

# Word Reading and Comprehension Progression Overview

## St. Mary's Catholic Primary School



EYFS		
Reading – Word reading		
	Objectives– 3-4, Rec, Early Learning Goals	What should be seen in the classroom?
<b>Phonics and decoding</b>	<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To understand the five key concepts of print.</p> <p>To hear and say the initial sound in words.</p> <p>Read individual letters by saying the sounds for the.</p> <p>Blend sounds into words, so that they can read short words of known letter-sound correspondences.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet, and at least 10 digraphs.</p> <p>Read aloud simple sentences and books consistent with their phonic knowledge.</p>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>-Phonological awareness – tracking and end of year expectations</li> <li>-Phase 1 phonics activities</li> <li>-Storytelling, songs and rhymes</li> <li>-Daily story time.</li> </ul>
		<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- Phonics teaching that is tracked within the Little Wandle Framework (6 weekly assessments)</li> <li>-Catch up sessions for pupils falling behind</li> <li>-Storytelling, songs and rhymes</li> <li>-Daily story time</li> <li>-Daily high frequency words</li> <li>-Regular reading sessions with books appropriate to the reading age of the group which include targeted sounds they are developing and ones they can recognise.</li> </ul>
<b>Common Exception Words/ HFW</b>	<p>To read some common exception words.</p>	
<b>Fluency</b>	<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (holds books the correct way up and turns pages).</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>Join in with well-known or repeated phrases in stories which are read to them.</p> <p>To begin to read words and simple sentences.</p> <p>To read and understand simple sentences.</p> <p>Decode and blend CVC and CCVC words.</p>	



EYFS

Reading - Comprehension

Skills	Objectives – 3-4, Rec, Early Learning Goals	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?
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	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.	
<b>Question Examples</b>		
Vocabulary	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.	What does this word mean?
Inference	To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events. Children can infer meaning about characters' feelings using pictures and verbally link these to their own experience.	(Looking at pictures) What might they be feeling? How do you know?
Prediction	Make suggestions about what might happen next or how a story might end based on events so far. Innovate stories through role play.	What might happen at the end of the story? What might happen in the story? What might happen next?
Retrieval	Children can answer simple recall questions about stories.	What did you find out? What can you see on the front cover?
Sequence	To begin to be aware of the way stories are structured. To follow a story without pictures or props. Children can recall and order key events from the text. Children use a story line or narrative in their role play.	Can you order these parts of the story? What happened first, next....?



## Year 1

### Year 1 National Curriculum Statements – Reading Comprehension

#### Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- being encouraged to link what they read or hear read to their own experiences.
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- recognizing and joining in with predictable phrases.
- learning to appreciate rhymes and poems, and to recite some by heart.
- discussing word meanings, linking new meanings to those already known.

#### Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher.
- checking that the text makes sense to them as they read and correcting inaccurate reading.
- discussing the significance of the titles and events.
- making inferences on the basis of what is being said and done.
- predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- explain clearly their understanding of what is read to them.

### Suggested Activities

- Model and demonstrate directionality and correct book handling.
- Relate spoken words to written words in context.
- Encourage children to act out parts of the story and retell the story in their own words.
- Transcribe the children's oral responses into written ones.
- Jump in – encourage children to continue the story to the end of the punctuation in a known story.
- Choral reading – encourage children to read as a group.
- Allow children to discuss in partners or read together.

### What should be seen in the classroom?

- Model reading strategies – re-reading for clarity and understanding.
- Whole class guided reading 4 x a week.
- Use of VIPERS.
- Friday Favourites.
- Daily storytime.
- Daily individual reading for pp children 1:1.
- Ample opportunities to discuss in partners/read together.

## Year 1

### Key Reading Skills

		Suggested Question Stems
<b>Year 1- Vocabulary</b>	<ul style="list-style-type: none"> <li>- Discuss word meanings, linking new meanings to those already known.</li> <li>- Draw upon knowledge of vocabulary in order to understand the text.</li> <li>- Join in with predictable phrases.</li> <li>- Use vocabulary given by the teacher.</li> <li>- Discuss his/her favourite words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• What does the word.....mean in this sentence?</li> <li>• Find and copy a word which means .....</li> <li>• What does this word or phrase tell you about .....</li> <li>• Which word do you think is the most important? Why?</li> <li>• Which of the words best describes the character or setting?</li> <li>• Can you think of any other words the author could have used to describe this?</li> <li>• Why do you think.....is repeated in the story?</li> </ul>
<b>Year 1 – Inference</b>	<ul style="list-style-type: none"> <li>- Make basis inferences about characters' feelings by using what they say as evidence.</li> <li>- Infer basic points with direct reference to the pictures and words in the text.</li> <li>- Discuss the significance of the title and events.</li> <li>- Demonstrate simple inference from the text based on what is said and done.</li> </ul>	<ul style="list-style-type: none"> <li>• Why was.....feeling.....?</li> <li>• Why did .....happen?</li> <li>• Why did..... say.....?</li> <li>• When/where do you think...?</li> <li>• What do you think the author intended when they said.....?</li> <li>• How does.....make you feel?</li> </ul>
<b>Year 1 – Prediction</b>	<ul style="list-style-type: none"> <li>- Predict what might happen on the basis of what has been read so far in terms of story, character and plot.</li> <li>- Make simple predictions based on the story and on their own life experience.</li> <li>- Begin to explain these ideas verbally or through pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the book cover/blurb –what do you think this book will be about?</li> <li>• What do you think will happen next? What makes you think this?</li> <li>• Who do you think has done it?</li> <li>• What is happening? What do you think happened before? What do you think will happen after? Can you draw what might happen next?</li> <li>• What do you think the last paragraph suggests? What will happen next?</li> </ul>
<b>Year 1 – Explanation</b>	<ul style="list-style-type: none"> <li>- Give an opinion including likes and dislikes.</li> <li>- Link what they have read/heard to their own experiences.</li> <li>- Explain clearly their understanding of what has been read to them.</li> <li>- Express views about events or characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Who is your favourite character? Why?</li> <li>• Why do you think all the main characters are girls in this book?</li> <li>• Would you like to live in this setting? Why/why not?</li> <li>• Is there anything you would change about this story?</li> <li>• Do you like this text? What do you like about it?</li> </ul>
<b>Year 1 – Retrieval</b>	<ul style="list-style-type: none"> <li>- Answer a question about what has just happened in a story.</li> <li>- Develop their knowledge of retrieval through images.</li> <li>- Recognise characters, events, titles and information.</li> <li>- Recognise differences between fiction and non-fiction texts.</li> <li>- Retrieve information by finding a few key words.</li> <li>- Contribute ideas and thoughts in a discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• What kind of text is this? How do you know?</li> <li>• Who/Where/When did.....?</li> <li>• What happened when.....? What happened to.....?</li> <li>• Why did ..... happen?</li> <li>• How did.....? How many.....?</li> </ul>
<b>Year 1 – Sequence</b>	<ul style="list-style-type: none"> <li>- retell familiar stories orally e.g. traditional tales.</li> <li>- sequence the events of a story they are familiar with.</li> <li>- begin to discuss how events are linked.</li> </ul>	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after/before .....</li> <li>• How/where did the story start?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> </ul>

## Year 2

### Year 2 National Curriculum Statements – Reading Comprehension

#### Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
- discussing the sequence of events in books and how items of information are related.
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- being introduced to non-fiction books that are structured in different ways.
- recognising simple recurring literary language in stories and poetry.
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- discussing their favourite words and phrases.
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

#### Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher.
- checking that the text makes sense to them as they read and correcting inaccurate reading.
- making inferences on the basis of what is being said and done.
- answering and asking questions.
- predicting what might happen on the basis of what has been read so far.
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

### Suggested Activities

- Relate spoken words to written words in context.
- Encourage children to retell parts of the story from memory.
- Transcribe the children's oral responses into written ones and model structures for answering questions.
- Always ask the children to explain their responses to questions – how do you know?
- Jump in - encourage children to continue the story to the end of the punctuation in a known story.
- Choral reading – encourage children to read as a group or popcorn ideas to questions asking for deeper responses, when needed.
- Ask children to become Reading Detectives and search for clues within texts.

### What should be seen in the classroom?

- Model reading strategies – re-reading for clarity and understanding.
- Whole class guided reading 3 x a week.
- Use of VIPERS.
- Friday Favourites.
- Daily storytime.
- Daily individual reading for pp children 1:1.
- Ample opportunities to discuss in partners/read together.

## Year 2

### Key Reading Skills

Year 2		Suggested Question Stems
<b>Year 2 – Vocabulary</b>	<ul style="list-style-type: none"> <li>- Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>- Discuss their favourite words and phrases.</li> <li>- Recognise some recurring language in stories and poems.</li> </ul>	<ul style="list-style-type: none"> <li>• What does the word.....mean in this sentence?</li> <li>• Find and copy a word which means .....</li> <li>• Can you find a noun/adjective/verb which tells you that...?</li> <li>• Which other word on this page means that same as...?</li> <li>• Which of the words best describes...?</li> <li>• Can you think of any other words the author could have used to describe this?</li> <li>• Why do you think.....is repeated in this section?</li> </ul>
<b>Year 2 – Inference</b>	<ul style="list-style-type: none"> <li>- Make inferences about characters' feelings on the basis of what is being said and done.</li> <li>- Infer basic points and begin, with support, to pick up on subtler references.</li> <li>- Answer and ask questions and modify answers as the story progresses.</li> <li>- Use pictures or words to make inferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Why was.....feeling.....?</li> <li>• Why do you think...?</li> <li>• Why did..... say.....?</li> <li>• Can you explain why.....?</li> <li>• What do you think the author intended when they said.....?</li> <li>• How does.....make you feel?</li> </ul>
<b>Year 2 – Prediction</b>	<ul style="list-style-type: none"> <li>- Predict what might happen on the basis of what has been read in terms of plot, character and language so far.</li> <li>- Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the book cover/blurb –what do you think this book will be about? Why?</li> <li>• What do you think will happen next? What makes you think this?</li> <li>• How does the choice of character or setting affect what will happen next?</li> <li>• What is happening? What do you think happened before? What do you think will happen after?</li> <li>• What do you think the last paragraph suggests? What will happen next?</li> </ul>
<b>Year 2 – Explanation</b>	<ul style="list-style-type: none"> <li>- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> <li>- Express their own views about a book or a poem.</li> <li>- Discuss some similarities between books.</li> <li>- Listen to the opinion of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Who is your favourite character? Why?</li> <li>• What is similar/different about the two characters?</li> <li>• Would you like to live in this setting? Why/why not?</li> <li>• What would you do if you were...?</li> <li>• Do you like this text? What do you like about it?</li> </ul>
<b>Year 2 – Retrieval</b>	<ul style="list-style-type: none"> <li>- Independently read and answer simple questions about what they have just read.</li> <li>- Ask and answer retrieval questions.</li> <li>- Draw on previously taught knowledge.</li> <li>- Remember significant events and key information about a text.</li> <li>- Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read.</li> </ul>	<ul style="list-style-type: none"> <li>• What kind of text is this?</li> <li>• Who did.....? Where did.....? When did.....?</li> <li>• What happened when.....?</li> <li>• Why did ..... happen?</li> <li>• How did.....?</li> <li>• Which is your favourite/worst/funniest/scariest part of the story?</li> </ul>
<b>Year 2 – Sequence</b>	<ul style="list-style-type: none"> <li>- Discuss the sequence of events in books and how items of information are related.</li> <li>- Retell using a wide range of story language.</li> <li>- Order events from the text.</li> <li>- Begin to discuss how events are linked focusing on the main content of the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• What is the dilemma in this story?</li> <li>• Can you summarise the story in 3 sentences?</li> </ul>

## Year 3

Year 3 National Curriculum Statements – Reading Comprehension	Suggested Activities
<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>- reading books that are structured in different ways and reading for a range of purposes.</li> <li>- using dictionaries to check the meaning of words that they have read.</li> <li>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>- identifying themes and conventions in a wide range of books. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>- discussing words and phrases that capture the reader’s interest and imagination.</li> <li>- recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <ul style="list-style-type: none"> <li>- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>- asking questions to improve their understanding of a text.</li> <li>- drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>- predicting what might happen from details stated and implied.</li> <li>- identifying main ideas drawn from more than one paragraph and summarising these.</li> <li>- identifying how language, structure, and presentation contribute to meaning.</li> <li>- retrieve and record information from non-fiction.</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Transcribe the children’s oral responses into written ones and model structures for answering questions.</li> <li>- Always ask the children to explain their responses to questions – how do you know?</li> <li>- Model creating story maps of events and speech bubbles to demonstrate characters’ actions, thoughts and feelings.</li> <li>- Relate the text type back to the writing the children have completed.</li> <li>- Model how to construct a summary of a text.</li> <li>- Jump in - encourage children to continue the story to the end of the punctuation in a known story.</li> <li>- Choral reading – encourage children to read as a group or popcorn ideas to questions asking for deeper responses after initial response.</li> <li>- Allow children to discuss in partners or read together.</li> <li>- Ask children to become Reading Detectives and search for clues within texts.</li> </ul>
	<p style="text-align: center;"><b>What should be seen in classrooms?</b></p> <ul style="list-style-type: none"> <li>- Model reading strategies – re-reading for clarity and understanding.</li> <li>- Whole class guided reading 3 x a week.</li> <li>- Use of VIPERS.</li> <li>- Friday Favourites.</li> <li>- Daily storytime.</li> <li>- Daily individual reading for pp children 1:1.</li> <li>- Ample opportunities to discuss in partners/read together.</li> </ul>



## Year 3

### Key Reading Skills

		Suggested Question Stems
<b>Year 3 - Vocabulary</b>	<ul style="list-style-type: none"> <li>-Use dictionaries to check the meaning of words that they have read.</li> <li>-Children begin to find the meaning of new words using substitution within a sentence.</li> <li>- Discuss words that capture the reader’s interest or imagination.</li> <li>- Identify how language choices help to build meaning.</li> </ul>	<ul style="list-style-type: none"> <li>· What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>· What effect has the author created? How does it make you feel?</li> <li>· What other words/phrases could the author have used here?</li> <li>· Find one word in the text which means.....</li> <li>· Find and highlight the word that is closest in meaning to.....</li> <li>· Find a word or phrase which shows/suggests that.....</li> </ul>
<b>Year 3 – Inference</b>	<ul style="list-style-type: none"> <li>-Ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.</li> <li>- Children can infer characters’ feelings, thoughts and motives from their stated actions.</li> <li>- Justify inferences by referencing specific points in the text.</li> <li>- Make inferences about actions or events.</li> </ul>	<ul style="list-style-type: none"> <li>· Find and copy a group of words which show that...</li> <li>· How do these words make the reader feel? How does this paragraph suggest this?</li> <li>· How do the descriptions of ..... show that they are ..... ?</li> <li>· How can you tell that..... ?</li> <li>· What impression of ..... do you get from these paragraphs?</li> <li>· How does this description show that they are...?</li> <li>· What was .... thinking when..... ?</li> <li>· Who is telling the story?</li> </ul>
<b>Year 3 – Prediction</b>	<ul style="list-style-type: none"> <li>-Justify predictions using evidence from the text.</li> <li>-Use relevant prior knowledge to make and justify predictions.</li> <li>-Use details from the text to form further predictions.</li> </ul>	<ul style="list-style-type: none"> <li>· Can you think of another story with a similar theme?</li> <li>-Which stories have openings like this?</li> <li>- Do you think that this story will develop in the same way?</li> <li>- Do you think the setting will have an impact on the plot moving forward?</li> <li>- What do you think happened before/after this?</li> </ul>
<b>Year 3 - Explanation</b>	<ul style="list-style-type: none"> <li>-Discuss words and phrases that capture the reader’s interest and imagination</li> <li>-Identify how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>· Why is the text arranged in this way?</li> <li>· What structures has the author used?</li> <li>· What is the purpose of this text feature?</li> <li>· Is the use of ..... effective?</li> <li>· The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>· What is the author’s point of view?</li> <li>· What effect does ..... have on the audience?</li> <li>· How does the author engage the reader here?</li> <li>· Which words and phrases did ..... effectively?</li> <li>· Which section was the most interesting/exciting part?</li> </ul>
<b>Year 3 - Retrieval</b>	<ul style="list-style-type: none"> <li>Children begin to learn the skill of skim and scan to retrieve details.</li> <li>Children begin to use quotations from the text.</li> </ul>	<ul style="list-style-type: none"> <li>How would you describe this story/text? What genre is it? How do you know?</li> <li>· How did...? How often...? Who had...? Who is...? Who did...?</li> <li>· What happened to...?</li> <li>· What does.... do?</li> <li>· How ..... is .....?</li> <li>· What can you learn about ..... from this section?</li> <li>· Give one example of.....</li> <li>· The story is told from whose perspective?</li> </ul>
<b>Year 3 - Sequence/ Summarise</b>	<ul style="list-style-type: none"> <li>-Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>-Children begin to distinguish between the important and less important information in a text. They are able to give a brief verbal summary and teachers begin to model this in written form.</li> </ul>	<ul style="list-style-type: none"> <li>· Can you number these events 1-5 in the order that they happened?</li> <li>· What happened after .....?</li> <li>· What was the first thing that happened in the story?</li> <li>· Can you summarise in a sentence the opening/middle/end of the story?</li> </ul>





**Year 4**

**Reading – Word reading**

Skills	Objectives	Suggested Activities
<p><b>Phonics and decoding</b></p>	<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>	<ul style="list-style-type: none"> <li>- Model structures for answering questions.</li> <li>- Always ask the children to explain their responses to questions – how do you know?</li> <li>- Model creating story maps of events and speech bubbles to demonstrate characters’ actions, thoughts and feelings.</li> <li>- Relate the text type back to the writing the children have completed.</li> <li>- Model how to construct a summary of a text.</li> <li>- Choral reading – encourage children to read as a group or popcorn ideas to questions asking for deeper responses after initial response.</li> <li>- Allow children to discuss in partners or read together.</li> <li>- Ask children to become Reading Detectives and search for clues within texts.</li> <li>- Provide the children with evidence from the text and give them the opportunity to explain what this tells us.</li> <li>- Role on the wall – character portraits based on textual evidence.</li> </ul>
<p><b>Common Exception Words</b></p>	<p>To read Y3/4 common exception words</p>	
<p><b>Fluency</b></p>	<p>Children can read silently and aloud, reading fluently enough to gain the meaning from the text, re-reading where necessary. Children can use expression confidently when reading aloud.</p>	

**Year 4**

**Reading - Comprehension**

Skills	Objectives	What should be seen in the classroom?
<b>Understanding</b>	-Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context -Ask questions to improve their understanding of a text -Identify main ideas drawn from more than one paragraph and summarise these	<ul style="list-style-type: none"> <li>- Whole class reading 3 x a week.</li> <li>- Use of VIPERS.</li> <li>- Friday Favourites.</li> <li>- Daily storytime.</li> <li>- Daily individual reading for pp children 1:1.</li> <li>- Model reading strategies – re-reading for clarity and understanding.</li> </ul>
<b>Connecting and becoming familiar with texts</b>	-Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally -Identify themes and conventions in a wide range of books -Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -Read 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	
<b>Non Fiction</b>	Retrieve and record information from non-fiction	
<b>Poetry and Performance</b>	-Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -Recognise some different forms of poetry	
<b>Question Stems</b>		
<b>Vocabulary</b>	-Use dictionaries to check the meaning of words that they have read. Children find the meaning of new words using the context of the sentence. Children link new words to other words they already know.	<ul style="list-style-type: none"> <li>· What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>· Which word tells you that....?</li> <li>· Which keyword tells you about the character/setting/mood?</li> <li>· Find one word in the text which means.....</li> <li>· Find and highlight the word that is closest in meaning to.....</li> <li>· Find a word or phrase which shows/suggests that.....</li> </ul>
<b>Inference</b>	-To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives. -Children will consolidate the skill of justifying inferences using specific reference points in the text.	<ul style="list-style-type: none"> <li>· Find and copy a group of words which show that...</li> <li>· How do these words make the reader feel? How does this paragraph suggest this?</li> <li>· How do the descriptions of ..... show that they are ..... ?</li> <li>· How can you tell that..... ?</li> <li>· What impression of ..... do you get from these paragraphs?</li> <li>· What voice might these characters use?</li> <li>· What was .... thinking when..... ?</li> <li>· Who is telling the story?</li> </ul>

<b>Prediction</b>	<p>-To justify predictions using evidence from the text.</p> <p>-Children use relevant prior knowledge as well as details from the text to form predictions and to justify them.</p> <p>-They are taught to monitor these predictions and compare them with the text as they read on.</p>	<ul style="list-style-type: none"> <li>· From the cover what do you think this text is going to be about?</li> <li>· What is happening now? What happened before this? What will happen after?</li> <li>· What does this paragraph suggest will happen next? What makes you think this?</li> <li>· Do you think the choice of setting will influence how the plot develops?</li> <li>· Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>
<b>Explanation</b>	<p>-Discuss words and phrases that capture the reader's interest and imagination</p> <p>-Identify how language, structure, and presentation contribute to meaning</p>	<ul style="list-style-type: none"> <li>· Why is the text arranged in this way?</li> <li>· What structures has the author used?</li> <li>· What is the purpose of this text feature?</li> <li>· Is the use of ..... effective?</li> <li>· The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>· What is the author's point of view?</li> <li>· What effect does ..... have on the audience?</li> <li>· How does the author engage the reader here?</li> <li>· Which words and phrases did ..... effectively?</li> <li>· Which section was the most interesting/exciting part?</li> <li>· How are these sections linked?</li> </ul>
<b>Retrieval</b>	<p>To retrieve and record information from a fiction text.</p> <p>Children confidently skim and scan to record details, using relevant quotes to support their answers to questions.</p>	<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> <li>· How did...? How often...? Who had...? Who is...? Who did....?</li> <li>· What happened to...?</li> <li>· What does.... do?</li> <li>· How ..... is .....?</li> <li>· What can you learn about ..... from this section?</li> <li>· Give one example of.....</li> <li>· The story is told from whose perspective?</li> </ul>
<b>Sequence/ Summarise</b>	<p>-Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>-Children able to write a brief summary of main points, identifying and using important information.</p>	<ul style="list-style-type: none"> <li>· Can you number these events 1-5 in the order that they happened?</li> <li>· What happened after .....?</li> <li>· What was the first thing that happened in the story?</li> <li>· Can you summarise in a sentence the opening/middle/end of the story?</li> <li>· In what order do these chapter</li> </ul>

**Year 5**

**Reading – Word reading**

Skills	Objectives	Suggested Activities
<p><b>Phonics and decoding</b></p>	<p>-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>	<ul style="list-style-type: none"> <li>- Model structures for answering questions.</li> <li>- Always ask the children to explain their responses to questions – how do you know?</li> <li>- Model creating story maps of events and speech bubbles to demonstrate characters’ actions, thoughts and feelings.</li> <li>- Refine written summaries e.g. summarise in two sentences, summarise in 20 words, etc.</li> <li>- Choral reading – encourage children to read as a group or popcorn ideas to questions asking for deeper responses after initial response.</li> <li>- Allow children to discuss in partners or read together.</li> <li>- Ask children to search for clues within texts to support given statements.</li> <li>- Provide the children with evidence from the text and give them the opportunity to explain what this tells us.</li> <li>- Role on the wall – character portraits based on textual evidence.</li> <li>- Give children opportunities to compare texts with those previously read.</li> </ul>
<p><b>Common Exception Words</b></p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	
<p><b>Fluency</b></p>	<p>Children can read silently, they recognise words automatically and group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.</p>	



**Year 5**

**Reading - Comprehension**

Skills	Objectives	What should be seen in the classroom?
<b>Understanding</b>	-Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context -Ask questions to improve their understanding -Provide reasoned justifications for their view	-Daily individual reading for pp children 1:1 -Daily story time - Friday Favourites -Whole class guided reading 3 x a week -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 - Use of VIPERS to teach reading skills. - Ample opportunities to discuss in partners/read together.
<b>Connecting and becoming familiar with texts</b>	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes Make comparisons within and across book Increase 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 Identify and discuss themes and conventions in and across a wide range of writing	
<b>Non Fiction</b>	Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction.	
<b>Poetry and Performance</b>	Learn 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.	
<b>Question Stems</b>		
<b>Vocabulary</b>	Children read around a word and explore its meaning in the broader context of a section or paragraph.	<ul style="list-style-type: none"> <li>· What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>· Which word tells you that....?</li> <li>· Which keyword tells you about the character/setting/mood?</li> <li>· Find one word in the text which means.....</li> <li>· Find and highlight the word that is closest in meaning to.....</li> <li>· Find a word or phrase which shows/suggests that.....</li> </ul>
<b>Inference</b>	Children make inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.	<ul style="list-style-type: none"> <li>· Find and copy a group of words which show that...</li> <li>· How do these words make the reader feel? How does this paragraph suggest this?</li> <li>· How do the descriptions of ..... show that they are ..... ?</li> </ul>



	Children can give one or two pieces of evidence to support the point they are making. They begin to draw evidence from more than one place across a text.	<ul style="list-style-type: none"> <li>· How can you tell that..... ?</li> <li>· What impression of ..... do you get from these paragraphs?</li> <li>· What voice might these characters use?</li> <li>· What was .... thinking when..... ?</li> <li>· Who is telling the story?</li> </ul>
<b>Prediction</b>	Predictions are supported by relevant evidence from the text. Children confirm and modify predictions as they read on.	<ul style="list-style-type: none"> <li>· From the cover what do you think this text is going to be about?</li> <li>· What is happening now? What happened before this? What will happen after?</li> <li>· What does this paragraph suggest will happen next? What makes you think this?</li> <li>· Do you think the choice of setting will influence how the plot develops?</li> <li>· Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>
<b>Explanation</b>	<ul style="list-style-type: none"> <li>-Identify how language, structure and presentation contribute to meaning</li> <li>-Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>-Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> </ul>	<ul style="list-style-type: none"> <li>· Why is the text arranged in this way?</li> <li>· What structures has the author used?</li> <li>· What is the purpose of this text feature?</li> <li>· Is the use of ..... effective?</li> <li>· The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>· What is the author's point of view?</li> <li>· What effect does ..... have on the audience?</li> <li>· How does the author engage the reader here?</li> <li>· Which words and phrases did ..... effectively?</li> <li>· Which section was the most interesting/exciting part?</li> <li>· How are these sections linked?</li> </ul>
<b>Retrieval</b>	Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. They use evidence from across larger sections of text.	<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> <li>· How did...? How often...? Who had...? Who is...? Who did....?</li> <li>· What happened to...?</li> <li>· What does.... do?</li> <li>· How ..... is .....?</li> <li>· What can you learn about ..... from this section?</li> <li>· Give one example of.....</li> <li>· The story is told from whose perspective?</li> </ul>
<b>Sequence/ Summarise</b>	Children are able to summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. Children make connections between information across the text and this information is written in their summaries.	<ul style="list-style-type: none"> <li>· Can you number these events 1-5 in the order that they happened?</li> <li>· What happened after .....?</li> <li>· What was the first thing that happened in the story?</li> <li>· Can you summarise in a sentence the opening/middle/end of the story?</li> <li>· In what order do these chapter</li> </ul>

## Year 6

### Reading – Word reading

Skills	Objectives	Suggested Activities
<b>Phonics and decoding</b>	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	<ul style="list-style-type: none"> <li>- Model structures for answering questions.</li> <li>- Always ask the children to explain their responses to questions – how do you know?</li> <li>- Model creating story maps of events and speech bubbles to demonstrate characters’ actions, thoughts and feelings.</li> <li>- Refine written summaries e.g. summarise in two sentences, summarise in 20 words, etc.</li> <li>- Choral reading – encourage children to read as a group or popcorn ideas to questions asking for deeper responses after initial response.</li> <li>- Allow children to discuss in partners or read together.</li> <li>- Ask children to search for clues within texts to support given statements.</li> <li>- Provide the children with evidence from the text and give them the opportunity to explain what this tells us.</li> <li>- Role on the wall – character portraits based on textual evidence.</li> <li>- Give children opportunities to compare texts with those previously read.</li> </ul>
<b>Common Exception Words</b>	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
<b>Fluency</b>	Children can read silently, they recognise words automatically and group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.	



**Year 6**

**Reading - Comprehension**

Skills	Objectives	What should be seen in the classroom?
<b>Understanding</b>	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding	<ul style="list-style-type: none"> <li>- Daily individual reading for pp children 1:1</li> <li>-Daily story time</li> <li>- Friday Favourites</li> <li>- Whole class guided reading 3 x a week</li> <li>-Recommending books that they have read to their peers, giving reasons for their choices</li> <li>-Participate in discussions about books, building on their own and others’ ideas and challenging views courteously</li> <li>- Use of VIPERS to teach reading skills.</li> <li>- Ample opportunities to discuss in partners/read together.</li> </ul>
<b>Connecting and becoming familiar with texts</b>	<ul style="list-style-type: none"> <li>-Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>-Read books that are structured in different ways and reading for a range of purposes</li> <li>-Make comparisons within and across book</li> <li>-Increase 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</li> <li>-Identify and discuss themes and conventions in and across a wide range of writing</li> </ul>	
<b>Non Fiction</b>	<ul style="list-style-type: none"> <li>-Distinguish between statements of fact and opinion</li> <li>- Retrieve, record and present information from nonfiction</li> </ul>	
<b>Poetry and Performance</b>	-Learn 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.	
<b>Question Stems</b>		
<b>Vocabulary</b>	Children read ‘around the word’ and independently explore its meaning in the broader context of a section or paragraph.	<ul style="list-style-type: none"> <li>· What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>· Which word tells you that....?</li> <li>· Which keyword tells you about the character/setting/mood?</li> <li>· Find one word in the text which means.....</li> <li>· Find and highlight the word that is closest in meaning to.....</li> <li>· Find a word or phrase which shows/suggests that.....</li> </ul>
<b>Inference</b>	<ul style="list-style-type: none"> <li>-Children can draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with more than one piece of evidence.</li> <li>- They can draw evidence from different places across the text.</li> <li>- To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> </ul>	<ul style="list-style-type: none"> <li>· Find and copy a group of words which show that...</li> <li>· How do these words make the reader feel? How does this paragraph suggest this?</li> <li>· How do the descriptions of ..... show that they are ..... ?</li> <li>· How can you tell that..... ?</li> <li>· What impression of ..... do you get from these paragraphs?</li> <li>· What voice might these characters use?</li> </ul>



		<ul style="list-style-type: none"> <li>· What was .... thinking when..... ?</li> <li>· Who is telling the story?</li> </ul>
<b>Prediction</b>	Predictions are supported by relevant evidence from the text. Children confirm and modify predictions in light of new information.	<ul style="list-style-type: none"> <li>· From the cover what do you think this text is going to be about?</li> <li>· What is happening now? What happened before this? What will happen after?</li> <li>· What does this paragraph suggest will happen next? What makes you think this?</li> <li>· Do you think the choice of setting will influence how the plot develops?</li> <li>· Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>
<b>Explanation</b>	<ul style="list-style-type: none"> <li>-Identify how language, structure and presentation contribute to meaning</li> <li>-Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>· Why is the text arranged in this way?</li> <li>· What structures has the author used?</li> <li>· What is the purpose of this text feature?</li> <li>· Is the use of ..... effective?</li> <li>· The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>· What is the author's point of view?</li> <li>· What effect does ..... have on the audience?</li> <li>· How does the author engage the reader here?</li> <li>· Which words and phrases did ..... effectively?</li> <li>· Which section was the most interesting/exciting part?</li> <li>· How are these sections linked?</li> </ul>
<b>Retrieval</b>	Children confidently skim and scan and also use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts.	<ul style="list-style-type: none"> <li>How would you describe this story/text? What genre is it? How do you know?</li> <li>· How did...? How often...? Who had...? Who is...? Who did....?</li> <li>· What happened to...?</li> <li>· What does.... do?</li> <li>· How ..... is .....?</li> <li>· What can you learn about ..... from this section?</li> <li>· Give one example of.....</li> <li>· The story is told from whose perspective?</li> </ul>
<b>Sequence/ Summarise</b>	Children summarise information from across a text and link information by analyzing and evaluating ideas between sections of text.	<ul style="list-style-type: none"> <li>· Can you number these events 1-5 in the order that they happened?</li> <li>· What happened after .....?</li> <li>· What was the first thing that happened in the story?</li> <li>· Can you summarise in a sentence the opening/middle/end of the story?</li> <li>· In what order do these chapter</li> </ul>