



Reading

Reading is primarily a skill which allows our pupils to enter a world of imagination, adventure, fantasy, facts, instructions, poetry and so much more. It is a life skill that opens doors to the world. A Caldecote reader will develop the skills of decoding, fluency, inference, prediction and retrieval. They will be exposed to the etymology and morphology of words. As well as teach the key skills, it is the responsibility of staff and school community to foster a love of reading in our primary pupils that can be continued for the rest of their lives.



Reception			
Decoding	<p>Enjoy rhyming and rhythmic activities. Show an awareness of rhyme and alliteration. Recognise rhythm in spoken words. Continue a rhyming string. Hear and say the initial sound in words. Segment the sounds in simple words and blend them together and know which letter represents some of them. Link sounds to letters, naming and sounding the letters of the alphabet. Use phonic knowledge to decode regular words and read them aloud accurately.</p>	Inference	<p>Begin to understand 'why' and 'how' questions. Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>
Range of Reading	<p>Show interest in illustrations and print in books and print in the environment. Look and handle books independently (holds books the correct way up and turns pages).</p>	Prediction	<p>Suggest how a story might end.</p>
Familiarity of texts.	<p>Begin to break the flow of speech into words. Begin to read words and simple sentences. Listen to stories with increasing attention and recall. Anticipate key events and phrases in rhymes and stories. Begin to be aware of the way stories are structured. Describe main story settings, events and principal characters.</p>	Authorial Intent	<p>Build up vocabulary that reflects the breadth of their experiences. Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>
Poetry and Performance	<p>Listen to and join in with stories and poems, one-to-one and also in small groups. Join in with repeated refrains in rhymes and stories. Use intonation, rhythm and phrasing to make the meaning clear to others. Develop preference for forms of expression. Play cooperatively as part of a group to develop and act out a narrative. Express themselves effectively, showing awareness of listeners' needs.</p>	Non-Fiction	<p>Know that information can be relayed in the form of print. Know that information can be retrieved from books and computers.</p>
Word Meanings	<p>Recognise familiar words and signs such as own name and advertising logos. Ascribe meanings to marks that they see in different places. Read and understand simple sentences</p>	Discussing Reading	<p>Enjoy an increasing range of books. Follow a story without pictures or props. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Demonstrate understanding when talking with others about what they have read.</p>
Understanding	<p>Know that print carries meaning and, in English, is read from left to right and top to bottom. Understand humour e.g. nonsense rhymes, jokes.</p>	Book Bands	<p>Pink, Red, Yellow, Blue</p>



Year R readers should			
	Autumn	Spring	Summer
Applying phonics	<p>Enjoy rhyming and rhythmic activities. Show an awareness of rhyme and alliteration. Recognise rhythm in spoken words. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Show an interest in illustrations and print in books and print in the environment. Recognise familiar words and signs such as own name and advertising logos. Know information can be relayed in the form of print.</p>	<p>Continue a rhyming string. Hear and say the initial sound in words. Be able to segment the sounds in simple words and blend them together and knows which letters represent some of them.</p>	<p>Link sounds to letters, naming and sounding the letters of the alphabet. Begin to read words and simple sentences. Use vocabulary and forms of speech that are increasingly</p> <p><i>Early Learning Goal: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</i></p>
Reading for pleasure	<p>Look at books independently. Handle books carefully. Hold books the correct way up and turns pages.</p>	<p>Enjoy an increasing range of books. Listen to and join in with stories and poems, one-to-one and also in small groups.</p>	<p>Enjoy an increasing range of books.</p>
Reading accurately with fluency & understanding	<p>Know that print carries meaning and, in English, is read from left to right and top to bottom. Know that information can be retrieved from books and computers.</p>	<p>Listen to stories with increasing attention and recall. Begin to be aware of the way stories are structured. Suggest how the story might end.</p>	<p>Describe main story settings, events and principal characters. Use picture clues to support understanding</p>



Year 1			
Decoding	<ul style="list-style-type: none"> – apply phonic knowledge to decode words – speedily read all 40+ letters/groups for 40+ phonemes – read accurately by blending taught GPC – read common exception words – read common suffixes (-s, -es, -ing, -ed, etc.) – read multi-syllable words containing taught GPCs – read contractions and understanding use of apostrophe – read aloud phonically-decodable texts 	Inference	Discuss the significance of the title and events. Make inferences on the basis of what is being said and done.
Range of Reading	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Encouraged to link what they read or hear read to their own experiences.	Prediction	Predict what might happen on the basis of what has been read so far or implied.
Familiarity of texts.	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognise and join in with predictable phrases.	Authorial Intent	Explain how a writer creates particular effects on readers e.g humour, sadness.
Poetry and Performance	Learn to appreciate rhymes and poems, and to recite some by heart.	Non-Fiction	Discuss that non-fiction books are factual.
Word Meanings	Discuss word meanings, linking new meanings to those already known.	Discussing Reading	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.
Understanding	Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correcting inaccurate reading.	Book Bands	Pink, Red, <u>Yellow, Blue, Green, Orange, Turquoise, Purple.</u>



Year 1 readers should			
	Autumn	Spring	Summer
Applying phonics	<p>Know when to use phonic knowledge to decode words</p> <p>Read common words using phonic knowledge where possible</p> <p>Read words of more than one syllable that contain taught GPCs</p> <p>Read phonically decodable texts</p>	<p>Know which parts of words can be decoded using phonics</p> <p>Blend sounds in unfamiliar words based on known GPCs</p> <p>Read words with familiar endings –s, es, ing, ed, er, est</p> <p>Read words which have the prefix un added</p> <p>Read phonically decodable texts with confidence</p> <p>Divide words into syllables eg pocket, rabbit</p>	<p>Hear and recognise all 40+ phonemes</p> <p>Match all 40+ graphemes to their phonemes (phase 3)</p> <p>Identify all 40+ graphemes in their reading</p> <p>Know that words can have omitted letters and that an apostrophe represents the omitted letters</p> <p>Find contractions in their reading</p> <p>Read words with contractions</p> <p>Read compound words, eg football, playground</p>
Reading for pleasure	<p>Know that there are different kinds of books</p> <p>Know the difference between a story book and an information book</p> <p>Find the title, author and illustrator of a book</p> <p>Know some familiar stories</p> <p>Recognise familiar story language</p>	<p>Say what they like/dislike about a book</p> <p>Say if a story reminds them of another story or something that they have experienced</p> <p>Listen to others' ideas about a book</p> <p>Find familiar story language in stories read aloud to them or ones they have read independently</p> <p>Retell key stories orally using narrative language</p> <p>Recognise rhyming language</p>	<p>Say whether they agree/disagree with other's ideas</p> <p>Say why they agree/disagree with ideas</p> <p>Recognise repeated or patterned language</p> <p>Recognise patterned language in the poems and rhymes they know</p> <p>Know some poems and rhymes by heart</p>
Reading accurately with fluency & understanding	<p>Use picture cues to deepen understanding</p> <p>Identify the characters in a story</p> <p>Recognise a character's feelings</p> <p>Say why a character has a feeling</p>	<p>Use prior knowledge to understand texts</p> <p>Identify unfamiliar words and ask about meaning</p> <p>Use the context to make informed guesses about the meaning of unfamiliar words</p> <p>Make predictions based on the events in the story</p> <p>Give an opinion about a character</p> <p>Know that stories can have similar characters</p>	<p>Discuss the meaning of unfamiliar words with others</p> <p>Know that stories can have similar patterns of events</p> <p>Make links to other stories</p> <p>Make links with characters in other stories</p> <p>Answer retrieval questions about a book</p> <p>Use information from the story to support their opinion</p> <p>Understand that a writer can leave gaps for the reader to fill</p> <p>Answer questions which fill the gaps in a story (inference)</p>



Year 2			
Decoding	<ul style="list-style-type: none"> – secure phonic decoding until reading is fluent – read accurately by blending, including alternative sounds for graphemes – read multi-syllable words containing these graphemes – read common suffixes – read exception words, noting unusual correspondences – read most words quickly & accurately without overt sounding and blending 	Inference	Make inferences on the basis of what is being said and done and by asking and answering questions.
Range of Reading	Listen to, discuss and express 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.	Prediction	Predict what might happen on the basis of what has been read so far.
Familiarity of texts.	Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Recognise simple recurring literary language in stories and poetry.	Authorial Intent	Discuss effective strategies used by the author to attract the reader’s attention. Identify how words/phrases have been used to create effects, e.g. humour, atmosphere.
Poetry and Performance	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Non-Fiction	Introduce to non-fiction books that are structured in different ways.
Word Meanings	Discuss and clarifying the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases.	Discussing Reading	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. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
Understanding	Discuss the sequence of events in books and how items of information are related. Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correcting inaccurate reading.	Book Bands	Pink, Red, Yellow, Blue, Green, <u>Orange, Turquoise, Purple, Gold, White, Lime, Free Reader.</u>



Year 2 readers should			
	Autumn	Spring	Summer
Applying phonics	<p>Understand the importance of decoding words automatically</p> <p>Understand that some words cannot be decoded with phonic strategies</p> <p>Use the graphemes taught to blend sounds</p> <p>Know that phonemes may be represented by different graphemes</p> <p>Know that familiar words do not need to be sounded out and blended</p> <p>Read these familiar words automatically and accurately without sounding or blending</p>	<p>Know that the same grapheme may be read in different ways</p> <p>Recognise alternatives and consider which make more sense</p> <p>Recognise syllables in words</p> <p>Know that breaking words into syllable helps fluent decoding</p> <p>Know that other strategies can be used to read unfamiliar words</p> <p>Use other strategies to support fluent decoding</p>	<p>Read words of two or more syllables accurately</p> <p>Read aloud books closely matched to improving phonic knowledge sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Read these books fluently and confidently</p>
Reading for pleasure	<p>Know that there are different kinds of stories</p> <p>Listen to or read a range of different kinds of stories</p> <p>Make choices about the book they read</p> <p>Know that non-fiction books are organised differently from fiction texts</p> <p>Know that books or texts have a purpose</p>	<p>Explain why they prefer certain books or stories</p> <p>Retell stories with key events in the correct sequence</p> <p>Retell a story with the key events and the characters</p> <p>Know how to find information in a non-fiction book</p> <p>Identify the purpose of a book or a text</p> <p>Know that books and stories are set in different places and times</p>	<p>Decide how useful a non-fiction book is to find the information they need</p> <p>Find the setting or time in books or stories</p> <p>Discuss the setting or time in books</p>
Reading for pleasure - Poetry	<p>Know the difference between poetry and narrative</p> <p>Know that there are different kinds of poetry</p> <p>Listen to different kinds of poetry</p> <p>Talk about books or poems read</p> <p>Know that the stories and poems can have patterned or recurring literary language</p>	<p>Talk about the meaning of different poems</p> <p>Recognise that a poem can tell a story</p> <p>Learn a poem by heart</p> <p>Give an opinion on books or poems read</p> <p>Find patterned or recurring literary language in poems and stories</p> <p>Find favourite words and phrases</p>	<p>Recite or perform a poem making the meaning clear</p> <p>Talk about favourite words and phrases</p> <p>Know that word choice affects meaning</p> <p>Explain why a writer has chosen a word to affect meaning</p>
Reading accurately with fluency & understanding	<p>Know that the purpose of reading is to make meaning</p> <p>Know that there is a range of decoding strategies</p> <p>Check that text read makes sense</p> <p>Re-read when they have lost the meaning</p>	<p>Self-correct when they have lost the meaning</p> <p>Use prior knowledge and reading experiences to understand texts</p> <p>Use the context to understand texts</p> <p>Ask questions to clarify understanding</p> <p>Find answers to retrieval questions about stories, poems or non-fiction texts</p> <p>Recognise that a writer can have a message for the reader</p> <p>Make predictions about possible events</p>	<p>Know what the inference 'reading between the lines' means</p> <p>Find and explain inferences about characters' feelings and thoughts</p> <p>Give reasons for characters' actions or behaviour</p> <p>Recognise key ideas in a text</p> <p>Explain a writer's message</p> <p>Make predictions about how a character might behave</p>



Year 3			
Decoding	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Inference	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Range of Reading	Listen to and discussing 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.	Prediction	Predict what might happen from details stated and implied.
Familiarity of texts.	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.	Authorial Intent	Discuss words and phrases that capture the reader's interest and imagination Identify how language, structure, and presentation contribute to meaning.
Poetry and Performance	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Non-Fiction	Retrieve and record information from non-fiction.
Word Meanings	Use dictionaries to check the meaning of words that they have read.	Discussing Reading	Respond to issues raised in a text and locate evidence that reflects the issues. Take part in discussions about different texts and consider how they comment on our world.
Understanding	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 summarising these	Accelerated Reader	Star reader test termly to set book range and targets which are monitored weekly



Year 3 readers should			
	Autumn	Spring	Summer
Applying phonics	<p>Know that phonics is on strategy to help read unfamiliar words and when they will work or not</p> <p>Know what a root word is and how it can help read unfamiliar words</p> <p>Use roots words to help read and understand meaning of unfamiliar words</p> <p>Know what prefixes and suffixes are and how they can change the meaning of a word</p> <p>Understand how prefixes and suffixes can help read and understand unfamiliar words</p>	<p>Apply knowledge of roots words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</p> <p>Know that some words may have a similar pronunciation but may be written differently</p> <p>Know that some of these are unusual</p> <p>Use knowledge of unusual phoneme/grapheme correspondences to help read unfamiliar words</p> <p>Know that unfamiliar words can be read by using knowledge of similar words (analogy)</p>	<p>Use analogy, drawing on the pronunciation of similar known words to read others</p>
Reading for pleasure	<p>Know that there are different types of narrative stories</p> <p>Understand that a sequence of events in a narrative is called the plot</p> <p>Identify the plot in a narrative</p> <p>Use a dictionary to check or find the meaning of new words</p> <p>Know that there are different kinds of non-fiction books and they are structured in different ways</p> <p>Know how to use a non-fiction book to find identified information</p> <p>Identify any words that are unfamiliar</p>	<p>Understand that narratives can have differently structured plots and talk about these in different genres</p> <p>Know that writers choose words and language to create an effect on the reader</p> <p>Fine effective words and language in reading that writers have used to create effects</p> <p>Discuss a range of narrative stories and their similarities and differences</p> <p>Choose books for a specific purpose</p> <p>Discuss the meaning of unfamiliar words identified</p>	<p>Recognise the literary language typical of narrative genres</p> <p>Recognise words and language that show the setting of a book: historical, cultural or social</p> <p>Explain why a writer makes choices about words and language used</p> <p>Discuss meaning of specific or unusual words used by authors to create effects</p> <p>Explain why a writer has chosen specific words and language</p> <p>Use words and language from reading in own writing</p> <p>Make connections between books written by the same author</p> <p>Re-tell some stories written by the same author by heart</p>
Reading for pleasure - Poetry	<p>Know that there are different forms of poetry</p> <p>Recognise and name different types of poems</p> <p>Know that words and language in poems create effects</p>	<p>Discuss the meaning of words and language in poems</p> <p>Understanding that there can be more than one interpretation of a poem</p> <p>Understanding that the meaning of poems can be enhanced through performance</p> <p>Watch performances of poems</p>	<p>Discuss how the meaning is enhanced through performance</p> <p>Identify that intonation, tone, volume and action can be used to enhance meaning</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>
Reading accurately with fluency & understanding	<p>Check understanding in texts read; ask questions</p> <p>Know that there will be unfamiliar words in texts</p> <p>Know that texts have a main idea; identify it</p> <p>Know that the organisation and layout of a book helps with understanding</p> <p>Know how to find key words or information in a non-fiction text</p>	<p>Ask questions to deepen understanding of texts</p> <p>Use the context of unfamiliar words to explain meaning</p> <p>Give a personal response to a text; use evidence</p> <p>Use clues from text to predict what might happen next</p> <p>Know that the main idea may have a message for the reader and this is called the theme</p> <p>Recognise that books may have similar themes</p> <p>Understand that the organisation and layout may be different according to the purpose of the book</p> <p>Record key words or information found in a non-fiction text</p>	<p>Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries</p> <p>Explain personal response</p> <p>Adapt personal response in light of others' responses</p> <p>Know that characters' actions can tell the reader about their thoughts, feelings and motives</p> <p>Infer characters' thoughts, feeling and motives from actions</p> <p>Give reasons for predicting what might happen next</p> <p>Identify the organisation and layout in books and how it helps with understanding</p>



Year 4			
Decoding	Can read age appropriate texts with a good level of fluency and stamina. Can use a range of strategies to decode unfamiliar words. Use a range of punctuation to add meaning to what they are reading.	Inference	Describe the actions of characters in a text and begin to explain them, in the context of the narrative. Make inferences about characters' actions in a story based on evidence from the text. Empathise with a character's motives and behaviours.
Range of Reading	Is able to choose books that they enjoy and will challenge them. Use reading as a tool to support other aspects of learning.	Prediction	Make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas.
Familiarity of texts.	Recognise similarities and differences between texts structured in different ways. Uses their broad reading experiences to compare books by the same author or on a similar theme.	Authorial Intent	Identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc Identify language used to create atmosphere and discuss why this language has been chosen. Discuss how the use of different sentence types changes the meaning of a passage.
Poetry and Performance	Is familiar with different types of poetry e.g Confidently reads a range of texts aloud, considering intonation, tone, volume and actions. Demonstrates an ability to interpret how a character is feeling or behaving, when reading dialogue aloud.	Non-Fiction	Explain how paragraphs have been used to organise a text. Explain how the format and presentation of a text impacts on the reader.
Word Meanings	Give meaning to new language using the context in which it appears. To identify any word derivatives to aid word meaning.	Discussing Reading	Respond orally to texts read to them and those that they have read themselves, showing increasing maturity in the way they engage with the discussion.
Understanding	Choose skilful questions to improve their understanding of the text.	Accelerated Reader	Star reader test termly to set book range and targets which are monitored weekly



Year 4 readers should			
	Autumn	Spring	Summer
Applying phonics	<p>Know that phonics is a strategy to help read words</p> <p>Use knowledge of root words to help read unfamiliar words and understand meaning</p> <p>Use knowledge of prefixes and suffixes to help read unfamiliar words and understand meaning</p>	<p>Apply knowledge of root words, prefixes, suffixes to read aloud</p> <p>Know many words have a similar pronunciation but may be written differently</p> <p>Use knowledge of unusual phoneme/grapheme correspondences to read unfamiliar words and use analogy to read similar words</p>	
Reading for pleasure	<p>Know that there is a range of narrative stories & discuss thinking about differences and similarities</p> <p>Understand that these have different plot patterns & know the plot develops in different ways</p> <p>Use a dictionary to check or find the meaning of new words</p> <p>Find similarities in the books they read</p> <p>Understand that writers open stories in different ways</p>	<p>Understand that a writer can use patterned language for effect and find examples</p> <p>Identify words and language that show the setting of a book, historical, cultural, social</p> <p>Know that writers choose words and language to show atmosphere, mood or feelings and find words to show</p> <p>Identify different openings in different books and compare</p>	<p>Explain how the writer has used words and language to show the setting of a book</p> <p>Explain how words and language show atmosphere, mood or feelings and explain why the writer has chosen these</p> <p>Use words and language from reading in own writing</p> <p>Find similarities in the use of language and openings in books they have experienced</p>
Reading for pleasure - Poetry	<p>Know that there are different forms of poetry</p> <p>Know that words and language in poems create effect</p>	<p>Recognise and name different types of poems</p> <p>Explain the effect created by the poet's choice of words and language</p> <p>Know that poems may have patterned language, find examples and explain the effect of patterned language and why a poet may use it</p> <p>Understand that the meaning of poems can be enhanced through performance</p>	<p>Discuss how the meaning of a poem is enhanced through performance</p> <p>Identify that intonation, tone, volume and action can be used to enhance meaning</p> <p>Prepare</p>
Non-fiction	<p>Choose a specific non-fiction book for a purpose</p> <p>Identify unfamiliar words in books and use dictionaries to check or find meaning of unfamiliar words</p>	<p>Know where to find the specific information need in a book</p> <p>Know how to use a non-fiction book to find information</p> <p>Discuss the meaning of unfamiliar words</p>	
Reading with understanding	<p>Frequently emphasis with a character</p> <p>Identify the main ideas/s of a text</p> <p>Know the main idea can be summarised in a sentence</p> <p>Know that many books have themes and be able to identify and discuss</p> <p>Know that organisation and layout vary according to the purpose of the book</p>	<p>Understand that a reader needs to interact with a text to understand it fully</p> <p>Check understanding in any book or text read</p> <p>Actively seek the meaning of any words or language is understood and ask questions, check meaning through questioning, discussion or use of dictionaries</p> <p>Understand that the writer wants a reader to respond in a certain way and explain how the writer made sure of the reader's response, using evidence</p> <p>Compare with others' personal responses</p> <p>Understand why a character acted, responded or felt in a certain way</p> <p>Make predictions based on the texts and from knowledge of other books</p> <p>Identify the main idea in paragraphs and summarise</p> <p>Find evidence to show the theme in a book</p> <p>Use the organisation and layout of a book to find specific information</p>	<p>Ask questions to deepen understanding of a text – between and beyond the lines</p> <p>Find where the writer has written to make the reader respond in a certain way</p> <p>Adapt response in light of others' responses</p> <p>Understand why a writer wanted the character to respond in a certain way</p> <p>Infer meaning using evidence from events, description and dialogue</p> <p>Make connections with books with similar themes</p> <p>Skim and find specific information on a page or in a paragraph</p> <p>Scan a page or paragraph to find key words or information</p>



Year 5			
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.	Inference	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Range of Reading	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Prediction	Can make developed predictions that are securely rooted in the text.
Familiarity of texts.	Increase 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.	Authorial Intent	Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Poetry and Performance	Is familiar with different types of poetry e.g free verse, haiku, limerick, acrostic, personification etc.	Non-Fiction	Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction.
Word Meanings	Can read and understand the meaning of words with prefixes from the Year 5/6 curriculum. Can read and understand the meaning of words with suffixes from the Year 5/6 curriculum.	Discussing Reading	Recommend 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. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Provide reasoned justifications for their views.
Understanding	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Ask questions to improve understanding Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	Accelerated Reader	Star reader test termly to set book range and targets which are monitored weekly



Year 5 readers should			
	Autumn	Spring	Summer
Applying phonics	Apply knowledge of root words, prefixes, suffixes to read aloud and to understand the meaning of unfamiliar words Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words		
Reading for pleasure – positive attitude	Know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts and that these are structured in different ways Know that non-fiction texts are structured to guide the reader to information and explain how Find words and language that are used for effect and explain how they create the precise effect	Discuss and explain how and why different books have different structures Explain why they enjoyed a book or poem and who else might enjoy Evaluate the usefulness of a non-fiction book to research questions raised Understand that a writer moves events forward through a balance of dialogue, action and description Use words and language from reading in own writing	Explain how dialogue is used to develop character Explore how actions are added to dialogue to move events forward Understand that writers use language for precise effect and it may include nouns phrases, similes, metaphors etc Understanding that a writer uses different sentence structures and techniques to create effects eg short sentences, rhetorical questions, ellipsis, flashbacks Use these techniques in own writing
Reading for pleasure - comprehension	Understand there will be unfamiliar words in texts and use dictionaries to check meaning Ask questions to improve understanding; re-read to check text is meaningful Draw inferences such as characters' feeling, thoughts and motives from their actions at different points in the text	Use meaning-seeking strategies to explore the meaning of words in context Understand that inferences can be drawn from different parts of the text and justify with evidence Make predictions from evidence found and implied Summarise the main ideas drawn from a text	Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language Understand that inferences can be made by reading between and beyond the lines Know that the context in which it was written can affect a text eg a classic text will reflect how an audience of that time will react Explain how the context of a text reflects the reason of the audience it was written for
Reading for pleasure – justification for views	Give a personal opinion about a text and explain viewpoint using evidence Listen to other's ideas and opinions Make connections between other similar texts, prior knowledge & experience, explain & show evidence Compare books with similar themes	Build on others' ideas and opinions in a discussion and ask questions Compare different versions of a text and explain similarities and differences Explain how books written in different contexts can have similar themes	Evaluate the effectiveness of different versions of texts
Retrieving information from texts	Identify and summarise key information Understand the difference between fact and opinion and find examples explaining why	Use skimming and scanning to find information and make and organise notes for presentation Summarise key information from different parts of text Present an oral overview of summary Understand that a narrative can be told from different point of view – narrator and character and identify points of view; understand the writer may have a point of view	Explore how events are viewed from another perspective Explain the writer's viewpoint with evidence Identify the writer's viewpoint, eg how different character are presented



Year 6			
Decoding	Skim and scan texts to get the general idea of the content of a piece. Read with fluency and understanding.	Inference	Search for simple clues within the text to support 'reading between the lines' Uses clues from action, dialogue and description to interpret meaning. Explain and justify inferences, providing evidence from the text to support reasoning
Range of Reading	Can persevere with challenging texts (whole texts, including novels) to read with fluency, understanding and expression Can compare, contrast and evaluate different texts.	Prediction	Make predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the text.
Familiarity of texts.	Provide straightforward explanations for the purpose of the language, structure and presentation of texts. Answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text.	Authorial Intent	Identify a range of figurative language e.g. metaphor, simile, alliteration, idioms, euphemism, personification etc. Comment upon the use and effect of the author's language on the reader.
Poetry and Performance	Prepare 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.	Non-Fiction	Identify whether statements from a text are fact or opinion. Accurately and selectively summarise main ideas, events, and information from non-fiction.
Word Meanings	Talk about a growing repertoire of vocabulary and know how to independently find out what unknown words in text mean.	Discussing Reading	Identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole. Find and discuss evidence of themes and conventions in different genres and forms of text.
Understanding	Understand that authors write about specific issues to elicit questions from the reader. Identify the main theme in a text, as well as subsidiary themes.	Accelerated Reader	Star reader test termly to set book range and targets which are monitored weekly



Year 6 readers should			
	Autumn	Spring	Summer
Applying phonics	<p>Apply knowledge of root words, prefixes, suffixes to read aloud and to understand the meaning of unfamiliar words</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</p>		
Reading for pleasure – positive attitude	<p>Be familiar with a range of narrative genres which includes classic, traditional, myths, legends, poems and play scripts</p> <p>Know that texts can have elements of more than one text type; identify elements</p> <p>Explain why they enjoyed a text and who might also enjoy it</p> <p>Evaluate the usefulness of a non-fiction book to research questions raised</p>	<p>Know that non-fiction texts may include a creative, fictional element</p> <p>Explain how the choices a writer has made about the structure of a text supports its purpose</p> <p>Make predictions using knowledge of the conventions of different genres and text types</p> <p>Understand the non-fiction texts may present the same information with different viewpoints</p> <p>Identify characteristics of a writer’s style</p> <p>Know that the word and language choices support the writer’s purpose</p> <p>Use examples of words and language in own writing</p>	<p>Know that style and vocabulary are linked to purpose of a text and explain how using evidence</p> <p>Evaluate the usefulness of different non-fiction texts by comparing how different writer’s present the same information</p> <p>Explain characteristics of a writer’s style using evidence</p> <p>Explain how the word and language choices support writer’s purpose using evidence</p> <p>Explain how the techniques and structures used support the writer’s purpose using evidence</p> <p>Use examples in own writing and comment on the techniques</p>
Reading for pleasure - comprehension	<p>Understand there will be unfamiliar words in texts and use dictionaries to check meaning</p> <p>Use meaning-seeking strategies to explore words in context and the meaning of idiomatic and figurative language</p>	<p>Ask questions to improve and deepen understanding</p> <p>Re-read to check the text is meaningful</p> <p>Know a text may need to be read slowly or re-read to deepen understanding</p> <p>Know that texts have different layers of meaning: between and beyond the lines</p> <p>Summarise the main ideas drawn from a text</p>	<p>Find layers of meaning and explain how they contribute to the reader’s overall understanding</p> <p>Make predictions from evidence found and implied</p> <p>Know that the context in which it was written can affect a text eg classics reflect audience at that time</p> <p>Explain how the context reflects the reactions of the audience it was written for</p>
Reading for pleasure – justification for views	<p>Give a personal viewpoint and explain reasons using evidence</p> <p>Listen to others’ ideas and opinions about a text</p>	<p>Build on others’ ideas and opinions about a text in discussion and by asking questions</p> <p>Make connections between texts which may not initially seem similar and explain why with evidence</p> <p>Explain differences and similarities between different versions</p>	<p>Identify themes which have different cultural, social or historical contexts</p> <p>Compare and contrast themes</p> <p>Explain how there are common themes using evidence</p>
Explaining & discussing own understanding	<p>Identify and summarise key information</p> <p>Present an oral view of a summary of key information</p> <p>Understand different between fact and opinion, find examples and explain why to someone else</p> <p>Use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts</p>	<p>Understand that a narrative can be told from different views: narrator, character</p> <p>Identify the point of view in a narrative</p> <p>Explore how events are viewed from another perspective</p> <p>Identify the techniques used to create feelings, atmosphere, mood or messages</p> <p>Comment on how the writer’s intent affects the reader</p>	<p>Know that points of view can also be implied; identify and explain using evidence</p> <p>Understand that the writer may have a point of view; identify eg how different characters are presented</p> <p>Explain writer’s point of view and the affect with evidence</p> <p>Explain how techniques used create feelings, atmosphere, mood or messages</p>

