Roade Primary School Teaching Guide for Progression in Reading

Progression in skills and knowledge

The programmes of study for reading at Key Stages 1 and 2 consists of two dimensions:
- Word reading
- Comprehension (both listening and reading)

Skilled word reading involves both the speedy working out of pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters of the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading.

Good comprehension draws from linguistic knowledge (in particular vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experiences of high-quality discussion with the teacher, as well as reading and discussion of a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading and to gain knowledge across the curriculum. Reading widely often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently and with confidence, in all subjects in their forthcoming secondary education.

Progression in Reading by Strand:

	Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	**Phonics & Decoding**	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 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.	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ graphemes. To read words containing taught GPCs. To red words containing –s, -es, -ing, -ed and –est endings. To read words with contractions, e.g. I'm, I'll and we'll.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending to sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words with two or more syllables. To read most words containing common suffixes.*	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.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/ance/ancy, -ent/ence/ency, -able/ably and -ible/ibly, to read aloud fluently.*	To read fluently with full knowledge of all Y5/6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

	Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	Common Exception Words	To read some common irregular words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words *, noting unusual correspondence between spelling and sound and where these occur in the word.	To read Y3 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and sound and where these occur in the words.	To read Y5 exception words*, discussing the unusual correspondences between spelling and sound and where these occur in the words.	To read most Y5/Y6 exception words*, noting the unusual correspondences between spelling and sound and where these occur in the words.
	Fluency	To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as their own name and advertising logos. To look and handle books independently (hold books the correct way up and turns pages).	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.	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.	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.			

	Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	Fluency	To ascribe meanings to marks that they see in different places. To being to break the flow of speech into words. To being to read words and simple sentences. To read and understand simple sentences.		To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute in age-appropriate texts.				

30 – 50 months
40 – 60 months
Early Learning Goals

* These are the detailed word lists within the spelling appendix to the National Curriculum. Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

	Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension	Poetry and Performance	To listen to and join in with stories and poems, one-to-one and also in small groups. To join in with repeated refrains in rhymes and stories. To use intonation, rhythm and phrasing to make the meaning clear to others. To develop preference for forms of expression. To play cooperatively as part of a group to develop and act out a narrative. To express themselves effectively, showing awareness of listeners' needs.	To learn to appreciate rhymes and poems. To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To being to use appropriate intonation and volume when reading aloud. To recognise some different forms of poetry.	To recognise and discuss some different forms of poetry (e.g. free verse of narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

	Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension	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.	To discuss features and layout.	To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

	Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension	Words in Context and Authorial Choice	To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	To discuss word meanings and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to vocabulary. To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss their favourite words and phrases.	Discuss vocabulary used to capture readers' interest and imagination	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

	Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension	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.	To check that a text makes sense to them as they read and to self-correct.	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.				

	Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension	Comparing, Contrasting and Commenting	To listen to stories with increasing attention and recall. To anticipate key events and phrases in rhymes and stories. To describe mains tory settings, events and principal characters. To enjoy an increasing range of books. To follow a story without pictures or props. To listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have had read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.	To participate in discussion about books, poems and other words that are read to them (at a level beyond that at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry.	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use terminology when discussing texts (plot, character, settings).	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greetings in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning.	To read a wide range of genre, identifying the characteristic of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and those that can read for themselves, building on their own and others' ideas and challenging views courteously. To identify main ideas drawn from one paragraph and to summarise these. To recommend texts based on personal choice.	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates. Maintaining a focus on the topic and using notes where necessary.

	Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension	Comparing, contrasting and commenting	To demonstrate understanding when talking with others about what they have read.		To make links between the text they are reading and other texts they have read (in texts that they can read independently).		To identify main ideas drawn from more than one paragraph and summarise these.		To listen to guidance and feedback on the quality of their explanations and contributions to discussion and to make improvements when participating in discussions. To draw out key information and to summarise these main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justification for their views. To compare characters, settings and themes within a text and across more than one text.

	Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension	Inference and Prediction	To suggest how a story might end. To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events.	To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.	To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To consider different accounts of the same events and to discuss view points (both of authors and fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.

30 – 50 months
40 – 60 months
Early Learning Goals

Reception - EYFS

Reading – Word Reading

	Objectives	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 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.	Daily phonics teaching Focus on learning to blend with the aim of as many children as possible by Christmas
Common Exception Words 30 – 50 months 40 -60 months Early Learning Goals	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 at and handle books independently (hold books the correct way and turn pages). To ascribe meaning to marks 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.	

Reception - EYFS

Reading – Comprehension

		Objectives	What should be seen in the classroom?
Words in context and authorial choice	30 – 50 months / 40 -60 months / Early Learning Goals	To build up vocabulary that reflects the breadth of their experience. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by the experiences of books.	Hear questions being asked to children throughout reading during whole class, group and individual sessions.
Understanding and correcting inaccuracies	30 – 50 months / 40 -60 months / Early Learning Goals	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.	
Comparing, contrasting and commenting	30 – 50 months / 40 -60 months / Early Learning Goals	To listen to stories with increasing attention and recall. To anticipate key events and phrases in rhymes and stories. To begin to be aware of the way stories are structured. To describe main story settings, events and principal characters. To enjoy an increasing range of books. To follow a story without pictures or props. 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.	

	Objectives	What should be seen in the classroom?
Inference and prediction 30 – 50 months 40 -60 months Early Learning Goals	To suggest how a story might end. To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories and events	Question Examples • What does this title mean? • Can you find the front cover? • Can you find the title / blurb? • (Looking at pictures) What might they be feeling? How do you know? • What might happen at the end of the story? • What might happen next? • What did you find out? • Can you order these parts of the story? What happened first, next…?
Poetry and performance 30 – 50 months 40 -60 months Early Learning Goals	To listen to and join in with stories and poems, one-to-one and also in small groups. To join in with repeated refrains in rhymes and stories. To use intonation, rhythm and phrasing to make the meaning clear to others. To develop preferences for forms of expression. To play cooperatively as part of a group to develop and act out a narrative. To express themselves effectively, showing awareness of listeners' needs.	
Non-fiction 30 – 50 months 40 -60 months Early Learning Goals	To know that information can be relayed in the form of print. To know that information can be retrieved from books and computers.	

Year 1		
Reading – Word Reading		
	Objectives	What should be seen in the classroom?
Phonics and Decoding	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing –s, -es, -ing, -ed and –est endings. To read words with contractions, e.g. I'm, I'll and we'll.	Daily phonics teaching Phased phonics groups
Common Exception Words	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 the 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.	

Year 1

Reading – Comprehension

	Objectives	What should be seen in the classroom?
Words in context and authorial choice	To discuss word meaning and link new meanings to those already known.	Read Write Inc group reading Talk Through Stories daily Class story time daily Individual reading Hear questions being asked to children throughout reading during whole class, group and individual sessions.
Understanding and correcting inaccuracies	To check that a text makes sense to them as they read and to self-correct	
Comparing, contrasting and commenting	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have had read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.	Question Stems • What does the word…mean? • Find and copy a phrase which means… • What does this word or phrase tell you? • 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 word the author could have used to describe this? • Who is your favourite character? Why? • How does…make you feel? • Can you number the events in the order they happened?

	Objectives	What should be seen in the classroom?
Inference and prediction	To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.	Read Write Inc group reading Talk Through Stories daily Class story time daily Individual reading Hear questions being asked to children throughout reading during whole class, group and individual sessions.
Poetry and performance	To learn to appreciate rhymes and poems. To recite simple poems by heart.	Question Stems • Which of the words best describes the character/setting/mood, etc? • Why was this…feeling…? • Why did…happen? • Can you number the events in the order they happened?
Non-fiction	To discuss features and layout.	

	Year 2	
	Reading – Word Reading	
	Objectives	What should be seen in the classroom?
Phonics and Decoding	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.	Daily phonics teaching (Read Write Inc or Scode) Phased phonics groups (where needed) Daily reading for identified pupils. Talk Through Stories daily Class story time daily
Common Exception Words	To read more Y1 and Y2 common exception words*, noting unusual correspondence between spelling and sound and where these occur in the word.	
Fluency	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	

Year 2

Reading – Comprehension

	Objectives	What should be seen in the classroom?
Words in context and authorial choice	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	Talk Through Stories daily Class story time daily Individual reading Hear questions being asked to children throughout reading during whole class, group and individual sessions. Focus on practising SATs style questions as the year progresses.
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.	**Question Stems** • What does the word…mean? • Find and copy a phrase which means… • Can you think of any other words the author could have used to describe this? • What does this word or phrase tell you? • Can you summarise in a sentence the opening / middle / end of the story? • Who is your favourite character? Why? • How does…make you feel?
Comparing, contrasting and commenting	To participate in discussion about books, poems and other works that are read to them (at a level beyond that which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).	

	Objectives	What should be seen in the classroom?
Inference and prediction	To make inferences based on what is being said and done. To predict what might happen on the basis of what has been read so far in a text.	Talk Through Stories daily Class story time daily Individual reading Hear questions being asked to children throughout reading during whole class, group and individual sessions. Focus on practising SATs style questions as the year progresses.
Poetry and performance	To continue 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 • Which of the words best describes the character/setting/mood, etc? • Why was this…feeling…? • Can you explain why? • What will happen next?
Non-fiction	To recognise that non-fiction books are often structured in different ways.	• What do you think this paragraph suggests? • Why did…happen? • What kind of text is this? • How did…?

Year 3		
Reading – Word Reading		
	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-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to being 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 being to read aloud.*	Whole class reading lessons Class story time daily Lower ability pupils prioritised for additional reading with an adult. Scode lessons
Common Exception Words	To read Y3 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

	Objectives	What should be seen in the classroom?
Words in context and authorial choice	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.	Whole Class reading lessons Class story time daily Hear questions being asked to children throughout reading during whole class, group and individual sessions. Discussions about characters and themes.
Comparing, contrasting and commenting	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing topics (plot, character, setting).	**Question Stems** • What does the word…mean? • Find and copy a phrase which means… • Can you think of any other words the author could have used to describe this? • What does this word or phrase tell you? • Can you summarise in a sentence the opening / middle / end of the story? • Who is your favourite character? Why? • How does…make you feel?
Inference and prediction	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.	
Poetry and performance	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume wen reading aloud. To recognise some different forms of poetry.	
Non-fiction	To retrieve and record information from non-fiction texts.	

Year 4		
Reading – Word Reading		
	Objectives	What should be seen in the classroom?
Phonics and Decoding	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	Whole class reading lessons Class story time daily Lower ability pupils prioritised for additional reading with an adult. Scode lessons
Common Exception Words	To read Y3/Y4 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.	

Year 4

Reading – Comprehension

	Objectives	What should be seen in the classroom?
Words in context and authorial choice	Discuss vocabulary used to capture readers' interest and imagination.	Whole Class reading lessons Class story time daily Hear questions being asked to children throughout reading during whole class, group and individual sessions. Discussion about characters and themes.
Comparing, contrasting and commenting	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and heading). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.	**Question Stems** • What do the words…and…suggest about the character, setting and mood? • Find one word in the text that means… • Find a word or phrase which shows/suggests that… • How do these words make the reader feel? • Who is telling the story? • How can you tell that?
Inference and prediction	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.	• Why is the text arranged in this way? • How do the descriptions of…show that they are…? • How does the author engage the reader here?
Poetry and performance	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	• What does…have on the audience? • The mood of the character changes throughout the text. Find and copy the phrases which show this.

Year 4		
Reading – Comprehension		
	Objectives	What should be seen in the classroom?
Non-fiction	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	Questions Stems • How can you tell that? • Why is the text arranged in this way? • What does…mean? • What can you tell me about…?

	Year 5	
	Reading – Word Reading	
	Objectives	What should be seen in the classroom?
Phonics and Decoding	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/word endings including –sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and –ible/-ibly, to read aloud fluently.*	Whole class reading lessons Class story time daily Lower ability pupils prioritised for additional reading with an adult. Scode lessons
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.	

Year 5

Reading – Comprehension

	Objectives	What should be seen in the classroom?
Words in context and authorial choice	Discuss vocabulary used by the author to create an effect, including figurative language.	Whole Class reading lessons Class story time daily Hear questions being asked to children throughout reading during whole class, group and individual sessions. Discussion about characters and themes.
Comparing, contrasting and commenting	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice.	**Question Stems** • What do the words…and…suggest about the character, setting and mood? • Find one word in the text that means… • Find a word or phrase which shows/suggests that…
Inference and prediction	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	• How do these words make the reader feel? • Who is telling the story? • Do you think that…will happen? Explain your answer giving evidence from the text. • Why is the text arranged in this way? • How do the descriptions of…show that they are…?
Poetry and performance	To continually show an awareness of audience when reading aloud using tone volume and action.	• How does the author engage the reader here? • What effect does…have on the audience?
Non-fiction	To use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts.	• The mood of the character changes throughout the text. Find and copy the phrases which show this.

Year 6		
Reading – Word Reading		
	Objectives	What should be seen in the classroom?
Phonics and Decoding	To read fluently will full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	Whole class reading lessons Class story time daily Lower ability pupils prioritised for additional reading with an adult. Scode lessons
Common Exception Words	To read 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.	

Year 6

Reading – Comprehension

	Objectives	What should be seen in the classroom?
Words in context and authorial choice	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.	Whole Class reading lessons Class story time daily Hear questions being asked to children throughout reading during whole class, group and individual sessions. Discussion about characters and themes.
Comparing, contrasting and commenting	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text.	Question Stems • What do the words…and…suggest about the character, setting and mood? • Find one word in the text that means… • Find a word or phrase which shows/suggests that… • Find and highlight the word that is closest in meaning to… • How do these words make the reader feel? • Who is telling the story? • Do you think that…will happen? Explain your answer giving evidence from the text. • How do the descriptions of…show that they are…? • How does the author engage the reader here? • What effect does…have on the audience? • The mood of the character changes throughout the text. Find and copy the phrases which show this.
Inference and prediction	To consider different accounts of the same account and to discuss view points (both of authors and fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect cues.	

	Year 6	
	Reading – Comprehension	
	Objectives	What should be seen in the classroom?
Poetry and performance	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.	Questions Stems • Why is the text arranged in this way? • How do the descriptions of…show that they are…? • Can you number these events 1-5 in the order they happened?
Non-fiction	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).	• What voice might these characters use? • What genre is it? • Give one example of… • What does this paragraph suggest will happen next? What makes you think that?