



St Bartholomew's C of E Primary School - **Reading Progression**

At St. Bartholomew's Church of England Primary School, reading is an integral part of our curriculum. We all know that English is a vital way of communicating. English is at the heart of all children's learning. It enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order, meaning and appreciation of the world around them. A platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Reading and writing are central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive. Through speaking and listening, reading and writing children learn to express themselves creatively and imaginatively and communicate with others effectively.

It is our intention that our children acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. Through cultivating the behaviours that they will need to be discerning readers as they read frequently and widely using self-regulation strategies and discuss what they read. We strive to ensure that all our children receive a well-rounded learning experience when reading, speaking and listening which will equip them with the fundamental tool to have **'Roots to Grow and Wings to Fly'**. We aim to ensure that every child becomes a reader, a writer and confident speaker through promoting a love for reading for all ages. It is our intention to immerse our children in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination through our book rich curriculum.

Reading:

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as 'extreme importance since through it pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p13) Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13). Schools are expected to have access to library facilities and support and encourage reading at home.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Our aims:

Pupils learn to read easily and fluently through daily phonics in EYFS and Key Stage One, regular guided reading with adults in school, carefully planned 'read aloud' sessions, wide opportunities for reading for pleasure and across the curriculum and an incentives to read at home.

The daily, rigorous phonics sessions in EYFS and Key Stage 1 follow the 'Unlocking Letters and Sounds' revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

Pupils are encouraged to read widely, through our use of differing class texts, library visits and high quality attractive reading corners and books in classrooms.

Pupils in EYFS and Key Stage One, have the opportunity to take home 'Bed time books' which are maybe above their independent reading level but are intended to be shared with an adult at home to nurture reading for pleasure.

Pupils are encouraged to read for pleasure through quiet reading time, listening to an adult read aloud and the various methods outlined above.

Pupils also have regular opportunities across the curriculum to practise their reading skills (e.g. to retrieve information) and comprehension is assessed in a formal way as per our assessment cycle.

Pupils are exposed to a range of carefully chosen texts during their school career.

Key Stage Two pupils, who are struggling with reading or making slow progress, are given daily interventions (e.g. precision teaching).

Reading Offer:

Year group	Phonics (EYFS/ KS1) or SPAG lesson (KS2)	Guided Reading	Read aloud to by an adult	Book to share at home for pleasure
EYFS	20 minutes Daily + precision teaching intervention if needed.	Twice per week	Daily	Daily
Year 1	20 minutes Daily + precision teaching intervention if needed.	Daily	Daily	Daily
Year 2	20 minutes Daily + precision teaching intervention if needed.	Daily	Daily	Daily
Year 3	20 minutes Daily	Daily	Daily	Daily
Year 4	20 minutes Daily	Daily	Daily	Daily
Year 5	20 minutes Daily	Daily	Daily	Daily
Year 6	20 minutes Daily	Daily	Daily	Daily

Developing a love of reading:

We have a dedicated library area and each class in the school has a collection of books within their reading corner.

We set up visits from authors and poets.

There is lots of talk and discussion about reading in a variety of contexts, both formal and informal.

We take part in the Ilminster Literary Poetry Recital competition and Young Voices, public speaking competition each year. We have school Book Fairs, we encourage our children to take part in the Library Summer Reading Challenge and we also celebrate World Book Day with a particular focus.

We have a range texts celebrating diversity in all its forms, which are shared regularly with our children. For example, during Lockdown 2021, the Head Teacher used these during virtual worships. They are regularly used during interventions such as ELSA.

Our ELSA and nurture provision use high quality texts.

Children are expected to read at home at least three times a week. These texts are carefully chosen to enable children to practise their fluency. All children have a digital reading records to keep a record of what they are reading which moves with them throughout their school life. Reading at home is monitored very systematically by staff who liaise directly with parents if it is not happening. Staff communicate through the digital Reading Journal recording when Guided Reading takes place and the focus. In younger classes, adults will also communicate what books children are reading and how they are responding to texts at school.

EYFS and Key Stage 1 hold parent, carer phonics and reading workshops during the Autumn Term.

Assessment:

Staff assess pupils learning during every Guided Reading session, they adapt their practice accordingly and keep session notes on guided reading assessment sheets.

Formal assessments of reading and reading ages is carried out in both Key Stage 1 and 2, termly. The results are analysed and inform next steps in learning, target setting for children and a teacher's future planning.

Children's reading progress is discussed with parents and carers at parent and carer meetings in the autumn, spring and summer term. A full written report is sent to parents and carers in the summer term. However, teachers keep parents and carers regularly updated through informal processes.

All staff attend moderation sessions within school and within the Crewkerne, Ilminster and School Partnership (CISP) across the year. During COVID this took place via TEAMS. St Bartholomew's also attends the Local Authority Moderation sessions.

Children's progress in English is assessed using nationally prescribed tests with the Phonics Screening test taking place at the end of Year 1 as well as the end of Key Stage 1 SATS and teacher assessment.

Reading is monitored half termly by the key stage leaders. The Head Teacher and SENDCo hold termly pupil progress meetings with teachers. Areas for development lead into staff training, interventions and the school SEF, development plan and performance management.

Professional development:

The English Leader has undertaken a 5 day reading leader professional development course (2021). The English Leader attends termly update meetings and reports back to all staff.

Throughout the year, staff training needs are identified and training needed is put in place.

Staff are expected to attend relevant courses during the school year.

All staff have had 'Unlocking Letters and Sounds' training, guided reading training, precision teaching and assisted blending training.

Moderation takes place internally, within the Crewkerne and Ilminster School Partnership (CISP) and as part of Local Authority planned events.

Evidence of moderation is kept by the subject leader.

Specific groups:

Analysis of English achievement is carried out termly by the assessment leader and the English leaders, pupils who are slow moving or making little or no progress are discussed in pupil progress meetings (PPMs) and plans made.

Reading scrutiny takes place half termly, including the phase leaders reading with the bottom 20% and check reading book bands.

Formative assessment takes place during every reading interaction.

Pupils with EAL are given additional support in all aspects of English, if necessary.

Pupils who are gifted and talented receive additional support and challenge tasks.

Pupils with a SEND need in cognition and learning will have English based targets on their care plan. These are reviewed termly.

Children will read books that are well-matched to their phonic knowledge and will read books that are fully decodable until they have mastered all phonic phases. Teachers assess reading progress frequently and books selected for home reading will be texts that the children can read at an 'independent' level e.g. at least 95% accuracy.

Band colour	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lilac	Phase 2 Set 1-5						
Red	Phase 3 Set 6-11						
Yellow	Phase 4 Set 12 expected at end of EYFS						
Blue		Phase 5a					
Green		Phase 5b					
Orange		Phase 5c					
Turquoise							
Purple							
Gold							
White			Expected by end of Y2				
Lime							
Brown				Expected by end of year 3			
Grey					Expected by end of year 4		
Free Reader							Expected by end of year 6

EYFS		
Reading – Word reading		
	Objectives	What should be seen in the classroom?
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Phonics and decoding</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">30 – 50 months</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">40 – 60 months</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Early Learning Goals</p>	<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p style="text-align: center;">Reception</p> <ul style="list-style-type: none"> -Phonics teaching, using Unlocking Letters and Sounds demonstrates clear progression to age related expectations. Phase 2-5 -Assessment of Phonics through Phonics Tracker. -Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. (children are grouped for reading and texts and are adjusted for children working below their age) -Storytelling, songs and rhymes -Daily 'read aloud' including the key texts progression. -Daily wicked words. -For some, daily individual reading with books appropriate to the reading age of the child which include targeted sounds they are developing and can recognise. - Those making better than expected progress begin to read Year 1 common exception words.

<p>Common Exceptionn Words/HFW</p>	<p>To read some common irregular words.</p>	<p>Phonics teaching, using Unlocking Letters and Sounds that is tracked to age related expectations. Phase 3-5 -Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. (children are grouped for reading and texts are adjusted for children working below their age)</p> <ul style="list-style-type: none"> - Assessment of Phonics, High Frequency words are regularly updated on Phonics Tracker. -Storytelling, songs and rhymes -Daily story time -Daily action words. -Daily individual reading with books appropriate to the reading age of the child which include targeted phonemes they are developing and can recognise. - Those making better than expected progress begin to read Year 1 common exception words.
<p>Fluency 30 – 50 months 40 – 60 months Early Learning Goals</p>	<p>To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as own name and advertising logos. To look and handle books independently (holds books the correct way up and turns pages). To ascribe meanings to marks that they see in different places.To begin to break the flow of speech into words. To begin to read words and simple sentences. To read and understand simple sentences.</p>	

EYFS		
Reading - Comprehension		
Skills	Objectives - 30 – 50 months , 40 – 60 months , Early Learning Goals	What should be seen in the classroom?
Understanding and Understanding	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.	<u>Enjoyment</u> <ul style="list-style-type: none"> Exciting and engaging books are chosen as a stimulus for learning across the curriculum. Daily 'read aloud books' provides an opportunity for children to experience a wide range of high quality picture books, poems and rhymes. Children are given the opportunity to immerse themselves in texts through role play, dressing up, "Helicopter Stories" and retelling of stories using puppets, masks etc. We welcome a team of parent volunteers into school who read 1:1 with children and promote a love of reading.
Connecting and becoming	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.	
		<u>Fluency</u> <ul style="list-style-type: none"> Children develop their phonics skills through a systematic and rigorous daily phonics programme 'Unlocking Letters and Sounds'. Teachers regularly assess and track each child's progress in phonics and, where a child is identified as falling behind, personalised intervention is put in place to enable every child to catch up.

- Sight vocabulary is taught and practised daily and children are encouraged to practise reading these words at home. Certificates are awarded to children who have mastered each phase of sight words.
- Once a week, every child will read 1:1, or in a group with either the class teacher or class teaching assistant.
- During this reading session, the member of staff will focus on application of phonics skills and reading of sight vocabulary in context using our decodable reading scheme.

Comprehension

- Through class texts, and daily read aloud texts, teachers will develop comprehension skills through book talk and expert questioning.
- During 1:1 or group reading sessions the children will also develop their comprehension skills including being able to retell and make predictions.

Assessment

- Teachers regularly monitor a child's reading progress through phonics and guided reading sessions. Each child will have at least one 1:1 session a term where the class teacher assesses the child's reading level for home practice.
- Strong assessment for learning is in place in phonics sessions and each child's progress is

		<p>tracked and monitored termly and held on Phonics Tracker. Where, a child is identified as falling behind, they will receive extra intervention.</p> <ul style="list-style-type: none"> • Comprehension is assessed through oral questioning and responses, either in whole class reading sessions, small group reading or during 1:1 reading.
		Question Examples
Vocabulary	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	What does this word mean?
Inference	<p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	(Looking at pictures) What might they be feeling? How do you know?
Prediction	<p>To anticipate key events and phrases in rhymes and stories.</p> <p>To suggest how a story might end.</p>	What might happen at the end of the story? What might happen in the story? What might happen next?
Retrieval	To describe main story settings, events and principal characters.	What did you find out? What can you see on the front cover?
Sequence	<p>To begin to be aware of the way stories are structured.</p> <p>To follow a story without pictures or props.</p>	Can you order these parts of the story? What happened first, next....?

Year 1		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	<p>To apply phonic knowledge to decode words</p> <p>To speedily read all 40+ letters/groups for 40+ phonemes</p> <p>To read accurately by blending taught GPC</p> <p>To read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>To read multi-syllable words containing taught Grapheme Phoneme Correspondences (GPCs).</p> <p>To read contractions and understanding use of apostrophe</p> <p>To read aloud phonically-decodable text</p>	<p>-Phonics teaching, using Unlocking Letters and Sounds that is tracked to age related expectations. Assessment is then on Phonics Tracker to track the children's progress.</p> <p>-Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on.</p> <p>-Storytelling, songs and rhymes</p> <p>-Daily individual reading for the bottom 20% of children with books appropriate to the reading age of the child after benchmarking which include targeted sounds they are developing and can recognise and tracked on Phonics Tracker.</p>
Common Exception Words/ HFW	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>- Daily read alouds.</p> <p>- Book corners and areas where children can read independently or with an adult</p> <p>-Daily High Frequency Words and Common Exception Words.</p> <p>-Daily individual reading if required</p> <p>-Hear questions being asked to children</p>
Fluency	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>Throughout reading both whole class, groups and individual.</p> <p>- Interventions such as; assisted blending, precision teaching, targeted phoneme sessions for bespoke groups, Flashcards</p>

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

Year 1		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding and correcting inaccuracies	To check that a text makes sense to them as they read and to self- correct. To draw on what they already know or on background information and vocabulary provided by the teacher. To explain clearly their understanding of what is read to them.	<u>Enjoyment</u> <ul style="list-style-type: none"> - Exciting and engaging books are chosen as a stimulus for learning across the curriculum. - Daily 'read alouds' also provides an opportunity for children to experience a comprehension wide range of high quality fiction, poetry and non-fiction texts. - Children are given the opportunity to immerse themselves in texts through role play, - Children in KS1 will be exposed to longer chapter books and will be encouraged to develop their stamina for listening to, and reading, longer texts.
	Connecting and becoming familiar with To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. To recognise and join in with predictable phrases participate in discussion about what is read to them, taking turns and listening to what others say	
Non Fiction	To discuss features and layout.	<u>Fluency</u> <ul style="list-style-type: none"> - Children continue to develop their phonics skills through a systematic and rigorous daily phonics programme 'Unlocking Letters and Sounds'. - Teachers regularly assess and track each child's progress in phonics through Phonic Tracker and, where a child is identified as falling behind, personalised intervention is put in place to enable every child to keep up. - Guided reading sessions will have a targeted phonic and word recognition focus (Children will work with an adult for at least three of these sessions) - Children are given books from the Phonics Bug scheme, for independent reading, until their decoding skills are sufficiently secure to move onto the colour bands. During Guided Reading the children will use Collins Big Cat books. - As the children become more expert at decoding and word recognition, the emphasis of the reading session will shift to application of these skills in a more fluent manner.
Poetry and Performance	Learning to appreciate rhymes and poems, and to recite some by heart	

Comprehension

- Through class texts, and daily read aloud texts, teachers will develop comprehension skills through book talk and expert questioning.
- In guided reading sessions, children are explicitly taught how to answer; vocabulary, prediction, retrieval, sequencing and inference questions.

Assessment

- Teachers regularly monitor child's reading fluency progress through guided reading sessions. Phonemes, High Frequency words and Common Exception Words are regularly updated on Phonics Tracker.
- Through the use of Phonics assessment, Phonics Tracker and Teacher Assessment, children will be assessed during guided reading sessions which will inform their phonic phase book.
- Comprehension is assessed through oral questioning and responses, either in whole class reading sessions or guided groups. It is also assessed through more formal written responses to questions in comprehension sessions or written responses during English lessons (e.g. a character description/making links to prior reading).
- PIRA testing will be used to support teacher judgement when assessing attainment and progress over the year.

		Question Stems
<p>Vocabulary</p>	<p>Discussing word meanings, linking new meanings to those already known.</p>	<ul style="list-style-type: none"> • What does the word.....mean in this sentence? • Find and copy a word which means.... • What does this word or phrase tell you about • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think... .. is repeated in this section?
<p>Inference</p>	<p>Discussing the significance of the title and events making inferences on the basis of what is being said and done to work out how the character is feeling.</p> <p>Developing inference through use of picture and speech as clues.</p> <p>To use words from the text as clues to work out the basic meaning.</p> <p>To begin to pick up on more subtle references.</p> <p>To begin to check their own understanding by asking questions.</p>	<ul style="list-style-type: none"> • Why was.....feeling..... ? • Why didhappen? • Why did..... say..... ? • Can you explain why..... ? • What do you think the author intended when they said....? • How does...make you feel?

Prediction	Predicting what might happen on the basis of what has been read so far	<ul style="list-style-type: none">• Look at the book cover/blurb –what do you think this book will be about?• What do you think will happen next? What makes you think this?• How does the choice of character or setting affect what will happen next?• What is happening? What do you think happened before? What do you think will happen after?• What do you think the last paragraph suggests? What will happen next?
Explanation		<ul style="list-style-type: none">• Who is your favourite character? Why?• Why do you think all the main characters are girls in this book?• Would you like to live in this setting? Why/why not?• Is there anything you would change about this story?• Do you like this text? What do you like about it?
Retrieval	To develop their knowledge of retrieval through images.	<ul style="list-style-type: none">• What kind of text is this?• Who did....?• Where did....?• When did...?• What happened when..?• Why did... happen?• How did.....?• How many ?• What happened to.....?

Sequence	To retell familiar stories orally. To sequence the events of a story they are familiar with	<ul style="list-style-type: none">• Can you number these events 1-5 in the order that they happened?• What happened after?• What was the first thing that happened in the story?• Can you summarise in a sentence the opening/middle/end of the story?• In what order do these chapter headings come in the story?• Sequence the key events in the story
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Year 2		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	<p>To secure phonic decoding until reading is fluent.</p> <p>To read accurately by blending, including alternative sounds for graphemes.</p> <p>To read multi-syllable words containing these graphemes</p> <p>To read common suffixes.</p> <p>To read exception words, noting unusual correspondences.</p> <p>To read most words quickly & accurately without overt sounding and blending.</p>	<ul style="list-style-type: none"> -Phonics teaching, using unlocking Letters and Sounds that is tracked to age related expectations. - Assessment of phonics regularly updated on Phonics Tracker. -Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. -Daily high frequency words and Common Exception words for Year 1 and Year 2. -Daily individual reading if required. - Daily read alouds. -Hear questions being asked to children throughout reading both whole class and individual. - Assisted blending for some. - Targeted bespoke sessions to fill gaps through teacher assessment and the use of Phonics Tracker. - Flashcards for some - Precision Teaching for some
Common Exception Words/HFW	<p>To read Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	
Fluency	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	

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

Year 2		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding and correcting inaccuracies	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>*Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>*Checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p><u>Enjoyment</u></p> <ul style="list-style-type: none"> - Exciting and engaging books are chosen as a stimulus for learning across the curriculum. - Daily 'read alouds' also provides an opportunity for children to experience a comprehension wide range of high quality fiction, poetry and non-fiction texts. - Children in KS1 will be exposed to longer chapter books and will be encouraged to develop their stamina for listening to, and reading, longer texts.
Connecting and becoming familiar with texts	<p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Recognising simple recurring literary language in stories and poetry.</p> <p>*Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say.</p>	<p><u>Fluency</u></p> <ul style="list-style-type: none"> - Children will continue to master their phonic and word recognition skills. They are also taught to read more challenging words containing a range of different prefixes and suffixes. - Through daily guided reading, children will receive targeted fluency teaching where there will be a focus on reading with automaticity, pace and expression. - Children are challenged to read at an appropriate pace. - Where a child has not met the expected phonics standard at the end of year 1, they will receive daily phonics intervention and targeted guided reading throughout year 2 so that they can become secure in their Grapheme to Phoneme correspondence (GPCs) and decoding skills.
Non Fiction	<p>Being introduced to non-fiction books that are structured in different ways.</p>	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Through class texts, and daily 'read alouds', teachers will develop comprehension skills through book talk and expert questioning. Children will also have opportunities, in English

		<p>lessons, to develop written responses to texts and characters.</p> <ul style="list-style-type: none">- Alongside this, there will be a more formal and structured weekly comprehension session where the children will be taught explicit comprehension skills. The comprehension in these sessions may be based around a whole picture book, a short extract or a follow up activity based on the book from their guided reading session.- Children will be taught to record responses to comprehension question more formally in preparation for their end of KS1 statutory assessments. <p><u>Assessment</u></p> <ul style="list-style-type: none">- Teachers regularly monitor child's reading fluency progress through guided reading sessions.- Through the use of Phonics assessment, Phonics Tracker and Teacher Assessment, children will be assessed during guided reading sessions which will inform their phonic phase book.- Comprehension is assessed through oral questioning and responses, either in whole class reading sessions or guided groups. It is also assessed through more formal written responses to questions in comprehension sessions or written responses during English lessons (e.g. a character description/making links to prior reading).- PIRA testing will be used to support teacher judgement when assessing attainment and progress over the year.- Non statutory reading assessment takes place in Term 5.
Poetry and Performance	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	

		Question Stems
Vocabulary	<p>*Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>*Discussing their favourite words and phrases.</p>	<ul style="list-style-type: none"> • What does the word...mean in this...sentence? • Find and copy a word which means • What does this word or phrase tell you about..... ? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think.....is repeated in this section?
Inference	<p>Applying inference through use of picture and speech as clues.</p> <p>To use words from the text as clues to work out the basic meaning.</p> <p>Developing picking up on more subtle references.</p> <p>Developing in checking their own understanding by asking questions.</p>	<ul style="list-style-type: none"> • Why was...feeling..... ? • Why did... happen? • Why did..... say • Can you explain why... ..? • What do you think the author intended when they said... .. ? • How does... ..make you feel?
Prediction	<p>*Predicting what might happen on the basis of what has been read so far.</p>	<ul style="list-style-type: none"> • Look at the book cover/blurb –what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests? What will happen next?

Explanation	*Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	<ul style="list-style-type: none">• Who is your favourite character? Why?• Why do you think all the main characters are girls in this book?• Would you like to live in this setting? Why/why not?• Is there anything you would change about this story?• Do you like this text? What do you like about it?
Retrieval	Asking and answering retrieval questions.	<ul style="list-style-type: none">• What kind of text is this?• Who did....?• Where did....?• When did....?• What happened when..?• Why did...happen?• How did..... ?• How many..... ?• What happened to.....?
Sequence	To discuss the sequence of events in books and how items of information are related.	<ul style="list-style-type: none">• Can you number these events 1-5 in the order that they happened?• What happened after?• What was the first thing that happened in the story?• Can you summarise in a sentence the opening/middle/end of the story?• In what order do these chapter headings come in the story?• Sequence the key events in the story

Year 3		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-,anti-and auto-to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation,-ly, -ous, -ture, -sure, -sion,-tion, -ssion and -cian, to begin to read aloud.*</p>	<ul style="list-style-type: none"> -Phonics teaching, for the children who did not pass Year 1 phonics screen or the re-take in Y2 of Phonics screening and those working below ARE for year 3. -Tracking of these children on Phonics Tracker. -Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being challenged. -Daily individual reading if required; - Flashcards for some - Precision Teaching for some. - Teaching of High Frequency Words reading as a sight word.
Common Exception	To read Y3/4 common exception words.	
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

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

Year 3		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding	<ul style="list-style-type: none"> *Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. *Asking questions to improve their understanding of a text. *Identifying main ideas drawn from more than one paragraph and summarising these. 	<p><u>Enjoyment</u></p> <ul style="list-style-type: none"> -Daily individual reading for some -Daily 'read aloud' for guided reading lessons - A wide range of texts are chosen as a stimulus for learning across the curriculum. In Year 3/4, children will be exposed to increasingly challenging chapter books and a continuing range of genres to broaden their reading experiences.
Connecting and becoming familiar with texts	<ul style="list-style-type: none"> *Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. *Asking questions to improve their understanding of a text. *Increasing their familiarity with a wide range of books, including fairy stories and retelling some of these orally. *Identifying themes and conventions in a wide range of books. *Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. *Reading books that are structured in different ways and reading for a range of purposes. *Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<p><u>Fluency</u></p> <ul style="list-style-type: none"> - Guided reading takes place daily with a focus on vocabulary, fluency, retrieval and inference, prediction and explanation and summarising. On Fridays the children will apply these taught skills through a whole class reading comprehension session. - All children will have appropriately matched colour band books (reading at independent level 95% accuracy) or the KS1 reading scheme if working well below ARE. - Where children are working significantly below year group expectations, they will receive extra intervention to secure decoding and fluency skills and reading books which match their phonic ability this will be delivered through precision teaching and differentiated guided reading tasks. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Through class texts, teachers and teaching assistants will develop comprehension skills through book talk and expert questioning. - Children will also have opportunities, in English lessons, to develop

Non Fiction	*Retrieve and record information from non-fiction.	<p>written responses to texts and characters and engage in vocabulary enrichment activities.</p> <ul style="list-style-type: none">- Alongside this, there will be a more formal and structured weekly comprehension session where the children will be taught explicit comprehension skills.- The comprehension in these sessions will be based on the read aloud books for that term. Guided reading will be based on a selection of different genres; Fiction, Non-Fiction and poetry.- Children will be taught to record responses to comprehension questions more formally in preparation for key stage 2 SATS. <p><u>Assessment</u></p> <ul style="list-style-type: none">- Teachers regularly monitor a child's reading fluency progress through guided reading sessions and sharing written work.- Teachers will regularly review children's reading levels and will adjust the book band when needed.- Where a child is still using phonics as a prime approach to reading, they must still receive specific phonics/word recognition provision and their progress should be tracked. Home Learning will be in the Phonic phase they are currently working on.- Comprehension is assessed through oral questioning and responses, either in whole class reading sessions or guided groups. It is also assessed through more formal written responses to questions in guided reading sessions or written responses during English lessons (e.g. a character description/making links to prior reading).- Phonic Tracker used to assess and record progress with Common Exception Words and set year group reading/spelling list.- PIRA testing will be used to support teacher judgement when assessing attainment and progress over the year.
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<p>Poetry and Performance</p>	<p>*Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. *Recognising some different forms of poetry.</p>	
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		Question Stems
<p>Vocabulary</p>	<p>*Using dictionaries to check the meaning of words that they have read.</p> <p>Dictionary work will be regularly introduced through guided reading sessions in order to support and assist the child to become independent.</p> <p>*Staff will identify and teach specific vocabulary for the text, to ensure children's understanding.</p>	<ul style="list-style-type: none"> • What do the words and...suggest about the character, setting and mood? • Which word tells you that ? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... • What word could you use to replace. . . . ?
<p>Inference</p>	<p>* To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, motives and intentions.</p> <p>To use what they have to help them understand why certain actions and events have occurred. An example of this; I know that George tricked his friends because they were being unkind to him and leaving him out of the games.</p>	<ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are.....? • How can you tell that ? • What impression of...do you get from these paragraphs? • What voice might these characters use? • What was thinking when.....? • Who is telling the story? • What clues are there in the text to show that.... ?

<p>Prediction</p>	<p>* To justify predictions using evidence from the text.</p>	<ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
<p>Explanation</p>	<p>*Discussing words and phrases that capture the reader's interest and imagination. *Identifying how language, structure, and presentation contribute to meaning.</p>	<ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of...effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does...have on the audience? • How does the author engage the reader here? • Which words and phrases did...effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
<p>Retrieval</p>	<p>To retrieve and record information from a fiction text.</p>	<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> • How did...? How often...? Who had...? Who is...? Who did? • What happened to ? • What does...do? • How is ? • What can you learn about...from this section? • Give one example of..... • The story is told from whose perspective? How do you know?

Sequence/ summaries	*Identifying main ideas drawn from more than one paragraph and summarising these.	<ul style="list-style-type: none">• Number these events 1-5 in the correct order happened?• What happened after ?• What was the first thing that happened in the story?• Can you summarise in a sentence the opening/middle/end of the story?• In what order do these chapters appear?
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Year 4		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<ul style="list-style-type: none"> -Daily individual reading for some -Daily read alouds. -Differentiated groups, whereby any child below their reading age is having intervention, through precision teaching and focused intervention -children working above expected are challenged accordingly Phonics Tracker updated regularly as an assessment and progress tool - Flashcards for some - Precision Teaching for some -Teaching of High Frequency Words reading as a sight word.
Common Exception Words	To read Y3/4 common exception words	
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

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

Year 4		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding	<ul style="list-style-type: none"> *Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. *Asking questions to improve their understanding of a text. *Identifying main ideas drawn from more than one paragraph and summarising these. 	<p><u>Enjoyment</u></p> <ul style="list-style-type: none"> -Daily individual reading for some / daily guided reading taught skills. -Daily 'read alouds' used for shared reading and guided reading sessions - A wide range of books are chosen as a stimulus for learning across the curriculum. In Year 3/4, children will be exposed to increasingly challenging chapter books and a range of genres to broaden their reading experiences. <p><u>Fluency</u></p> <ul style="list-style-type: none"> - Guided reading takes place daily with a focus on vocabulary, fluency, retrieval and inference, prediction and explanation and summarising. On Fridays the children will apply these taught skills through a whole class reading comprehension session. - Most children will by now be 'free readers' and choosing to read books from the school collection or home or local library. Where children are not yet at this level, they will have appropriately matched colour band books (reading at independent level 95% accuracy) for home practice. - Where children are working significantly below year group expectations, they will receive extra focused intervention to secure decoding and fluency skills on appropriate phonic phase. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Through class texts, teachers will develop comprehension skills through book talk and expert questioning. - Children will also have opportunities, in English lessons, to develop written responses to texts and characters and engage in vocabulary enrichment activities. - Guided reading takes place daily with a focus on vocabulary, fluency, retrieval and inference, prediction and explanation and summarising. On Fridays the children will apply these taught skills through a whole class reading comprehension session. Children will be taught to record responses to comprehension questions more formally.
Connecting and becoming familiar with texts.	<ul style="list-style-type: none"> *Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. *Asking questions to improve their understanding of a text. *Increasing their familiarity with a wide range of books, including myths and legends, and retelling some of these orally. *Identifying themes and conventions in a wide range of books. *Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. *Reading books that are structured in different ways and reading for a range of purposes. *Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	
Non Fiction	<ul style="list-style-type: none"> *Retrieve and record information from non-fiction. 	

		<p><u>Assessment</u></p> <ul style="list-style-type: none">- Teachers regularly monitor a child's reading fluency progress through taught guided reading sessions.- Every child, who is still reading at lime level or below, will have at least one 1:1 session every half term where the class teacher assesses the child's reading level for a colour band for home reading. These children will also receive differentiated guided reading lessons to ensure gaps are filled.- Where a child is still using phonics as a prime approach to reading, they must still receive specific phonics/word recognition provision and their progress should be tracked termly and recorded on Phonics Tracker.- Comprehension is assessed through oral questioning and responses, either in whole class reading sessions or guided groups. It is also assessed through more formal written responses to questions in comprehension sessions or written responses during English lessons (e.g. a character description/making links to prior reading).- PIRA testing will be used to support teacher judgement when assessing attainment and progress over the year.- Regularly updating Phonics Tracker with KS2 new taught phonemes, Common Exception words and reading and spelling lists.
Poetry and Performance	*preparing poems and play scripts to read aloud and toperform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	

		Question Stems
Vocabulary	*Using dictionaries to check the meaning of words that they have read.	<ul style="list-style-type: none"> • What do the words and...suggest about the character, setting and mood? • Which word tells you that ? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... • What word could you use to replace.....? • Find this word in the dictionary. • Create your own dictionary definition for the word.....
Inference	* To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	<ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are..... ? • How can you tell that ? • What impression of...do you get from these paragraphs? • What voice might these characters use? • What was ... thinking when.....? • Who is telling the story? • How can you tell from the text that... ? • How is the character feeling at this moment? How do you know? • What clues are there in the text to suggest.....
Prediction	* To justify predictions using evidence from the text.	<ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

<p>Explanation</p>	<p>*Discussing words and phrases that capture the reader's interest and imagination. *Identifying how language, structure, and presentation contribute to meaning.</p>	<ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of....effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does...have on the audience? • How does the author engage the reader here? • Which words and phrases did...effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
<p>Retrieval</p>	<p>To retrieve and record information from a fiction text.</p>	<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> • How did...? How often...? Who had...? Who is...? Who did? • What happened to ? • What does..... do? • How is ? • What can you learn about...from this section? • Give one example of..... • The story is told from whose perspective?
<p>Sequence/ summaries</p>	<p>*Identifying main ideas drawn from more than one paragraph and summarising these.</p>	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happen? • What happened after ? • What do you think might have happened before this? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapters appear?

Year 5		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	*Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	-Daily individual reading for some -Daily Read Alouds used for class reading and guided reading sessions -Differentiated groups, for children working below ARE with precision teaching and focused intervention where required -Flashcards for some -Teaching of High Frequency Words reading as a sight word. -Progress checked and recorded on Phonics Tracker
Common Exception Words	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

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

Year 5		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding	<ul style="list-style-type: none"> * Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. *Asking questions to improve their understanding *Provide reasoned justifications for their view. 	<p><u>Enjoyment</u></p> <ul style="list-style-type: none"> -Daily individual reading for some / daily guided reading -Daily 'read alouds' used for class reading and guided reading sessions - A wide range of books are chosen as a stimulus for learning across the curriculum. In Year 3/4, children will be exposed to increasingly challenging chapter books and a range of genres to broaden their reading experiences.
Connecting And Becoming familiar with texts	<ul style="list-style-type: none"> *Continuing to read and discuss an increasingly widerange of fiction, poetry, plays, non-fiction and reference books or textbooks. *Reading books that are structured in different waysand reading for a range of purposes. *Making comparisons within and across book. *Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. *Identifying and discussing themes and conventions inand across a wide range of writing. 	<p><u>Fluency</u></p> <ul style="list-style-type: none"> - Every child will receive a targeted guided reading session (at least once a week) where there will be a focus on reading fluency. Teachers will model and demonstrate expectations - Most children will by now be 'free readers' and choosing to read books from the school collection or home or local library. Where children are not yet at this level, they will have appropriately matched colour band books (reading at independent level 95% accuracy) for home practice. - Children working significantly below ARE will receive additional support and intervention to secure decoding and fluency skills where required. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Through class texts, teachers will develop comprehension skills through book talk and expert questioning.
Non-Fiction	<ul style="list-style-type: none"> *Distinguish between statements of fact and opinion. *Retrieve, record and present information fromnonfiction. 	<ul style="list-style-type: none"> - Children will be provided with opportunities, in English lessons, to develop written responses to texts and characters and engage in vocabulary enrichment activities. - Formal and structured weekly comprehension sessions will be taught explicit to support comprehension skills. The comprehension in these sessions may be based around a whole picture book or using short

<p>Poetry and Performance</p>	<p>*Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p>extracts for children working significantly below ARE.</p> <ul style="list-style-type: none"> - Children will be taught to record responses to comprehension questions more formally in preparation for KS2 SATS. <p><u>Assessment</u></p> <ul style="list-style-type: none"> - Teachers regularly monitor a child's reading fluency progress through guided reading sessions and individual reading sessions where required - Where a child is not yet a free reader, they will have at least one 1:1 session a half term where the class teacher assesses the child's reading level for a colour band for home reading this will be recorded on Boom Reader. - Where a child is still using phonics as a prime approach to reading, they must still receive specific phonics/word recognition provision and their progress should be tracked termly which will be regularly updated on Phonics Tracker. - Comprehension is assessed through oral questioning and responses, either in whole class reading sessions or guided groups. It is also assessed through more formal written responses to questions in comprehension sessions or written responses during English lessons (e.g. a character description/making links to prior reading). - PIRA testing will be used to support teacher judgement when assessing attainment and progress over the year. This will be replaced with a previous SATS paper in the Summer term. - Regularly updating Phonics Tracker with KS2 new taught phonemes, Common Exception words and reading and spelling lists.
		<p>Question Stems</p>
<p>Vocabulary</p>		<ul style="list-style-type: none"> • What do the words and... suggest about the character,

		<p>setting and mood?</p> <ul style="list-style-type: none"> • Which word tells you that ? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... Find a word or phrase which shows/suggests that.....
<p>Inference</p>	<p>To begin to discuss and describe the characters feelings, thoughts and motives. Drawing on how these change and develop by using subtle clues, giving more than on piece of evidence.</p> <p>To explain actions, moods and events that have occurred using clues from the text.</p> <p>Recognise figurative language as evidence to further support ideas about the text.</p>	<ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are ? • How can you tell that ? • What impression of...do you get from these paragraphs? • What voice might these characters use? • What was thinking when.....? • Who is telling the story?
<p>Prediction</p>	<p>*Predicting what might happen from details stated and implied.</p>	<ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? <p>Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</p>
<p>Explanation</p>	<p>*Identifying how language, structure and presentation contribute to meaning</p> <p>*Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>*Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p>	<ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of...effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does...have on the audience?

		<ul style="list-style-type: none"> • How does the author engage the reader here? • Which words and phrases did...effectively? • Which section was the most interesting/exciting part? • How are these sections linked? • How can you sum up the story in no more than 5 sentences. • Write your own blurb for this story.
Retrieval		<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> • How did...? How often...? Who had...? Who is...? Who did ? • What happened to ? • What does...do? • What can you learn about...from this section? • Give one example of.....The story is told from whose perspective?
Sequence/ summaries	*Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after ? • What was the first thing that happened in the story? <p>Can you summarise in a sentence the opening/middle/end of the story?</p> <ul style="list-style-type: none"> • How can you sum up the story in no more than 5 sentences. • Write your own blurb for this story.

Year 6		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	*Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	<ul style="list-style-type: none"> -Daily individual reading for some - Daily Read Aloud within class book share and Guided Reading sessions - Regularly updating Phonics Tracker with KS2 new taught phonemes, Common Exception words and reading and spelling lists. -Differentiated groups, to challenge those working above and provide further support for those working below ARE - Flashcards for some - Precision Teaching for some -Recommending books that they have read to their peers, giving reasons for their choices – book reviews -Participate in discussions about books, building on their own and others' ideas and challenging views courteously - Reading embedded across the curriculum
Common Exception Words	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

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

Year 6		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding	<p>* Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>*Asking questions to improve their understanding.</p>	<p><u>Enjoyment</u></p> <ul style="list-style-type: none"> -Daily individual reading for some / daily guided reading for whole class -Daily 'read alouds' used within class share as well as class Guided Reading sessions - A wide range of books are chosen as a stimulus for learning across the curriculum. In Year 5/6, children will be exposed to increasingly challenging and thought provoking chapter books and a range of genres to broaden their reading experiences.
<p>Connecting and becoming familiar with texts</p> <p>and becoming</p>	<p>*Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>*Reading books that are structured in different ways and reading for a range of purposes.</p> <p>*Making comparisons within and across book.</p> <p>*Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>*Identifying and discussing themes and conventions in and across a wide range of writing.</p>	<p><u>Fluency</u></p> <ul style="list-style-type: none"> - Whole Class focused guided reading session for vocabulary, fluency, prosody, retrieval, inference, explanation, prediction and summarising. - Most children will by now be 'free readers' and choosing to read books from the school collection, home or local library. Where children are not yet at this level, they will have appropriately matched colour band books (reading at independent level 95% accuracy) for home practice. - Children who are working below ARE receive precision teaching and differentiated guided reading sessions - Where children are working significantly below year group expectations, they will receive additional intervention to secure decoding and fluency skills. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Using class texts, teachers will develop comprehension skills through book talk and expert questioning. - Alongside this, there will be a more formal and structured weekly comprehension session where the children will be taught explicit comprehension skills at an increasingly challenging level. Children will have opportunities to explore developing and answering questions in a wide range of forms: text based responses, mark scheme reference and photo based inference. The comprehension in these sessions may be based around a whole book or short extracts and are often delivered in a SATS format to assist children prepare for end of KS2 assessments. - Teachers will use the reading comprehension progression document to ensure that

		<p>pitch is appropriate and challenging. Questions within sessions do not need to be solely focused on one particular content domain but the focus of the lesson must be clear and assessable against a specific objective.</p> <ul style="list-style-type: none">-Children have opportunities, in English lessons, to develop written responses to texts and characters and engage in vocabulary enrichment activities.- Children will be taught to record responses to comprehension questions more formally to prepare for KS2 SATS.
Non Fiction	<p>*Distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction.</p>	<p><u>Assessment</u></p> <ul style="list-style-type: none">- Teachers regularly monitor a child's reading skills progress through guided reading sessions. There will also be a more formal assessment at the end of each term.- Where a child is not yet a free reader, they will have at least one 1:1 session a half term where the class teacher assesses the child's reading level for a colour band for home reading.- Where a child is still using phonics as a prime approach to reading, they must still receive specific phonics/word recognition provision and their progress should be tracked termly which will be regularly updated on Phonics Tracker.- Comprehension is assessed through oral questioning and responses, either in whole class reading sessions or guided groups. It is also assessed through more formal written responses to questions in comprehension sessions or written responses during English lessons (e.g. a character description/making links to prior reading).- Previous SATS papers are used to assist teacher judgements for attainment and progress. They will also be used to monitor gaps in skills.- Phonics Tracker is regularly updated with KS2 new taught phonemes, Common Exception words and reading and spelling lists.

<p>Poetry and Performance</p>	<p>*Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	
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		Question Stems
<p>Vocabulary</p>		<ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that.....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... • The word is closest in meaning to • In this sentence What does this word mean? • Can you replace the word..... with another that means the same? • Create your own dictionary explanation for the word..... • Find in the dictionary. • What word class is..... ?
<p>Inference</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>To explain actions, moods and events that have occurred using clues from the text</p>	<ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are ? • How can you tell that.....? • What impression of..... do you get from these paragraphs? • What voice might these characters use? • What was thinking when ? • Who is telling the story? • Which words would finish this sentence ...? (filling in the ellipses gaps) • Explain why ... • Identifying likes and dislikes • How is feeling? How do you know?

	<p>Recognise figurative language as evidence to further support ideas about the text.</p>	<ul style="list-style-type: none">• What clues are there to tell us.....?
<p>Prediction</p>	<p>*Predicting what might happen from details stated and implied.</p>	<ul style="list-style-type: none">• From the cover what do you think this text is going to be about?• What is happening now? What happened before this? What will happen after?• What does this paragraph suggest will happen next? What makes you think this?• Do you think the choice of setting will influence how the plot develops?• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.• What do you think may have happened before this event?• What do you think led to this happening?

Explanation	<p>*Identifying how language, structure and presentation contribute to meaning.</p> <p>*Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<ul style="list-style-type: none">• Why is the text arranged in this way?• What structures has the author used?<ul style="list-style-type: none">• What is the purpose of this text feature?• Is the use of..... effective?• The mood of the character changes throughout the text. Find and copy the phrases which show this.• What is the author's point of view?• What effect does..... have on the audience?• How does the author engage the reader here?• Which words and phrases did..... effectively?• Which section was the most interesting/exciting part?• How are these sections linked?
Retrieval		<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none">• How did...? How often...? Who had...? Who is...? Who did ?• What happened to.....?• What does..... do?• What can you learn about from this section?• Give one example of.....• The story is told from whose perspective?• What is happening when ...?• Is this true or false ...• Give one example of honour.• Give two waysIs important.

Sequence and Summarise	*Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	<ul style="list-style-type: none">• Can you number these events 1-5 in the order they took place?• What happened after ?• What was the first thing that happened in the story?• Can you summarise in a sentence the opening/middle/end of the story?• In what order do these chapter• Which section of this text would give you information on ...?• Explain why ...• Look at the whole text to say what the texts says about ...• Can you create a blurb for this story.• Sum up the story in no more than five sentences.• What main event happened in this paragraph/chapter/story?
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