

ENGLISH READING – Curriculum overview and progression document

Overall Intent (end of primary expectations):

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. We aim to ensure that all of our pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage.

EYFS

Reading – Word reading

	Intent - Objectives	Implementation - What should be seen in the classroom?
Phonics and decoding 30 – 50 months 40 – 60 months Early Learning Goals	To enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words. To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet. To use phonic knowledge to decode regular words and read them aloud accurately.	Nursery -Phonological awareness – tracking and end of year expectations -Phonics using The Ultimate Guide to Phonological Awareness daily -Tracking, end of year expectations. -Storytelling, songs and rhymes -Daily story time
		Reception -Phonics teaching, using Read, Write, Inc that is tracked to age related expectations and to current phonics assessments as part of RWI. -Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. -Storytelling, songs and rhymes -Daily story time -Daily high frequency words, precision folders -Daily individual reading with book bag books appropriate to the reading age of the child which include targeted sounds they are developing and can recognize as part of RWI.
Common Exception Words/ HFW	To read some common irregular words.	

Fluency 30 – 50 months 40 – 60 months Early Learning Goals	To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as own name and advertising logos. To look and handle books independently (holds books the correct way up and turns pages). To ascribe meanings to marks that they see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences. To read and understand simple sentences.	Use of picture books to support early reading. Favourite Five being used in class to promote a love of reading. - Those making better than expected progress begin to read Year 1 common exception words.
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Progression in Reading at Elburton Primary School

EYFS		
Reading - Comprehension		
Skills	Intent - Objectives - 30 – 50 months, 40 – 60 months, Early Learning Goals	Implementation - What should be seen in the classroom?
Understanding and correcting inaccuracies	To know that print carries meaning and, in English, is read from left to right and top to bottom. To understand humour, e.g. nonsense rhymes, jokes.	-Hear questions being asked to children throughout reading both whole class and individual. -Can you find the front cover? Can you find/point to the title/ blurb? -Wordless books weekly
Connecting and becoming familiar with texts	To listen to stories with increasing attention and recall. To enjoy an increasing range of books. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To demonstrate understanding when talking with others about what they have read.	
Non Fiction	To know that information can be relayed in the form of print. To know that information can be retrieved from books and computers.	

Poetry and Performance	<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	
		Question Examples
Vocabulary	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	What does this word mean?
Inference	<p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	(Looking at pictures) What might they be feeling? How do you know?
Prediction	<p>To anticipate key events and phrases in rhymes and stories.</p> <p>To suggest how a story might end.</p>	What might happen at the end of the story? What might happen in the story? What might happen next?
Retrieval	To describe main story settings, events and principal characters.	What did you find out? What can you see on the front cover?
Sequence	<p>To begin to be aware of the way stories are structured.</p> <p>To follow a story without pictures or props.</p>	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 Read, Write, Inc that is tracked to age related expectations and the current assessments made as part of the RWI teaching cycle.</p> <p>-RWI will ensure that there are 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</p> <p>-Daily individual reading with book bag books appropriate to the reading age of the child after benchmarking which include targeted sounds they are developing and can recognise.</p> <p>- Further reading for pleasure books to be taken home for a parent to read to a child and develop story awareness and a love of reading</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	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	
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>	

** 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	Intent - Objectives	Implementation - What should be seen in the classroom?
Understanding and correcting inaccuracies	<p>To check that a text makes sense to them as they read and to self- correct.</p> <p>To draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To explain clearly their understanding of what is read to them.</p>	<p>Daily individual reading</p> <p>Daily story time</p> <p>Regular ERIC activities through an image or simple text</p> <p>Reading comprehension taught through RWI</p>

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"> • 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 through use of pictures	<ul style="list-style-type: none"> • Why was.....feeling.....? • Why didhappen? • Why did..... say.....? • Can you explain why.....? • What do you think the author intended when they said.....? • How does.....make you feel?
Prediction	predicting what might happen on the basis of what has been read so far	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	Intent - Objectives	Implementation - 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 & accurately without overt sounding and blending.</p>	<p>-Phonics teaching, using Read, Write, Inc that is tracked to age related expectations and matched to current assessments for those that require this instruction.</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 and targeted intervention for pivotal children.</p> <p>-Daily individual reading with book bag books appropriate to the reading age of the child after benchmarking which include targeted sounds they are developing and can recognise. Children will also have a reading for pleasure book which they take home to develop a love of reading.</p> <p>- A whole class text / story that the teacher reads to the children to develop interest.</p> <p>- Vocabulary being taught systematically.</p> <p>- Reading areas to promote sharing of reading materials.</p> <p>-Storytelling, songs and rhymes</p> <p>-Lexia</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>	

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Year 2		
Reading - Comprehension		
Skills	Intent - Objectives	Implementation - 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> <p>*drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>*checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>Daily individual reading</p> <p>Daily story time</p> <p>Regular ERIC activity through an image or simple text</p> <p>RWI support for those that didn't pass their phonics screen in Year 2.</p> <p>Engagement with quality texts as part of the English curriculum.</p> <p>Texts displayed to enthuse readers.</p> <p>High quality reading corner.</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> <p>*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</p>	
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	<p>*discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>*discussing their favourite words and phrases</p>	<ul style="list-style-type: none"> • 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	<p>*making inferences on the basis of what is being said and done</p> <p>*answering and asking questions</p>	<ul style="list-style-type: none"> • Why was.....feeling.....? • Why didhappen? • Why did..... say.....? • Can you explain why.....? • What do you think the author intended when they said.....? • How does.....make you feel?
Prediction	<p>*predicting what might happen on the basis of what has been read so far</p>	<ul style="list-style-type: none"> • 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	<p>*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<ul style="list-style-type: none"> • 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	<p>Asking and answering retrieval questions</p>	<ul style="list-style-type: none"> • 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	<p>To discuss the sequence of events in books and how items of information are related.</p>	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story? • Sequence the key events in the story

Year 3		
Reading – Word reading		
Skills	Intent - Objectives	Implementation - 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. This will be linked to RWI for the children who need extra support</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 for pivotal children with intervention such as Precision Instruction, Toe by Toe and Reading Rocketeers being used to support learners and move the lowest 20% on with their reading.</p> <p>- Appropriately banded books for all.</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.	

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Year 3		
Reading - Comprehension		
Skills	Intent - Objectives	Implementation - What should be seen in the classroom?
Understanding	<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 *identifying main ideas drawn from more than one paragraph and summarising these 	<p>Daily individual reading for some - all children to read on a 3 x weekly cycle.</p> <p>Daily story time</p> <p>1 hour whole class guided reading per week with a vocabulary lesson and early morning work for 20 – 30 minutes each week. This is linked to the Reading VIPERS.</p> <p>Reading catch up through RWI sessions for those with gaps in phonics attainment.</p> <p>High quality texts used in English sessions.</p> <p>Reading corner used to enthuse readers.</p> <p>Children have access to AR and MyOn.</p>
Connecting and becoming familiar with texts	<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 *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	
Non Fiction	<ul style="list-style-type: none"> *retrieve and record information from non-fiction 	
Poetry and Performance	<ul style="list-style-type: none"> *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	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
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Year 4		
Reading – Word reading		
Skills	Intent - Objectives	Implementation - 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</p> <p>Daily phonics if needed linked to RWI</p> <p>HiLo reading books allocated to those children not reading at ARE</p> <p>Links to spelling</p> <p>Precision folders</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.	

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Year 4

Reading - Comprehension

Skills	Intent - Objectives	Implementation - What should be seen in the classroom?
Understanding	<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 *identifying main ideas drawn from more than one paragraph and summarising these 	<p>Daily individual reading Daily story time 1 hour whole class guided reading per week with a vocabulary lesson and early morning work for 20 – 30 minutes each week. This is linked to the Reading VIPERS.</p> <p>High quality texts used in English sessions. Reading corner used to enthuse readers. Children have access to AR and MyOn.</p>
Connecting and becoming familiar with texts	<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 *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	
Non Fiction	<ul style="list-style-type: none"> *retrieve and record information from non-fiction 	

Poetry and Performance	<p>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>*recognising some different forms of poetry</p>	
		Question Stems
Vocabulary	*using dictionaries to check the meaning of words that they have read	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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	<p>*discussing words and phrases that capture the reader's interest and imagination</p> <p>*identifying how language, structure, and presentation contribute to meaning</p>	<ul style="list-style-type: none"> • 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.	<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	Intent - Objectives	Implementation - 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	<p>Daily individual reading for some</p> <p>Daily story time</p> <p>Daily phonics if needed</p> <p>Links to spelling</p> <p>Precision folders</p> <p>HiLo High quality texts used in English sessions.</p> <p>Reading corner used to enthuse readers.</p> <p>Children have access to AR and MyOn.</p> <p>reading books available for those that need additional support.</p>
Common Exception Words	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

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Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Year 5		
Reading - Comprehension		
Skills	Intent -Objectives	Implementation - What should be seen in the classroom?
Understanding	<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 *provide reasoned justifications for their view 	<p>Daily individual reading Daily story time 1 hour whole class guided reading per week with a vocabulary lesson and early morning work for 20 – 30 minutes each week. This is linked to the Reading VIPERS.</p> <p>ERIC activity used where appropriate Learning environment supporting reading. Vocabulary being taught systematically. 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>
Connecting and becoming familiar with texts	<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 *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	<p>Cultural Capital being developed through choice of texts and the development of vocabulary.</p> <p>High quality texts used in English sessions.</p> <p>Reading corner used to enthuse readers.</p> <p>Children have access to AR and MyOn.</p>
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		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<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> <p>*explain and discuss their understanding of what they have read, including through formal presentations and debates,</p>	<ul style="list-style-type: none"> • 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		<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> • 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	<p>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<ul style="list-style-type: none"> • 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	Intent - Objectives	Implementation - What should be seen in the classroom?

Phonics and decoding	*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	Daily individual reading for some Daily story time Daily phonics if needed Links to spelling Precision folders
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.*

Reading - Comprehension		
Skills	Intent - Objectives	Implementation - What should be seen in the classroom?
Understanding	<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 	<p>Daily individual reading Daily story time 1 hour whole class guided reading per week with a vocabulary lesson and early morning work for 20 – 30 minutes each week. This is linked to the Reading VIPERS. From January, children will be taught test technique and spend time looking at past papers to support them in accessing the KS2 SATs. ERIC activity used where appropriate Learning environment supporting reading. Vocabulary being taught systematically. 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. Cultural Capital being developed through choice of texts and the development of vocabulary. Reading Booster Club and Interventions for the lowest 20% of readers. High quality texts used in English sessions. Reading corner used to enthuse readers. Children have access to AR and MyOn. Opportunities to develop vocabulary throughout the curriculum. Time to reflect on how authors use language for impact in their written work. Higher ability children using their reading and language in their writing.</p>
Connecting and becoming familiar with texts	<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 *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	<ul style="list-style-type: none"> *distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction 	
Poetry and Performance	<ul style="list-style-type: none"> *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		<ul style="list-style-type: none"> • 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	<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"> • 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	<ul style="list-style-type: none"> • 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	<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"> • 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		<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Reading for Pleasure							
Year Group	F	1	2	3	4	5	6
Intent	Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities To build preferences in reading and to choose to read To recognise authors and styles of reading that individuals enjoy Engaging in book discussion in a range of contexts, alongside both adults and peers Sharing and recommending a range of books using recommended read lists and the 5 Plaques of a Developing Reader Spine.						
Implementation	All reading contexts contribute to developing reading for pleasure Pleasant areas designated for reading in all classrooms Reading environment has a reading and vocabulary display which signposts children to reading areas. Children suggest books they would like purchased for the school library / class library All Key Stage 2 children use MyOn and Accelerated Reader.						
Progression	Show an active interest in books and talk about what they have seen and heard in stories read to them. Shared reading area to enthuse the children and for them to use reading during free flow sessions. Access to picture books from an early age.	Participate actively in listening and sharing a wide range of books Choose to read. Access to a book club through Plymouth Book Group. Reading corner promoted and accessed by children.	Read independently, demonstrating increasing stamina Show developing preferences through book choice	Read for a range of purposes independently Choose appropriate texts with support Demonstrate engagement with reading Read for sustained periods of time Complete books	Revisit and build on Year 3 Engaging actively in book discussion Respond to reading in a written form.	Read a broader range of texts including those from literary heritage and more challenging texts Recommend books they have read to their peers, giving reasons for their choices. Demonstrate continuing engagement with reading: Read longer books for more sustained periods of time	Revisit and build on Year 5 Engage actively in book discussions with and without adult support Respond to reading in a written form, beginning to develop a critical stance Complete a wider range of more challenging and lengthier books
Resources	Books recommended by Literacy Trust, Books for Topics, Children’s choice of books available in the class reading area and/or library						
Impact	Subject monitoring reports & associated work trawls, Pupil voice discussions, Observations of reading behaviour and talking to pupils, independent and home reading records, book recommendations, display evidence, EYFSP reading outcomes, Facebook evidence, displays, end of year report comments, Tapestry.						
Reading aloud to children							
Year Group	F	1	2	3	4	5	6
Intent	Building a bank of story and rhyme knowledge Exposing the children to texts beyond what they can read themselves		Widening knowledge of texts and authors, including non-fiction and poetry	Introducing children to a wider range of authors and contexts e.g. historical and cultural		Exposing children to challenging and archaic texts, e.g. language, themes	

	Developing an enjoyment of reading and books Story telling using 'Helicopter Stories' - children can use ideas from their story experiences when telling and inventing their own stories.	Sustaining stamina in listening and reading texts Making connections with a book					
Implementation	Daily exposure to quality books for a minimum of 10 minutes Reading spine of core quality texts						
Resources	Core texts from the reading spine, books recommended by Literacy Trust, Books for Topics, Children's choice of books available and every class having a class reader which has been selected to ensure exposure to a range of texts linked to our drivers.						
Impact	Subject monitoring reports & associated work trawls, Pupil voice discussions, Observations of reading behaviour and talking to pupils, independent and home reading records, book recommendations, display evidence, EYFSP reading outcomes, Facebook evidence, displays, end of year report comments						
Independent reading and home/school reading							
Year Group	F	1	2	3	4	5	6
Intent	Independently reading phonically decodable books matched to their phonic knowledge and skills through RWI. Use of RWInc book band.	Books matched to phonic ability for those that still need this level of support. Reading age-appropriate books with increasing stamina.	Choosing appropriate texts Reading for sustained periods of time Increasing the length and complexity of texts being read Read short novels independently with understanding (by end of Y4). Children to access AR to signpost them to appropriately levelled books. HiLo reading books used to support those who need the access to phonics / easily decodable books.	Reading age appropriate books, including whole novels Widening the range and challenge of books they read, including texts from a wider literary heritage. Children to access AR to signpost them to appropriately levelled books. HiLo reading books used to support those who need the access to phonics / easily decodable books.			
Implementation	Bookmark word challenge – blend CVC words and common exception words Decodable books selected by class-based adult based on RWI stage Reading books changed at least twice a week RWI ditty / book sent home each week for third read Opportunity for children to take home a book banded reading book and a library book each week to share for pleasure Reading challenge information collated each week Decodable book read to class-based adult at least once a week	If appropriate, decodable books selected by class-based adult based on RWI stage all other books selected based on Book Bands assessments Teachers monitor through regular 1:1 book sharing Opportunity for children to take home a library book each week to share for pleasure Reading challenge information collated each week as part of	Teachers monitor through regular 1:1 book sharing on a 3 x weekly cycle. Opportunity for children to take home a library book to share for pleasure Reading challenge information collated each week as part of Reading Champions awards.				

		Reading Champions awards.					
Resources	Quality decodable reading books matched to RWI progression sequence Quality shared reading books Reading challenge rewards Reading records Bookmark word lists	Quality decodable reading books matched to RWI progression sequence Quality Book Band / shared reading books Reading challenge rewards Reading records Bookmark word lists	Quality Book Band / shared reading books A range of quality reading books Reading challenge rewards Reading records Bookmark word lists Guidance – reading maps, books lists, class challenges, author of the month and displays.				
Impact	Subject monitoring reports & associated work trawls, Pupil voice discussions, Observations of reading behaviour and talking to pupils, independent and home reading records, book recommendations, display evidence, EYFSP reading outcomes, displays, end of year report comments, Reading Challenge records, Reading Journal comments						
Shared reading as part of teaching sequence							
Year Group	F	1	2	3	4	5	6
Intent	Exposing children to a high-quality text model in a variety of text types, as models for writing at a higher level than all children could access independently						
Implementation	First week of most teaching sequences: sharing the text, providing opportunities to respond to the text, provide opportunities to map and learn the text, exploring text structure summarise text features Foundation and Year 1 – Book of the Week						
Resources	Quality texts linked to planning						
Impact	Subject monitoring reports & associated work trawls, Pupil voice discussions, Observations of reading behaviour and talking to pupils, independent and home reading records, book recommendations, display evidence, EYFSP reading outcomes, displays, end of year report comments, Reading Challenge records, Reading Diary comments						
Reading instruction							
Year Group	F	1	2	3	4	5	6
Intent	To teach the decoding and comprehension skills required to achieve age-related expectations						
Implementation	Daily RWI / Phonics session involving learning sounds (according to stage) and reading instruction		Regular reading instruction	Regular reading instruction sessions 1:1 or in groups Weekly guided reading sessions linked to VIPERS. Daily vocabulary instruction – word of the day.			

	Additional 1:1 reading with an adult to ensure independent application and to develop comprehension skills		sessions 1:1 or in groups Weekly guided reading sessions.	High quality texts as spine of curriculum and used to discuss during English lessons. ERIC used for discussion and repeat of skills.
Progression	RWI: End of Term 1 – Ditties End of Term 2 – Red End of Term 3 – Green / Purple Books Bands: Pink, Red	RWI: End of Term 1 – Pink / orange End of Term 2 – Yellow (70 wpm) End of Term 3 – Blue / grey (80 wpm) Books Bands: Yellow, Blue, Green, Orange, Turquoise	RWI: End of Term 1 – completed the programme 100 wpm Books Bands: Purple, Gold	Books matched to children’s ability following Star Reading Assessment as part of the Accelerated Reader Programme.
Impact	Subject monitoring reports & associated work trawls, Pupil voice discussions, Observations of reading behaviour and talking to pupils, independent and home reading records, book recommendations, display evidence, EYFSP reading outcomes, displays, end of year report comments, Reading Challenge records, Reading Journal comments			