



Intent:

At Sandfield Primary School, we expect all children to be avid readers and to love reading. All children will be able to read fluently and, through the embedded reading culture within the school, children will be able to discuss their personal reading preferences across multiple genres. This is supported through consistent, high quality phonics teaching across the school.

WORD READING	Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	WORD READING	<p>To enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words.</p> <p>To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them Together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<ul style="list-style-type: none"> To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll. 	<ul style="list-style-type: none"> To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.* 	<ul style="list-style-type: none"> To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- To begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud 	<ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. 	<ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, - cial, - tial, -ant/- ance/- ancy, - ent/- ence/- ency, - able/- ably and - ible/ibly, to read aloud fluently.* 	<ul style="list-style-type: none"> To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues

	COMMON EXCEPTION WORDS	To read some common irregular words	<ul style="list-style-type: none"> To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> To read most Y1 and Y2 common exception words*, noting unusual correspondence between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> To read Year 3 exception words 	<ul style="list-style-type: none"> To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word. 	<ul style="list-style-type: none"> To read most Y5/Y6 exception words, Discussing the unusual correspondences between spelling and sound and where these occur in the word. 	
	FLUENCY	<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).</p> <p>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.</p> <p>To read and understand simple sentences</p>	<ul style="list-style-type: none"> To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts 	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.			

READING - COMPREHENSION	POETRY & PERFORMANCE	<p>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.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs</p>	<ul style="list-style-type: none"> To learn to appreciate rhymes & poems To recite simple poems by heart. 	<ul style="list-style-type: none"> To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud. To recognise some different forms of poetry 	<ul style="list-style-type: none"> To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. 	<ul style="list-style-type: none"> To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. 	<ul style="list-style-type: none"> To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
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	NON-FICTION	<p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers.</p>	<ul style="list-style-type: none"> To discuss features and layout 	<ul style="list-style-type: none"> To recognise that non-fiction books are often structured in different ways. 	<ul style="list-style-type: none"> To retrieve and record information from non-fiction texts. 	<ul style="list-style-type: none"> To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. 	<ul style="list-style-type: none"> To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
	WORDS IN CONTEXT AND AUTHORIAL CHOICE	<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>	<ul style="list-style-type: none"> To discuss word meaning and link new meanings to those already known 	<ul style="list-style-type: none"> To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. 	<ul style="list-style-type: none"> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect. 	<ul style="list-style-type: none"> Discuss vocabulary used to capture readers' interest and imagination. 	<ul style="list-style-type: none"> To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader. 	<ul style="list-style-type: none"> To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

	UNDERSTANDING AND CORRECTING INACCURACIES	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g. nonsense rhymes, jokes</p>	<ul style="list-style-type: none">• To check that a text makes sense to them as they read and to self-correct.	<ul style="list-style-type: none">• To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.• To check that the text makes sense to them as they read and to correct inaccurate reading.				
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	COMPARING, CONTRASTING AND COMMENTING	<p>To listen to stories with increasing attention and recall. To anticipate key events and phrases in rhymes and stories. To begin to be aware of the way stories are structured. To describe main story settings, events and principal characters.</p> <p>To enjoy an increasing range of books. To follow a story without pictures or props.</p> <p>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</p>	<ul style="list-style-type: none"> To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events. 	<ul style="list-style-type: none"> To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read(in texts that they can read independently) 	<ul style="list-style-type: none"> To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting) 	<ul style="list-style-type: none"> To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these 	<ul style="list-style-type: none"> To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice. 	<ul style="list-style-type: none"> To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements To draw out key information and to summarise the main ideas in a text. To distinguish independently
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	<p>INFERENCE AND PREDICTION</p>	<p>To suggest how a story might end. 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>	<ul style="list-style-type: none"> To begin to make simple inferences. To predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text. 	<ul style="list-style-type: none"> To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text. 	<ul style="list-style-type: none"> To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied. 	<ul style="list-style-type: none"> To draw inferences from characters' feeling thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text. 	<ul style="list-style-type: none"> To consider different accounts of the same event and to discuss view points (both of authors and fictional characters) To discuss how characters change and develop through texts by drawing inferences based on indirect clues.

30 – 50 months

40 – 60 months

Early Learning Goals

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

Reception - EYFS

Reading – Word Reading

	Objectives	What should be seen in the classroom?
Phonics & Decoding 30-50 months 40-60 months Early Learning Goals	<p>To enjoy rhyming and rhythmic activities</p> <p>To show an awareness of rhyme and alliteration</p> <p>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 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>	Daily phonics teaching Focus on learning to blend with the aim of as many children by Christmas
Common Exception Words 30-50 months 40-60 months Early Learning Goals	<p>To read some common irregular words</p>	
Fluency 30-50 months 40-60 months Early Learning Goals	<p>To show interest in illustrations and print in books and print in the environment</p> <p>To recognise familiar words and signs such as own name and advertising logos</p> <p>To look and handle books independently (holds books the correct way and turns pages)</p> <p>To ascribe meanings to marks that they see in different places</p> <p>To begin to break the flow of speech into words</p> <p>To begin to read words and simple sentences</p> <p>To read and understand simple sentences</p>	

Reception - EYFS

Reading – Comprehension

Skills	Objectives 30-50 months , 40-60 months, Early Learning Goals	What should be seen in the classroom?
Words in context & authorial Choice	<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>	<p>Hear questions being asked to children throughout reading both during whole class, group and individual.</p>
Understanding & correcting inaccuracies	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g. nonsense rhymes, jokes</p>	
Comparing, contrasting & commenting	<p>To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To describe main story settings, events and principal characters.</p> <p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read</p>	
Inference & prediction	<p>To suggest how a story might end.</p> <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>	<p style="text-align: center;">Question Examples</p> <ul style="list-style-type: none"> • What does this title mean? • Can you find the front cover? • Can you find the title/blurb? • (Looking at pictures) What might they be feeling? How do you know? • What might happen at the end of the story? • What might happen next? • What did you find out? • Can you order these parts of the story? What happened first, next ...?
Poetry & performance	<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	
Non-fiction	<p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers.</p>	

Year 1

Reading – Word Reading

	Objectives	What should be seen in the classroom?
Phonics & Decoding	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>Daily phonics teaching</p> <p>Phased phonics groups</p>
Common Exception Words	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</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>	

Year 1

Reading – Comprehension

Skills		What should be seen in the classroom?
Words in context & authorial Choice	To discuss word meaning and link new meanings to those already known	Hear questions being asked to children throughout reading both during whole class, group and individual.
Understanding & correcting inaccuracies	To check that a text makes sense to them as they read and to self- correct.	
Comparing, contrasting & commenting	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.	
Inference & prediction	To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.	<p style="text-align: center;">Question Stems</p> <ul style="list-style-type: none"> • What does the word... mean? • Find and copy a phrase which means? • What does this word or phrase tell you? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why was this Feeling...? • Why did ...happen? • Who is your favourite character? Why? • How does ... make you feel? • Can you number the events in the order they happened?
Poetry & performance	To learn to appreciate rhymes & poems To recite simple poems by heart.	
Non-fiction	To discuss features and layout	

Year 2		
Reading – Word Reading		
	Objectives	What should be seen in the classroom?
Phonics & Decoding	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>	<p>Daily phonics teaching</p> <p>Differentiated groups</p> <p>Daily reading for identified pupils</p> <p>Storytime</p>
Common Exception Words	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondence 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>	

Year 2		
Reading – Comprehension		
Skills		What should be seen in the classroom?
Words in context & authorial Choice	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	<p>Hear questions being asked to children throughout reading both during whole class, group and individual.</p> <p>Focus on practising SATS style questions</p>
Understanding & correcting inaccuracies	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.	
Comparing, contrasting & commenting	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).	
Inference & prediction	To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.	
Poetry & performance	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear	<p>Question Stems</p> <ul style="list-style-type: none"> • What does this word mean? • Find and copy a word which means? • Can you think of any other words the author could have used to describe this? • Why was ... feeling....? • Can you explain why? • How does ... make you feel? • What will happen next? • What do you think this paragraph suggests? • Who is your favourite character? • What kind of text is this? • How did...? • Can you summarise in a sentence the opening/middle/end of the story?
Non-fiction	To recognise that non- fiction books are often structured in different ways.	

Year 3		
Reading – Word Reading		
	Objectives	What should be seen in the classroom?
Phonics & 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>	<p>Daily guided reading sessions</p> <p>Lower ability pupils prioritised for additional reading with an adult</p>
Common Exception Words	To read Year 3 exception words *	
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

Year 3		
Reading – Comprehension		
Skills		What should be seen in the classroom?
Words in context & authorial Choice	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Hear questions being asked to children throughout reading both during whole class, group and individual.</p> <p>Discussions about characters and themes</p>
Comparing, contrasting & commenting	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	
Inference & prediction	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>Question Stems</p> <ul style="list-style-type: none"> • What do the words And ... suggest about the character, setting and mood? • Find one word in the text that means? • Find a word or phrase which shows/suggests that...? • How do these words make the reader feel? • Who is telling the story? • How can you tell that? • Why is the text arranged in this way? • What structures has the author used? • What effect doe ... have on the audience? • How are these sections linked? • Can you summarise the opening of the story? • Do you think the choice of setting will influence how the plot develops? • How does the author engage the reader here? • Which words or phrases did ... effectively? • What happened after ...? • What is the purpose of this text feature? • How do the descriptions of Show they are ...?
Poetry & performance	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>To recognise some different forms of poetry.</p>	
Non-fiction	<p>To retrieve and record information from non- fiction texts.</p>	

Year 4		
Reading – Word Reading		
	Objectives	What should be seen in the classroom?
Phonics & Decoding	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>Daily guided reading sessions</p> <p>Lower ability pupils prioritised for additional reading with an adult</p>
Common Exception Words	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

Year 4		
Reading – Comprehension		
Skills		What should be seen in the classroom?
Words in context & authorial Choice	Discuss vocabulary used to capture readers' interest and imagination.	Hear questions being asked to children throughout reading both during whole class, group and individual. Discussions about characters and themes
Comparing, contrasting & commenting	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.	
Inference & prediction	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.	Question Stems <ul style="list-style-type: none"> • What do the words And ... suggest about the character, setting and mood? • Find one word in the text that means? • Find a word or phrase which shows/suggests that...? • How do these words make the reader feel? • Who is telling the story? • How can you tell that? • Why is the text arranged in this way? • How do the descriptions of show.. that they are ...? • How does the author engage the reader here? • What does have on the audience? • The mood of the character changes throughout the text. Find and copy the phrases which show this?
Poetry & performance	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	
Non-fiction	To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	

Year 5		
Reading – Word Reading		
	Objectives	What should be seen in the classroom?
Phonics & Decoding	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>Daily guided reading sessions</p> <p>Lower ability pupils prioritised for additional reading with an adult</p>
Common Exception Words	<p>To read most Y5/ Y6 exception words,</p> <p>Discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	
Fluency	<p>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.</p>	

Year 5		
Reading – Comprehension		
Skills		What should be seen in the classroom?
Words in context & authorial Choice	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>Hear questions being asked to children throughout reading both during whole class, group and individual.</p> <p>Discussions about characters and themes</p>
Comparing, contrasting & commenting	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	
Inference & prediction	<p>To draw inferences from characters' feeling thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>Question Stems</p> <ul style="list-style-type: none"> • What do the words And ... suggest about the character, setting and mood? • Find one word in the text that means? • Find a word or phrase which shows/suggests that...? • How do these words make the reader feel? • Who is telling the story? • Do you think that will happen.... Will happen? Yes, No or maybe. Explain your answer giving evidence from the text? • Why is the text arranged in this way? • How do the descriptions of show.. that they are ...? • How does the author engage the reader here? • What does have on the audience? • The mood of the character changes throughout the text. Find and copy the phrases which show this?
Poetry & performance	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	
Non-fiction	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	

Year 6		
Reading – Word Reading		
	Objectives	What should be seen in the classroom?
Phonics & Decoding	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	Daily guided reading sessions Lower ability pupils prioritised for additional reading with an adult
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.	

Year 6		
Reading – Comprehension		
Skills		What should be seen in the classroom?
Words in context & authorial Choice	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.	Hear questions being asked to children throughout reading both during whole class, group and individual. Discussions about characters and themes
Comparing, contrasting & commenting	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to Make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>	
Inference & prediction	<p>To consider different accounts of the same event and to discuss view points (both of authors and fictional characters)</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>	Question Stems <ul style="list-style-type: none"> • What do the words And ... suggest about the character, setting and mood? • Find one word in the text that means? • Find a word or phrase which shows/suggests that...? • Find and highlight the word that is closest in meaning to • How do these words make the reader feel?
Poetry & performance	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.	

Non-fiction	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>	<ul style="list-style-type: none"> • Who is telling the story? • Do you think that will happen.... Will happen? Yes, No or maybe. Explain your answer giving evidence from the text? • Why is the text arranged in this way? • How do the descriptions of show.. that they are ...? • How does the author engage the reader here? • What does have on the audience? • The mood of the character changes throughout the text. Find and copy the phrases which show this? • Can you number these events 1 – 5 in the order they happened? • What voice might these characters use? • What genre is it? • Give one example of? • What does this paragraph suggest will happen next? What makes you think that?
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