



Nursery								
Reading strategies	Reading Behaviour	Understand both the books they can read and those they listen to by:					Range of texts	Discussions about books, poems and other texts that are read to them and that they can read for themselves:
		Clarification	Retrieval	Inference	Prediction	Summarisation		
What do you use to help you read? <b><i>I use my reading finger under each word</i></b>	Looks at books independently.  Handles books carefully.  Holds books the correct way up and turns pages.  Shows interest in illustrations and print in books and print in the environment.	<b>Vocabulary</b> Discussing word meanings, linking new meanings to those already known	Answering questions - Retrieve specific information  Knows information can be relayed in the form of print.	Questions why things happen and gives explanations. Asks e.g. who, what, when, how.  <i>Types of inference</i> Bridging inferences: gap filling Cohesive inferences: simple pronouns (I, he, she, they, it) Evaluative inferences: about thoughts feelings and actions	Predictive inferences: Suggests how the story might end.  Anticipates key events and phrases in rhymes and stories.	Locates the title.  Describes main story settings, events and principal characters.  Beginning to be aware of the way stories are structured.	Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. - Has some favourite stories, rhymes, songs, poems or jingles.  <b>Poetry</b> Learning to appreciate rhymes and poems and to recite some by heart - Shows awareness of rhyme and alliteration. -Recognises rhythm in spoken words.	Listens to stories with increasing attention and recall.  Listens to and joins in with stories and poems, one-to-one and also in small groups.  Repeats words or phrases from familiar stories. Joins in with repeated refrains
<b>End of Autumn 2:</b> -To identify the front of a book and the back of a book - To know how to hold the book the correct way up			<b>End of Spring 2:</b> - Identify difference between print and illustration (look at print first then cross-check with picture) - Know which way to turn the pages (left to right)			<b>End of Summer 2:</b> -Able to locate the title - Knows that print carries meaning and, in English, is read from left to right and top to bottom: -Know where to start reading -Read left page before right page -Know which way to go when reading the print (left-right) -Return sweep - Know that illustrations aid print and understanding  - Knows the difference between a letter and a word - Understands one to one matching i.e. spoken word matches a group of letters, use reading finger under each word -Completed phase 1 phonics; Hears and says the initial sound in words; Able to blend orally and beginning to segment -Recognises familiar words and signs such as own name and advertising logos. -Beginning to recognise full stops, exclamation marks and capital letters.		



Reception							Range of texts	Discussions about books, poems and other texts that are read to them and that they can read for themselves:
Reading strategies	Fluency	Understand both the books they can read and those they listen to by:						
		Clarification	Retrieval	Inference	Prediction	Summarisation		
<p>What do you do if you can't read a word?  <b>Look at the letters.</b>  <b>Make the sounds.</b>  <b>Blend the sounds together</b></p>	<p>Re-reads books to build fluency and confidence in word reading</p> <p>Starts to read in a more phrased manner while maintaining track of the print</p>	<p>Checking that the text makes sense to them as they read and correcting inaccurate reading            - <i>Begins to notice own errors</i>            - <i>Repeats words, phrases or sentences to check and confirm own reading</i></p> <p><b>Vocabulary</b>            Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	<p>Answering questions            - <i>Retrieve information from the text</i></p> <p>Knows that information can be retrieved from books</p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Making inferences on the basis of what is being said and done</p> <p><i>Types of inference</i>  <i>Bridging inferences: gap filling</i>  <i>Cohesive inferences: simple pronouns (I, he, she, they, it)</i>  <i>Evaluative inferences: about thoughts feelings and actions</i></p>	<p>Predicting what might happen on the basis of what has been read so far  <i>(Predictive inferences)</i></p> <p>-<i>Makes simple predictions about what might happen next.</i>            -<i>Responds to questions about how or why something is happening</i></p> <p>Children listen to stories, accurately anticipating key events.</p>	<p>Discussing the significance of the title and events            - <i>Locates and recalls the title</i>            - <i>Identifies the main events in a story with support</i></p>	<p>Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.            - <i>Understands and uses correctly the following terms: book, cover, beginning, end, page, word, letter, line</i>            - <i>Chooses and talks about a favourite book from a selection</i></p> <p><b>Poetry</b>            Learning to appreciate rhymes and poems and to recite some by heart            - <i>Recognises rhyming words</i></p>	<p>Demonstrate an understanding when talking with others about what they have read; Respond to what they hear with relevant comments, questions or actions; Children express themselves effectively, showing awareness of listeners' needs. They give their attention to what others say and respond appropriately            - <i>Speak clearly and loudly enough to communicate</i>            - <i>Ask questions about matters of interest</i>            -<i>Starts to understand how to take turns when speaking</i>            -<i>Starts to listen to others and responds appropriately</i>            -<i>Speaks in complete responses after modelling.</i></p> <p>Being encouraged to link what they read or hear to their own experiences</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary            Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics            - <i>Talks about the type of book</i>            - <i>Distinguishes between good and bad characters</i>            - <i>Uses the structure of a simple story when re-telling</i></p> <p>Explain clearly their understanding of what is read to them:            - Extracts information from a shared, whole-class text            - Answers retrieval questions about the text</p>
<p><b>Word Reading - by the end of reception:</b></p> <ul style="list-style-type: none"> <li>- Distinguishes between a word, a letter and a space – makes one to one correspondence between written and spoken words</li> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>- Reads words consistent with their phonic knowledge by sound-blending</li> <li>- Blends phonemes to read a range of words</li> <li>- Uses phonic knowledge to attempt unknown words</li> <li>- Reads common irregular words from phase 2, 3 and 4</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>- Know that a full stop comes at the end of a sentence and we take a breath when reading</li> </ul>								



Year 1								
Reading strategies	Fluency	Understand both the books they can read and those they listen to by:					Range of texts	Discussions about books, poems and other texts that are read to them and that they can read for themselves:
		Clarification	Retrieval	Inference	Prediction	Summarisation		
<p>What do you do if you can't read a word? <b>Look at the letters. Make the sounds. Blend the sounds together.</b> If it is a long word, remember to: <b>Break the word up into syllables.</b></p> <p>What do you do if you read a sentence and it doesn't make sense? <b>Go back and read it again.</b></p>	<p>Re-reads books to build fluency and confidence in word reading</p> <p>Sustains reading through longer sentence structures and paragraphs.</p> <p>Uses punctuation to read with greater range of expression and control</p>	<p>Checking that the text makes sense to them as they read and correcting inaccurate reading <i>- self-corrects while considering text meaning</i></p> <p><b>Vocabulary</b> Discussing word meanings, linking new meanings to those already known</p>	<p>Answering questions <i>- Retrieve specific information</i></p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Making inferences on the basis of what is being said and done</p> <p><i>Types of inference</i> <i>Bridging inferences: gap filling</i> <i>Cohesive inferences: simple pronouns (I, he, she, they, it)</i> <i>Evaluative inferences: about thoughts feelings and actions</i></p>	<p>Predicting what might happen on the basis of what has been read so far <i>(Predictive inferences)</i></p>	<p>Discussing the significance of the title and events <i>- Identifies and discusses the main events/key points in a text</i> <i>- Recognises the main elements of the story structure</i></p>	<p>Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. <i>- Choose and talk about a favourite book from a selection</i> <i>- Discuss favourite books.</i></p> <p><b>Poetry</b> Learning to appreciate rhymes and poems and to recite some by heart <i>- Comment on rhyming patterns</i></p> <p><b>Non-fiction</b> <i>- Recognises the main differences between fiction and non-fiction and explain using appropriate terminology</i></p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say: <i>- Speak clearly and confidently in front of others</i> <i>- Listens carefully to what others are saying in group talk</i> <i>- Responds appropriately to what others say in group talk</i> <i>- Prepared to ask relevant questions</i></p> <p>Being encouraged to link what they read or hear to their own experiences <i>- Relate story settings and incidents to own experience</i></p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics N.B. See curriculum map for planned texts and story telling <i>- Begins to identify a range of typical story characters over a range of texts</i> <i>- Makes links between stories and characters</i></p>
<p><b>Word Reading – by the end of year 1:</b></p> <ul style="list-style-type: none"> <li>- Respond speedily with the correct sound for all phonemes in phase 5</li> <li>- Read accurately by blending sounds in unfamiliar words containing phase 5 graphemes</li> <li>- Read words of more than one syllable that contain phase 5 graphemes</li> <li>- Read common exception words for year 1</li> <li>- Read words with contractions and understand that the apostrophe represents omitted letter/s</li> </ul>								

Year 2							Range of texts	Discussions about books, poems and other texts that are read to them and that they can read for themselves:
Reading strategies	Fluency	Understand both the books they can read and those they listen to by:						
		Clarification	Retrieval	Inference	Prediction	Summarisation		
<p>What do you do if you can't read a word? <b>Look at the letters. Make the sounds. Blend the sounds together.</b></p> <p>If it is a long word, remember to: <b>Break the word up into syllables.</b></p> <p>What do you do if you read a sentence and it doesn't make sense? <b>Go back and read it again.</b></p> <p>What if it still doesn't make sense? <b>Read the sentence before, read the sentence after, read all three together.</b></p>	<p>Read most words quickly and accurately, without overt sounding out and blending (except unfamiliar words)</p> <p>Reads at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences.</p> <p>Adapts to fiction, non-fiction and poetic language with growing flexibility</p>	<p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p><i>- Monitors own reading, checking and self-correcting on-the-run</i></p> <p><b>Vocabulary</b> Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p><i>- Explain meaning of new words within the context of what they are reading</i></p> <p><i>- Encourage the use of morphology to work out unknown words</i></p> <p><i>- Identify technical language choices</i></p>	<p>Answering and asking questions</p> <p><i>- Retrieve specific information</i></p> <p><i>- Evaluates the usefulness of information for answering questions</i></p> <p><i>- Locates and talks about information from texts</i></p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p><i>- Uses general knowledge to support reading and make bridging inferences</i></p> <p><i>- Is clear about the audience and purpose of a book</i></p> <p>Making inferences on the basis of what is being said and done</p> <p><i>Types of inference</i></p> <p><i>- Bridging inferences: gap filling and using general knowledge</i></p> <p><i>- Cohesive inferences: simple pronouns (I, he, she, they, it)</i></p> <p><i>- Evaluative inference: about thoughts feelings and actions</i></p>	<p>Predicting what might happen on the basis of what has been read so far</p> <p><i>- Predictive inferences: from what has been read and experience of reading similar books</i></p>	<p>Discussing the sequence of events in books and how items of information are related</p>	<p>Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p><i>- Makes choices about which texts to read based on prior reading experiences; Gives reasons for personal choices</i></p> <p><b>Poetry:</b> 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> <p><b>Non-fiction:</b> Being introduced to non-fiction books that are structured in different ways</p> <p><i>- Compare and contrast different information books – what is the same? What is different?</i></p>	<p>Participate in discussion, taking turns and listening to what others say.</p> <p><i>- Expresses themselves using complete responses</i></p> <p><i>- Asks questions to gain information and to clarify meaning</i></p> <p><i>- Takes turns when talking in pairs or in small groups discussion and offers appropriate comments</i></p> <p>Explain and discuss their understanding</p> <p><i>- Express opinions</i></p> <p><i>- Offer and discuss interpretations</i></p> <p><i>- Summarises information</i></p> <p><i>- Discusses and comments on the structure of the narrative</i></p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales N.B. See curriculum map for planned texts and story telling</p> <p><i>- Compares stories and identifies common themes</i></p> <p>Recognising simple recurring literary language in stories and poetry</p> <p><i>- Identifies and comments on vocabulary and features</i></p> <p>Discussing their favourite words and phrases</p> <p><i>- Identify how vocabulary choice affects meaning</i></p> <p><i>- Locates effective language choices</i></p>
<p><b>Word Reading – by the end of Year 2:</b></p> <ul style="list-style-type: none"> <li>- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>- Read accurately by blending the sounds in words that contain the graphemes taught so far, recognising alternative sounds for graphemes</li> <li>- Read accurately words of two or more syllables containing taught graphemes</li> <li>- Read words containing common suffixes</li> <li>- Read common exception words for year 2</li> </ul>								

Year 3									
Reading strategies	Fluency	Understand both the books they can read and those they listen to by:						Range of texts	Discussions about books, poems and other texts that are read to them and that they can read for themselves:
		Clarification	Retrieval	Inference	Prediction	Summarisation	Evaluation		
<p>What do you do if you can't read a word? <b>Use my phonics.</b> If it is a long word, remember to: <b>Break the word up into syllables.</b></p> <p>What do you do if you read a sentence and it doesn't make sense? <b>Go back and read it again.</b> What if it still doesn't make sense? <b>Read the sentence before, read the sentence after, read all three together and try and work it out.</b></p>	<p>Reads the text consistently with natural rhythm and phrasing reflecting a depth of understanding</p>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - <i>Monitors own reading, checking and self correcting</i> - <i>sustains meaning over several phrases and longer, complex sentences</i></p> <p>Asking questions to improve their understanding of a text</p> <p><b>Vocabulary</b> Use dictionaries to check the meaning of words that they have read</p> <p>Uses knowledge of root words, prefixes and suffixes to understand the meaning of new words</p>	<p>Retrieve and record information from non-fiction - <i>Make use of non-fiction features to find information from the text</i></p>	<p>Drawing inferences and justifying inferences with evidence</p> <p><i>Types of inference</i> - <i>Bridging inferences: gap filling and using knowledge of the wider world</i> - <i>Cohesive inferences: pronouns, conjunctions, adverbials across paragraphs</i> - <i>Evaluative inferences: character's feelings, thoughts and motives from their actions</i></p>	<p>Predict what might happen from details stated and implied</p> <p>- <i>Predictive inferences: from what has been read and experience of reading similar books/ knowing the genre</i></p>	<p>Identifying main ideas drawn from more than one paragraph and summarising these - <i>Summarises the main points from a passage or text</i> - <i>Understands how paragraphs are used to order and build up ideas</i></p>	<p>Identifying how language, structure and presentation contribute to meaning - <i>Analyses the structure and impact of key parts of a text e.g. opening, climatic point, ending</i> - <i>Evaluates the impact of the text on themselves</i></p>	<p>Reading texts/books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including fairy tales, myths and legends and retelling some of these orally</p> <p><b>Poetry</b> Recognising some different forms of poetry (free verse, narrative etc.)</p> <p><b>Non-fiction</b> Retrieve and record information from non-fiction - <i>Identifies the features of different text types</i> - <i>Makes notes from information located in texts</i></p>	<p>Participate in discussion, taking turns and listening to what others say - <i>Show they have listened carefully by asking relevant questions</i> - <i>Develops and explains their ideas giving reasons</i> - <i>Sequences and communicates ideas in an organised and logical way in complete responses, with support</i></p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books - <i>Shows understanding of main points with reference to the text</i> - <i>Explores underlying themes and ideas making clear references to the text</i> - <i>Connects different characters and plots across two or three texts</i></p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Discussing words and phrases that capture the reader's interest and imagination - <i>Identifies where language is used to create mood or build tension</i> - <i>Comments on author's choices</i></p>



Year 4									
Reading strategies	Fluency	Understand both the books they can read and those they listen to by:					Range of texts	Discussions about books, poems and other texts that are read to them and that they can read for themselves:	
		Clarification	Retrieval	Inference	Prediction	Summarisation			Evaluation
<p>What do you do if you can't read a word? <b>Use my phonics.</b> If it is a long word, remember to: <b>Break the word up into syllables.</b></p> <p>What do you do if you read a sentence and it doesn't make sense? <b>Go back and read it again.</b> What if it still doesn't make sense? <b>Read the sentence before, read the sentence after, read all three together and try and work it out.</b></p>	<p>Reads the text consistently with natural rhythm and phrasing reflecting a depth of understanding</p>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - <i>Re-reads and reads ahead to determine meaning</i></p> <p>Asking questions to improve their understanding of a text</p> <p><b>Vocabulary</b> Use dictionaries to check the meaning of words that they have read</p> <p>Uses knowledge of root words, prefixes and suffixes to understand the meaning of new words</p>	<p>Retrieve and record information from non-fiction</p> <p><i>Explicit teaching of scanning – reading rapidly in order to find specific facts</i></p>	<p>Drawing inferences and justifying inferences with evidence - <i>Justify opinions by referring to the text (point + evidence)</i></p> <p><i>Types of inference</i> - <i>Bridging inferences: gap filling and using knowledge of the wider world</i> - <i>Cohesive inferences: pronouns, conjunctions, adverbials across paragraphs</i> - <i>Evaluative inferences: character's feelings, thoughts and motives from their actions</i></p>	<p>Predict what might happen from details stated and implied - <i>Justify by referring to the text (point + evidence)</i></p> <p>- <i>Predictive inferences: from what has been read and experience of reading similar books/knowing the genre</i></p>	<p>Identifying main ideas drawn from more than one paragraph and summarising these - <i>Summarises the main points from a passage or text</i> - <i>Understands the organisation of paragraphs and how they are linked</i></p> <p><i>Explicit teaching of skimming – reading rapidly in order to get a general overview of the material.</i></p>	<p>Identifying how language, structure and presentation contribute to meaning - <i>Explains how varying the length and focus of sentences affects the meaning</i></p>	<p>Reading texts/books that are structured in different ways and reading for a range of purposes - <i>Recognises when a text is not well structured</i></p> <p><b>Poetry</b> Recognising some different forms of poetry (free verse, narrative etc.) - <i>Evaluates poetry, discussing word choice, rhythm and rhyme</i> - <i>Compares and contrasts poems with different structures</i></p> <p>Preparing poems to read aloud and to perform showing understanding through intonation, tone, volume and action</p> <p><b>Non-fiction</b> Retrieve and record information from non-fiction - <i>Recognises fact versus opinion</i> - <i>Identifies structures and features of non-fiction</i> - <i>Interpret information presented as a table or diagram</i> - <i>Identifies formal and informal language and tone</i></p>	<p>Participate in discussion, taking turns and listening to what others say - <i>Show they have listened carefully by asking relevant questions</i> - <i>Develops and explains their ideas giving reasons</i> - <i>Sequences and communicates ideas in an organised and logical way in complete responses, with support</i></p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books - <i>Shows understanding of significant ideas, themes, events and characters</i></p> <p>Increasing their familiarity with a wide range of books, including fairy tales, myths and legends and retelling some of these orally - <i>Identifies features of different fiction genres</i> - <i>Identifies, compares and contrasts plot and characters across a range of texts</i></p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Discussing words and phrases that capture the reader's interest and imagination - <i>Comments on the choice of language to create mood or build tension</i> - <i>Comments on author's choices</i></p>



Year 5									
Reading strategies	Fluency	Understand both the books they can read and those they listen to by:						Range of texts	Discussions about books, poems and other texts that are read to them and that they can read for themselves:
		Clarification	Retrieval	Inference	Prediction	Summarisation	Evaluation		
<p>What do you do if you can't read a word? <b>Use my phonics.</b> If it is a long word, remember to: <b>Break the word up into syllables.</b></p> <p>What do you do if you read a sentence and it doesn't make sense? <b>Go back and read it again.</b> What if it still doesn't make sense? <b>Read the sentence before, read the sentence after, read all three together and try and work it out.</b></p>	<p>Reads the text consistently with natural rhythm, attending to punctuation to enhance meaning and inform intonation.</p> <p>Phrasing of reading aloud should reflect a depth of understanding.</p>	<p>Checking the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <ul style="list-style-type: none"> <li>- Re-read to determine meaning</li> <li>- Visualise</li> <li>- Read on to help with understanding</li> <li>- Ask "what type of word is it?"</li> <li>- Miss out unknown vocabulary</li> </ul> <p>Asking questions to improve their understanding of a text</p> <p><b>Vocabulary</b> - Uses knowledge of word derivation and word formation to infer the meaning of unfamiliar words in context</p>	<p>Retrieve, record and present information from non-fiction</p> <ul style="list-style-type: none"> <li>- Use skimming and scanning for specific information</li> </ul>	<p>Make inferences (such as inferring character's feelings, thoughts and motives from their actions) and justify inferences with evidence (point + evidence + explanation)</p> <p>Use wider experience to help make inferences</p> <p><i>Types of inference</i> - Bridging inferences: gap filling and using knowledge of the wider world - Cohesive inferences: all pronouns, reference chains, conjunctions, adverbials across paragraphs - Evaluative inferences: character's feelings, thoughts and motives from their actions</p>	<p>Predict what might happen from details stated and implied</p> <ul style="list-style-type: none"> <li>- Referring to the evidence in the text (point + evidence + explanation)</li> <li>- Predictive inferences</li> </ul>	<p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p><i>Makes choices about when to use skimming – reading rapidly in order to get a general overview of the material.</i></p>	<p>Identifying how language, structure and presentation contribute to meaning</p> <ul style="list-style-type: none"> <li>- Identifies genre-specific language and phrases</li> <li>- Describes with examples, how the author has chosen a range of vocabulary and structures to convey different moods, feelings and attitudes.</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <ul style="list-style-type: none"> <li>- Comments on expressive, figurative and descriptive language used to create effect</li> <li>- Identifies formal and informal language and tone</li> </ul> <p>Distinguish between statements of fact and opinion</p>	<p>Reading texts/books that are structured in different ways and reading for a range of purposes</p> <p><b>Poetry</b> Learning a wider range of poetry by heart</p> <p>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</p> <p><b>Non-fiction</b> Retrieve, record and present information from non-fiction</p> <ul style="list-style-type: none"> <li>- Recognises ways in which writers present information and points of view in fiction and non-fiction</li> <li>- Use knowledge of non-fiction text types and language features to support understanding</li> </ul>	<p>Participate in discussions, building on their own and others' ideas and challenging views courteously</p> <ul style="list-style-type: none"> <li>- Develops ideas and opinions with relevant detail and justification for their point of view</li> <li>- Builds upon what has been previously stated, keeping a focus on the topic under discussion</li> <li>- Asks questions that are responsive to others' views and ideas</li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>- Adapts spoken language to the audience, purpose and context</li> <li>- Use language and procedures of debating</li> </ul> <p>Continuing to read and discuss an increasingly wide range of texts</p> <ul style="list-style-type: none"> <li>- Shows understanding of significant ideas, themes, events and characters</li> </ul> <p>Increasing their familiarity with a wide range of books, including myths, legends, modern fiction and books from other cultures and traditions</p> <ul style="list-style-type: none"> <li>- Identifies features of different fiction genres (e.g. legends, fantasy etc.)</li> <li>- Evaluates the impact of the text on a variety of readers</li> </ul> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <ul style="list-style-type: none"> <li>- Identify key themes from what they have read</li> <li>- Identify and describe the style of individual writers and poets</li> </ul> <p>Make comparison within and across books</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <ul style="list-style-type: none"> <li>- Integrate as part of AR independent reading sessions</li> <li>- Class library displays</li> </ul>



Year 6									
Reading strategies	Fluency	Understand both the books they can read and those they listen to by:						Range of texts	Discussions about books, poems and other texts that are read to them and that they can read for themselves:
		Clarification	Retrieval	Inference	Prediction	Summarisation	Evaluation		
<p>What do you do if you can't read a word? <b>Use my phonics.</b> If it is a long word, remember to: <b>Break the word up into syllables.</b></p> <p>What do you do if you read a sentence and it doesn't make sense? <b>Go back and read it again.</b> What if it still doesn't make sense? <b>Read the sentence before, read the sentence after, read all three together and try and work it out.</b></p>	<p>Reads the text consistently with natural rhythm, attending to punctuation to enhance meaning and inform intonation.</p> <p>Phrasing of reading aloud should reflect a depth of understanding.</p> <p>When reading aloud, uses body language, facial expression, tone, pitch and volume to engage the listener.</p>	<p>Checking the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <ul style="list-style-type: none"> <li>- Re-read to determine meaning</li> <li>- Visualise</li> <li>- Read on to help with understanding</li> <li>- Ask "what type of word is it?"</li> <li>- Miss out unknown vocabulary</li> </ul> <p>Asking questions to improve their understanding of a text</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Uses knowledge of word derivation and word formation to infer the meaning of unfamiliar words in context</li> </ul>	<p>Retrieve, record and present information from non-fiction</p> <ul style="list-style-type: none"> <li>- Use skimming and scanning for specific information</li> </ul>	<p>Make inferences (such as inferring character's feelings, thoughts and motives from their actions) and justify inferences with evidence</p> <p>(point + evidence + explanation)</p> <p>Uses inference to identify author's viewpoint</p> <p>Makes inferences from across the whole text</p> <p><i>Types of inference</i></p> <ul style="list-style-type: none"> <li>- Bridging inferences: gap filling and using knowledge of the wider world</li> <li>- Cohesive inferences: all pronouns, reference chains, conjunctions, adverbials across paragraphs</li> <li>- Evaluative inferences: character's feelings, thoughts and motives from their actions</li> </ul>	<p>Predict what might happen from details stated and implied</p> <ul style="list-style-type: none"> <li>- Referring to the evidence in the text (point + evidence + explanation)</li> </ul> <p><i>Predictive inferences</i></p>	<p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p><i>Makes choices about when to use skimming – reading rapidly in order to get a general overview of the material.</i></p>	<p>Identifying how language, structure and presentation contribute to meaning</p> <ul style="list-style-type: none"> <li>- Analyses with greater depth how/why the author has chosen a range of vocabulary and structures to convey different moods, feelings and attitudes.</li> <li>- Identifies ways in which authors manipulate structures and language features for effect</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <ul style="list-style-type: none"> <li>- Comments on expressive, figurative and descriptive language used to create effect</li> <li>- Identifies formal and informal language and tone</li> </ul> <p>Distinguish between statements of fact and opinion</p> <ul style="list-style-type: none"> <li>- Recognises authors' viewpoint and attitudes, including bias</li> </ul>	<p>Reading texts/books that are structured in different ways and reading for a range of purposes</p> <p><b>Poetry</b></p> <p>Learning a wider range of poetry by heart</p> <p>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</p> <p><b>Non-fiction</b></p> <p>Retrieve, record and present information from non-fiction</p> <ul style="list-style-type: none"> <li>- Uses a combination of skimming, scanning and text-marking across a range of texts to locate and collate information</li> <li>- Navigates several texts simultaneously to select and compare information</li> <li>- Comments on and compares the language the author has used to convey information</li> </ul>	<p>Participate in discussions, building on their own and others' ideas and challenging views courteously</p> <ul style="list-style-type: none"> <li>- Makes contributions to discussions, evaluating others' ideas and responds appropriately to them</li> <li>- Ask questions to develop ideas and make contributions that take account of others' views</li> <li>- Uses evidence and relevant detail to support own ideas and opinions</li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>- Sustains and argues a point of view in a debate, using formal language of persuasion</li> </ul> <p>Continuing to read and discuss an increasingly wide range of texts</p> <ul style="list-style-type: none"> <li>- Comments on the impact a text has upon the reader using technical terminology and understanding of writerly devices</li> </ul> <p>Increasing their familiarity with a wide range of books, including myths, legends, modern fiction and books from other cultures and traditions</p> <ul style="list-style-type: none"> <li>- Identifies the style of writing including its context and genre</li> <li>- Shows a growing awareness of different structural features and writerly devices and the impact this has on the reader</li> </ul> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <ul style="list-style-type: none"> <li>- Explains the key features, themes and characters across a range of texts</li> </ul> <p>Make comparison within and across books</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <ul style="list-style-type: none"> <li>- Declares and justifies personal preferences for writers and text-types</li> <li>- Integrate as part of AR independent reading sessions</li> <li>- Class library displays</li> </ul>