (History)	<u>Non-fiction</u> Why Should I Bother About the Planet? (Geography)	<u>Non-fiction</u> Ancient Greece (History)	<u>Non-fiction</u> What Will Our Life Look Like In The Future? (Geography)	<u>Non-fiction</u> Coming to England – Floella Benjamin (History)
	<u>Poetry</u> Winter by Robert Louis Stevenson	<u>Poetry</u> War poetry – That night of death (History)	<u>Poetry</u> Earth theme poems from the book 'Poems from a green and blue planet' (Geography and Science)	<u>Poetry</u> Archimedes by Roger Stevens from the book 'History poems from 1066 and Beyond That'	<u>Poetry</u> Talia Randall – Nature Poem	<u>Poetry</u> Sujata Bhatt – Search for My Tongue

Early Years Foundation Stage

Statutory Framework Educational Programme:

Communication and Language:

The development of children's spoken language underpins all seven areas of learning and development.

Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Reading frequently to children and engaging them actively in stories, non-fiction, rhymes and poems and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.

Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Literacy:

It is crucial for children to develop a life-long love of reading.

Reading consists of two dimensions: language comprehension and word reading.

Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.

Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Intent:

In our Early Years we foster and capitalise on children's instinctive need and desire to communicate by:

- Role modelling the qualities and characteristics of an exemplary communicator
- Immersing children in a rich environment of words, sounds, rhythm, verbal and non-verbal expression
- Engaging children in conversation
- Providing genuine reasons, irresistible provocations and a real purpose to listen and talk
- Valuing the different ways and means that children use to communicate

**Development Matters Non-Statutory Curriculum Guidance
Communication and Language**

Listening and Attention

3 to 4 years old

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”

Reception

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Early Learning Goal Listening, Attention and Understanding:

- Children 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.
- Children make comments about what they have heard and ask questions to clarify their understanding.
- Children hold conversation when engaged in back and forth exchanges with their teachers and peers.

Speaking

3 to 4 year olds

- Use a wider range of vocabulary.
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.

Reception

- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.

<ul style="list-style-type: none"> • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 	<ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts.
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<p>Early Learning Goal Speaking:</p> <ul style="list-style-type: none"> • Children participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. • Children offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Children express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher.
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Development Matters Non-Statutory Curriculum Guidance
Literacy

Comprehension	<p>3 to 4 year olds</p> <ul style="list-style-type: none"> • Engage in story times • Enjoy listening to longer stories and can remember much of what happens (CL) • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Engage in extended conversations about stories, learning new vocabulary. • Use a wider range of vocabulary. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” 	<p>Reception</p> <ul style="list-style-type: none"> • Engage in story times • Learn new vocabulary • Use new vocabulary in different contexts. • Listen to and talk about stories to build familiarity and understanding • Describe events in some detail. • Listen carefully to rhymes and songs, paying attention to how they sound. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words • Ask questions to find out more and to check they understand what has been said to them • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
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Early Learning Goal Comprehension:

- Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Children anticipate - where appropriate - key events in stories.
- Children use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

<p>Word Reading</p>	<p>3 to 4 year olds</p> <ul style="list-style-type: none">• Understand the five key concepts about print:<ul style="list-style-type: none">-print has meaning-print can have different purposes-we read English text from left to right and from top to bottom-the names of the different parts of a book-page sequencing• Develop their phonological awareness, so that they can:<ul style="list-style-type: none">-spot and suggest rhymes-count or clap syllables in a word-recognise words with the same initial sound, such as money and mother	<p>Reception</p> <ul style="list-style-type: none">• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.• Read some letter groups that each represent one sound and say sounds for them.• Read a few common exception words matched to the school’s phonic programme.• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
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Early Learning Goal Word Reading:

- Children say a sound for each letter in the alphabet and at least 10 digraphs.
- Children read words consistent with their phonic knowledge by sound-blending.
- Children read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Key Stage One

Year 1

During year 1, teachers should build on work from the early years foundation stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils’ reading and spelling of all words. This includes common words containing unusual GPCs. The term ‘common exception words’ is used throughout the programmes of study for such words. Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge

and skill and their knowledge of common exception words. At the same time, they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Year 1

<p>Word reading</p>	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading
<p>Reading comprehension</p>	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ➢ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ➢ being encouraged to link what they read or hear to their own experiences ➢ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ➢ recognising and joining in with predictable phrases ➢ learning to appreciate rhymes and poems, and to recite some by heart ➢ discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> ➢ drawing on what they already know or on background information and vocabulary provided by the teacher ➢ checking that the text makes sense to them as they read, and correcting inaccurate reading ➢ discussing the significance of the title and events ➢ making inferences on the basis of what is being said and done ➢ predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them

These elements of reading are taught in RWI: [RWI Progression document](#)

Key Stage One

Year 2

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word-reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1. During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

Year 2

Word reading

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

Reading comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases

	<ul style="list-style-type: none"> ➤ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> ➤ 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 ➤ making inferences on the basis of what is being said and done ➤ answering and asking questions ➤ predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
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Reading domains

Key stage 1

Year 2

1a – draw on knowledge of vocabulary to understand texts	1b – identify/explain key aspects of texts	1c – identify and explain the sequences of events in texts	1d- make inferences from the text	1e – predict what might happen based on reading from the text
To discuss and clarify the meanings of words, linking new meanings to known vocabulary.	<p>To recognise that non-fiction and fiction books are often structured in different ways.</p> <p>To retrieve information from non-fiction and fiction texts</p>	To discuss the sequence of events in books and how items of information are related.	To make inferences on the basis of what is being said and done.	To predict what might happen on the basis of what has been read so far in a text.

Key Stage Two – Curriculum Lower Key Stage 2

By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they

have read: with support at the start of year 3 and increasingly independently by the end of year 4. Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary. As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Year 3 and 4

<p>Reading words</p>	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
<p>Reading comprehension</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ➤ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ➤ reading books that are structured in different ways and reading for a range of purposes ➤ using dictionaries to check the meaning of words that they have read ➤ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ➤ identifying themes and conventions in a wide range of books ➤ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ➤ discussing words and phrases that capture the reader’s interest and imagination ➤ recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ➤ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ➤ asking questions to improve their understanding of a text ➤ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence ➤ predicting what might happen from details stated and implied ➤ identifying main ideas drawn from more than one paragraph and summarising these ➤ identifying how language, structure, and presentation contribute to meaning

- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

**Reading domains
Key Stage 2
Year 3**

2a – give and explain the meaning of words	2b – retrieve and record information from texts	2c – summarise main ideas from more than one paragraph	2d- make inferences from the text with evidence to support answers	2e – make predictions about what might happen	2f – explain how content impacts on meaning	2g - explain how meaning is enhanced through vocab choices	2h – make comparisons within the text
<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary. Use root words as a basis for discussions.</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>To skim and scan for key words in retrieval questions within the texts that are being read.</p> <p>To retrieve and record information from non- fiction and fiction texts.</p>	<p>To discuss, then record, main ideas drawn from texts and summarise these links. Teacher led then phase out to partner teach as the year progresses.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.</p>	<p>To justify predictions using evidence from the text.</p>	<p>To identify how structure and presentation contribute to meaning. For example, sub-headings in non-fiction texts.</p>	<p>To discuss authors’ choice of words and phrases for effect.</p>	<p>To compare characters, settings and themes within a text, directed by the teacher.</p>

**Reading domains
Key Stage 2**

Year 4

2a – give and explain the meaning of words	2b – retrieve and record information from texts	2c – summarise main ideas from more than one paragraph	2d- make inferences from the text with evidence to support answers	2e – make predictions about what might happen	2f – explain how content impacts on meaning	2g - explain how meaning is enhanced through vocab choices	2h – make comparisons within the text
<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary. Use root words as a basis for discussions, build on this knowledge with prefixes and suffixes.</p> <p>Discuss their understanding of new vocabulary and explain the meaning of words in context.</p>	<p>To skim and scan, quickly for key words in retrieval questions within the texts that are being read.</p> <p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p>	<p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>To draw inferences from characters’ feelings, thoughts and motives, supporting their views with evidence from the text.</p>	<p>To make predictions about characters’ feelings, thoughts and motives, supporting their views with evidence from the text.</p>	<p>To identify how structure and presentation contribute to meaning. For example, sub-headings in non-fiction texts, different fonts for emphasis in fiction texts and layout/presentation of poems.</p>	<p>Discuss vocabulary used to capture readers’ interest and imagination.</p> <p>To identify how language choices, contribute to meaning.</p>	<p>To compare characters, settings and themes within a text.</p>

Curriculum Upper Key Stage Two

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding,

inferring the meanings of unfamiliar words, and then discuss what they have read. During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these. By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary.

Years 5 and 6

<p>Reading words</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
<p>Reading comprehension</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • understand what they read by: <ul style="list-style-type: none"> ➤ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ➤ asking questions to improve their understanding ➤ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

**Reading domains
Key Stage 2
Year 5**

2a – give and explain the meaning of words	2b – retrieve and record information from texts	2c – summarise main ideas from more than one paragraph	2d- make inferences from the text with evidence to support answers	2e – make predictions about what might happen	2f – explain how content impacts on meaning	2g - explain how meaning is enhanced through vocab choices	2h – make comparisons within the text
To discuss and clarify the meanings of words, linking new meanings to known vocabulary. Use root words as a basis for discussions, build on this knowledge with	To skim and scan, quickly and accurately for key words in retrieval questions within the texts that are being read. To use knowledge of texts and organisation devices to	To draw out key information and to summarise the main ideas in a text, within specific sections.	To draw inferences from characters' feelings, thoughts and motives, that justifies their actions, supporting their views with evidence from the text.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To identify and comment on, how structure and presentation contribute to meaning.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has	To compare characters, settings and themes within a text and across more than one text, directed by the teacher.

<p>prefixes, suffixes and word families.</p> <p>Discuss their understanding of new vocabulary and explain the meaning of words in context. Teachers to have a greater focus on figurative language where they link with well-chosen class texts.</p>	<p>retrieve, record and discuss information from fiction and non-fiction texts.</p>					<p>created an impact on the reader.</p>	
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**Reading domains
Key Stage 2
Year 6**

2a – give and explain the meaning of words	2b – retrieve and record information from texts	2c – summarise main ideas from more than one paragraph	2d- make inferences from the text with evidence to support answers	2e – make predictions about what might happen	2f – explain how content impacts on meaning	2g - explain how meaning is enhanced through vocab choices	2h – make comparisons within the text
To discuss and clarify the meanings of	To retrieve, record and present	To draw out key information and to summarise the	To consider different accounts of the same event	To make predictions based on details stated	To identify and comment on, how structure and	To analyse and evaluate the use of language,	To compare characters, settings and

<p>words, linking new meanings to known vocabulary.</p> <p>Children to apply their own knowledge of root words as a basis for discussions, build on this knowledge with prefixes, suffixes and word families. Discuss their understanding of new vocabulary and explain the meaning of words in context.</p> <p>Teachers to have a greater focus on figurative language and idioms where they link with well-chosen class texts.</p>	<p>information from all text types (non-fiction, fiction and poetry).</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>	<p>main ideas in a text, both as a whole and within specific sections.</p>	<p>and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters, change and develop through texts by drawing inferences based on indirect clues.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p>	<p>and implied, justifying them in detail with evidence from the text.</p>	<p>presentation contribute to meaning, using evidence from the text to justify explanations.</p>	<p>including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>	<p>themes within a text and across more than one text.</p>
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