Curriculum Progression in Knowledge & Skills

READING

Reading Progression of Knowledge & Skills

EYFS		
Reading – Word reading		
Skills	**Objectives**	**What should be seen in the classroom?**
Phonics and decoding	• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	-Phonics teaching, using Read, Write, Inc that is tracked to age related expectations -Daily guided reading –following on from phonics. (Verbal answers) -Storytelling, songs and rhymes -Daily story time - Favourite 5 displayed -Daily high frequency words. -Individual reading with books appropriate to the reading age of the child which include targeted sounds they are developing and can recognise. (At least 2 times a week by teacher/TA/Volunteer) - Any child below their reading age is having intervention (1:1 or small group additional phonics). - Those making better than expected progress begin to read Year 1 common exception word.
Common Exception Words/ HFW	Read a few common exception words matched to the school's phonic programme.	
Fluency	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	

EYFS		
Reading - Comprehension		
Skills	**Objectives**	**What should be seen in the classroom?**
Understanding and correcting inaccuracies	• Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	-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? - Concept Cat used for vocabulary comprehension

Connecting and becoming familiar with texts	•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. •Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Differentiated guided reading groups at least weekly. (Verbal answers) Teacher to use guided reading stamp.
Non Fiction	•Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. •Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	
Poetry and Performance	•Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. •Make use of props and materials when role playing characters in narratives and stories. •Invent, adapt and recount narratives and stories with their peers and their teacher. •Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.	
		Question examples
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? (Looking at pictures) What might they be feeling? How do you know? What might happen at the end of the story? What might happen in the story? What might happen next? What did you find out? What can you see on the front cover? Can you order these parts of the story? What happened first, next….?
Inference, prediction, explanation	•Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. •Anticipate (where appropriate) key events in stories.	

Year 1		
Reading – Word reading		
Skills	**Objectives**	**What should be seen in the classroom?**
Phonics and decoding	To apply phonic knowledge to decode words To speedily read all 40+ letters/groups for 40+ phonemes To read accurately by blending taught GPC To read common suffixes (-s, -es, -ing, -ed, etc.) To read multisyllable words containing taught GPCs To read contractions and understanding use of apostrophe To read aloud phonically-decodable text	**-**Phonics teaching, using Read, Write, Inc that is tracked to age related expectations -Differentiated guided reading groups at least weekly. (Verbal answers) Teacher to use guided reading stamp. -Daily high frequency words. -Individual reading with books appropriate to the reading level of the child, which include targeted sounds they are developing and can recognise. (At least 2 times a week by teacher/TA/Volunteer – please initial in Reading Record.) -Storytelling, songs and rhymes -Hear questions being asked to children throughout reading both whole class and individual. -Daily story time - Favourite 5 displayed - Any child below their reading age is having intervention (1:1 or small group additional phonics). - Those making better than expected progress begin to read Year 2 common exception word.
Common Exception Words/ HFW	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	
Fluency	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	

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

Year 1		
Reading - Comprehension		
Skills	**Objectives**	**What should be seen in the classroom?**
Understanding and correcting inaccuracies	To check that a text makes sense to them as they read and to self- correct. To draw on what they already know or on background information and vocabulary provided by the teacher. To explain clearly their understanding of what is read to them.	Daily story time Differentiated guided reading groups at least weekly. (Verbal answers) Teacher to use guided reading stamp.

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	Whole class guided reading inc. Cracking Comprehension, individual excerpts or linked to class book. (At least fortnightly) Recorded in Reading Journal. Word Aware strategies.	
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	• What does the word……….mean in this sentence? • Find and copy a word which means ………. • What does this word or phrase tell you about ………? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think……….is repeated in this section?	
Inference	discussing the significance of the title and events making inferences on the basis of what is being said and done Developing inference though use of pictures	•Why was…….feeling……..? • Why did …………happen? • Why did………. say……….? • Can you explain why……….? • What do you think the author intended when they said……….? • How does……….make you feel?	
Prediction	predicting what might happen on the basis of what has been read so far	• Look at the book cover/blurb –what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests? What will happen next?	
Explanation		• Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?	

Retrieval	To develop their knowledge of retrieval through images.	• What kind of text is this? • Who did…..? • Where did…..? • When did…..? • What happened when…..? • Why did …….. happen? • How did…….? • How many…..? • What happened to……?
Sequence	To retell familiar stories orally To sequence the events of a story they are familiar with	• Can you number these events 1-5 in the order that they happened? • What happened after …….? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story? •Sequence the key events in the story

Year 2		
Reading – Word reading		
Skills	**Objectives**	**What should be seen in the classroom?**
Phonics and decoding	To secure phonic decoding until reading is fluent. To read accurately by blending, including alternative sounds for graphemes. To read multisyllable words containing these graphemes To read common suffixes. To read exception words, noting unusual correspondences. To read most words quickly & accurately without overt sounding and blending.	-Phonics teaching, using Read, Write, Inc for the children who did not pass the Y1 Phonics screening test. When appropriate move to no nonsense spellings. -Differentiated guided reading groups at least weekly. (Verbal answers moving to written responses - recorded in Reading Journal.) Teacher to use guided reading stamp in Reading Record. -Daily high frequency words. -Individual reading with books appropriate to the reading level of the child, which include targeted sounds they are developing and can recognise. (At least 2 times a week by teacher/TA/Volunteer – please initial in Reading Record)
Common Exception Words/ HFW	To read Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	-Storytelling, songs and rhymes -Hear questions being asked to children throughout reading both whole class and individual. -Daily story time - Favourite 5 displayed
Fluency	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	- Any child below their reading age is having intervention (1:1 or small group additional phonics). - Those making better than expected progress begin to read Year 3 common exception word.

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

Year 2	
Reading - Comprehension	

Skills	Objectives	What should be seen in the classroom?
Understanding and correcting inaccuracies	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading. *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	Individual reading Daily story time Differentiated guided reading groups at least weekly. (Verbal answers moving to written responses - recorded in Reading Journal.) Teacher to use guided reading stamp in Reading Record. Whole class guided reading inc. Cracking Comprehension, individual excerpts or linked to class book. (At least fortnightly) Recorded in Reading Journal. Word Aware strategies
Connecting and becoming familiar with texts	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry *participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say	
Non Fiction	being introduced to non-fiction books that are structured in different ways	
Poetry and Performance	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	
		Question Stems
Vocabulary	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	• What does the word……….mean in this sentence? • Find and copy a word which means ………. • What does this word or phrase tell you about ………? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc?

		• Can you think of any other words the author could have used to describe this? • Why do you think..........is repeated in this section?
Inference	*making inferences on the basis of what is being said and done *answering and asking questions	•Why was.......feeling........? • Why did ....happen? • Why did.......... say..........? • Can you explain why..........? • What do you think the author intended when they said..........? • How does..........make you feel?
Prediction	*predicting what might happen on the basis of what has been read so far	• Look at the book cover/blurb –what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests? What will happen next?
Explanation	*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	• Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?
Retrieval	Asking and answering retrieval questions	• What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did .... happen? • How did.......? • How many.....? • What happened to......?
Sequence	To discuss the sequence of events in books and how items of information are related.	• Can you number these events 1-5 in the order that they happened? • What happened after ....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story? •Sequence the key events in the story

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

Year 3

Reading – Word reading

Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*	-Phonics teaching, using Read, Write, Inc for the children who did not pass the re-take in Y2 of Phonics screening. Also consider Dyslexia assessment and specialist dyslexia interventions eg dyslexia teacher, IDL -Differentiated guided reading groups at least weekly. Teacher to use guided reading stamp in Reading Record / Benchmarking. (Independent written responses recorded in Reading Journal). -Daily individual reading if required -Individual reading with books appropriate to the reading level of the child, determined after a running record, (At least 2 times a week by teacher/TA/Volunteer – please initial in Reading Record. Monitored by teacher) -Daily story time - Favourite 5 displayed -Hear questions being asked to children throughout reading both whole class and individual. - Those making better than expected progress begin to read Year 4 common exception words. - Daily independent reading time.
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.	

Year 3

Reading - Comprehension

Skills	Objectives	What should be seen in the classroom?
Understanding	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	Daily story time Differentiated guided reading groups at least weekly. Teacher to use guided reading stamp in Reading Record. (Independent written responses recorded in Reading Journal). Whole class guided reading inc. Cracking Comprehension, individual excerpts or linked to class book. (At least fortnightly) Recorded in Reading Journal

Connecting and becoming familiar with texts	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	Word Aware strategies
Non Fiction	*retrieve and record information from non-fiction	
Poetry and Performance	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	
		Question Stems
Vocabulary	*using dictionaries to check the meaning of words that they have read	• What do the words ...... and ...... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means...... • Find and highlight the word that is closest in meaning to....... • Find a word or phrase which shows/suggests that.......
Inference	* To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	• Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ...... show that they are .... ? • How can you tell that...... ? • What impression of ...... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... ? • Who is telling the story?

Prediction	* To justify predictions using evidence from the text.	• From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
Explanation	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	• Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
Retrieval	To retrieve and record information from a fiction text.	How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ..... is ....? • What can you learn about ...... from this section? • Give one example of...... • The story is told from whose perspective?
Sequence/ summaries	*identifying main ideas drawn from more than one paragraph and summarising these	• Can you number these events 1-5 in the order that they happened? • What happened after ....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter

Year 4		
Reading – Word reading		
Skills	**Objectives**	**What should be seen in the classroom?**
Phonics and decoding	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-and auto-to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including-ation,-ly, -ous, -ture, -sure, -sion,-tion, -ssion and -cian, to begin to read aloud.*	-Differentiated guided reading groups at least weekly. Teacher to use guided reading stamp in Reading Record. (Independent written responses recorded in Reading Journal). -Daily individual reading if required -Individual reading with books appropriate to the reading level of the child, determined after a running record / Benchmarking.(At least 1 times a week by teacher/TA/Volunteer – please initial in Reading Record. Monitored by teacher) -Daily story time - Favourite 5 displayed -Hear questions being asked to children throughout reading both whole class and individual. - Those making better than expected progress begin to read Year 5 common exception words. - Interventions including IDL and inference training for those requiring additional support - Daily independent reading time.
Common Exception Words	To read Y3/4 common exception words	
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

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

Year 4		
Reading - Comprehension		
Skills	**Objectives**	**What should be seen in the classroom?**
Understanding	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	Individual reading Daily story time Differentiated guided reading groups at least weekly. Teacher to use guided reading stamp in Reading Record. (Independent written responses recorded in Reading Journal).

Connecting and becoming familiar with texts	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	Whole class guided reading inc. Cracking Comprehension, individual excerpts or linked to class book. (At least fortnightly) Recorded in Reading Journal Word Aware strategies
Non Fiction	*retrieve and record information from non-fiction	
Poetry and Performance	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	
		Question Stems
Vocabulary	*using dictionaries to check the meaning of words that they have read	• What do the words ...... and ...... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means...... • Find and highlight the word that is closest in meaning to....... • Find a word or phrase which shows/suggests that.......
Inference	* To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	• Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ...... show that they are .... ? • How can you tell that...... ? • What impression of ...... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... ? • Who is telling the story?

Prediction	* To justify predictions using evidence from the text.	• From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
Explanation	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	• Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
Retrieval	To retrieve and record information from a fiction text.	How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ..... is ....? • What can you learn about ...... from this section? • Give one example of...... • The story is told from whose perspective?
Sequence/ summaries	*identifying main ideas drawn from more than one paragraph and summarising these	• Can you number these events 1-5 in the order that they happened? • What happened after ....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter

Year 5		
Reading – Word reading		
Skills	**Objectives**	**What should be seen in the classroom?**
Phonics and decoding	*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	-Differentiated group reading groups at least weekly. Teacher to use guided reading stamp in Reading Record. -Individual reading for some with books appropriate to the reading age of the child after benchmarking/running record. (At least 1 times a week by teacher/TA/Volunteer – please initial in Reading Record. Monitored and recorded by teacher) - Those working at Greater Depth to be challenged in their independent book choices -Daily story time - Favourite 5 displayed
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.	-Hear questions being asked to children throughout reading both whole class and individual. - Those making better than expected progress begin to read Year 6 common exception words. - Interventions including IDL, Inference Training and Read Theory for those requiring additional support - Daily independent reading time.
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

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Year 5		
Reading - Comprehension		
Skills	**Objectives**	**What should be seen in the classroom?**
Understanding	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *provide reasoned justifications for their view	Individual reading Daily story time Differentiated group reading groups at least weekly. Teacher to use guided reading stamp in Reading Record. Weekly Whole class guided reading through individual excerpts or linked to class book. Word Aware strategies 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
Connecting and becoming familiar with texts	*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across book *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing	
Non Fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction	
Poetry and Performance	*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	
		Question Stems
Vocabulary		• What do the words ...... and ...... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means...... • Find and highlight the word that is closest in meaning to....... • Find a word or phrase which shows/suggests that.......

Inference	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ...... show that they are .... ? • How can you tell that...... ? • What impression of ...... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... ? • Who is telling the story?
Prediction	*predicting what might happen from details stated and implied	• From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
Explanation	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader *explain and discuss their understanding of what they have read, including through formal presentations and debates,	• Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
Retrieval		How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ..... is ....? • What can you learn about ...... from this section? • Give one example of...... • The story is told from whose perspective?

Sequence/summaries	*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	• Can you number these events 1-5 in the order that they happened? • What happened after ....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter

Year 6		
Reading – Word reading		
Skills	**Objectives**	**What should be seen in the classroom?**
Phonics and decoding	***apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet**	-Differentiated group reading groups at least weekly. Teacher to use guided reading stamp in Reading Record. -Individual reading for some with books appropriate to the reading age of the child after benchmarking/running record. (At least 1 times a week by teacher/TA/Volunteer – please initial in Reading Record. Monitored and recorded by teacher) - Those working at Greater Depth to be challenged in their independent book choices -Daily story time - Favourite 5 displayed -Hear questions being asked to children throughout reading both whole class and individual. - Interventions including IDL, Inference Training and Read Theory for those requiring additional support - Daily independent reading time.
Common Exception Words	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

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

Year 6		
Reading - Comprehension		
Skills	**Objectives**	**What should be seen in the classroom?**
Understanding	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding	Individual reading Daily story time Differentiated group reading groups at least weekly. Teacher to use guided reading stamp in Reading Record. Whole class guided reading inc. individual excerpts or linked to class book. (At least fortnightly) Word Aware strategies 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
Connecting and becoming familiar with texts	*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across book *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing	
Non Fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction	
Poetry and Performance	*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	

		Question Stems
Vocabulary		• What do the words ...... and ...... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means...... • Find and highlight the word that is closest in meaning to....... • Find a word or phrase which shows/suggests that.......
Inference	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence To discuss how characters change and develop through texts by drawing inferences based on indirect clues.	• Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ...... show that they are .... ? • How can you tell that...... ? • What impression of ...... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... ? • Who is telling the story?
Prediction	*predicting what might happen from details stated and implied	• From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
Explanation	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	• Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?

Retrieval		How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ..... is ....? • What can you learn about ...... from this section? • Give one example of...... • The story is told from whose perspective?
Sequence/ summaries	*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	• Can you number these events 1-5 in the order that they happened? • What happened after ....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter