| | | Vocabulary | Decoding | Comprehension | Inferring | Predicting |
|---|---|---|---|---|---|---|
| Year R | | -Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment<br>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. | -Read individual letters by saying the sounds for them<br>-Blend sounds into words, so that they can read short words made u of known letter-sound correspondences<br>-Read some letter groups that each represent one sound and say sounds for them<br>-Read a few common exception words matched to the school's phonic programme<br>-Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words<br>-Say a sound for each letter in the alphabet and at least 10 digraphs<br>-Read words consistent with their phonic knowledge by sound-blending<br>-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words | - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary | Through teacher questioning, children begin to understand books they have read and can discuss key parts, finding these within their books. | -Anticipate (where appropriate) key events in stories |

**School Approach in EYFS**
- High quality texts selected and used for each topic – see termly knowledge organisers.
- Daily phonics session using Little Wandle and Keep Up sessions for key individuals.
- Phonics assessments every 6 weeks.
- One-to-one reading regularly with a member of staff which is recorded in Home Learning Records, with key children heard daily.
- Reading for pleasure books provided and changed as regularly as required.
- Flashcards for fluency and sight reading, sets 2-30.
- Quality class reader book to encourage listening and comprehension skills.
- Daily story time with the adults in class.
- Daily reading at home encouraged and promoted – children reading to an adult and adults reading to children.
- Reading texts/books across the curriculum – e.g. RE and history
- Story themed Tuff Trays to promote story-telling and a love of reading.
- Engaging book corners.
- Reading as part of busy fingers.

Recommended book list on school website

| | Vocabulary | Retrieving | Summarising | Inferring | Predicting |
|---|---|---|---|---|---|
| Year 1 | • identifies simple and recurring literary language<br>• identifies the meaning of vocabulary in context<br>• explains their understanding of texts that are pitched beyond the level they can read independently | • with support, justifies their views about texts they have had read to them e.g. uses the word 'because'<br>• recognises patterns in texts, e.g. repeated phrases and refrains<br>• discusses the significance of the title<br>• observes the punctuation and uses this to aid understanding<br>• retrieves key information from a text<br>• identifies complete sentences<br>• identifies typical phrases e.g. story openings and endings<br>• understands that there is a range of non-fiction texts, e.g. different layouts for instructions, non-fiction books etc.<br>• begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction<br>• comments on things that interest them | • identifies how non-fiction texts are sequenced<br>• identifies the beginning, middle and end of stories and pattern in poetry | • identifies goals/motives of the main character on the basis of what they have said and done e.g. 'I think she wants her daddy to help her build a sandcastle.'<br>• expresses preferences linked to own experiences e.g. 'I like going to the beach too'.<br>• uses different voices for characters when reading dialogue aloud<br>• uses different voice pitch to indicate whether they are reading an exclamation or question | • predicts events and endings |

**School Approach**
- High quality texts selected and used termly – see whole school reading overview and progression gird.
- Daily phonics session and early morning phonics for selected group of children.
- Daily 15 minute reading session to encourage independent reading and reading for pleasure.
- Regular individual reading to an adult- recorded in the child's Reading Records.  All children heard read by an adult at least 3 x per week
- Quality class reader book to encourage listening and comprehension skills.
- Daily shared reading sessions as part of English lesson.
- Daily reading at home encouraged and promoted – children reading to an adult and adults reading to children.
- Reading texts/books across the curriculum – e.g. RE and history
- Hearing and discussing stories as part of daily worship
- Recommended book list on school website

| | Vocabulary | Retrieving | Summarising | Inferring | Predicting |
|---|---|---|---|---|---|
| | | | | | |

| Year 2 | discusses effective language choices, e.g. *'slimy' is a good word there because …*<br><br>• identifies that adverbs help to tell us how the character is feeling | • identifies words and phrases that link events<br>• refers back to the text for evidence<br>• retrieves information stated within text (may not be obvious)<br>• uses evidence from a text – may look through the book to help them remember or use information<br>• shows awareness of use of features of organisation *e.g. index, bold headings*<br>• makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements *e.g. 'I think she is selfish/kind/angry because it says she …'*<br>• begins to understand that written language (standard English) has conventions that don't apply in spoken language<br>• explains differences between fiction and non-fiction<br>• understands that books can be used to find things out, and is beginning to do so<br>• recognises that information is grouped according to subject<br>• begins to use dictionaries, glossaries and indexes to locate meanings and information<br>• identifies simple literary language e.g. words/phrases that identify a traditional tale/narrative/story<br>• identifies elements of an author's style *e.g. familiar characters, settings or common themes*<br>• identifies how settings and characters are created using specific vocabulary that creates imagery<br>• identifies that the verbs used for dialogue tell us how a character is feeling *e.g. "I grabbed …." or … he shouted.* | • identifies the sequence of events *e.g. answers questions such as 'Which event happened first? What happened before he fell over?* | • demonstrates empathy with characters looking at descriptions and actions<br>• identifies evidence of change as a result of events, for example in character behaviour<br>• recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios *e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself*<br>• explains how the way a character speaks reflects their personality<br>• identifies common themes in traditional tales *e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour*<br>• evaluates simple persuasive devices *e.g. says which posters in a shop or TV adverts would make them want to buy something, and why*<br>• with support, justifies their views about what they have read | • predicts with increasing accuracy during reading and then adapts prediction in the light of new information<br>• predicts some key events of a story based on the settings described in the story opening. |

## School Approach

- High quality texts selected and used termly – see whole school reading overview and progression gird.
- Daily phonics session
- Guided reading session takes place in the morning every day – with pupils who are not working with the teacher or TA completing word, sentence and text related activities.
- Daily reading time to encourage independent reading and reading for pleasure.
- Regular individual reading to an adult- recorded in the child's Reading Records.  All children heard read by an adult at least 2 x per week
- Quality class reader book to encourage listening and comprehension skills.
- Daily shared reading sessions as part of English lesson.
- Reading texts/books across the curriculum – e.g. RE and history
- Hearing and discussing stories as part of daily worship
- Daily reading at home encouraged and promoted – children reading to an adult and adults reading to children.
- Recommended book list on school website.

| Vocabulary | Retrieving | Summarising | Inferring | Predicting |
| --- | --- | --- | --- | --- |
| | | | | |

| Year 3 | | | | | |
|---|---|---|---|---|---|
| • identifies new vocabulary and sentence structure and discusses to develop understanding<br>• identifies and understands meanings of a wide range of conjunctions used to link events together<br>• identifies a range of standard words/phrases used at various stages of a narrative *e.g. introduction, build up etc.* | • refers back to the text for evidence when explaining<br>• extracts information from tables and charts<br>• recognises some different forms of poetry<br>• retrieves information from text where there is competing (distracting) information<br>• uses contents pages and indexes to locate, retrieve and record information from non-fiction texts<br>• recognises different narrative genres<br>• notices the difference between 1st and 3rd person accounts<br>• identifies the conventions of different types of writing *e.g. greetings in a letter/email, diary entries, numbers and headings in instructions* | • summarises main ideas from a text<br>• begins to identify themes across texts *e.g. friendship, good and evil, bullying* | • suggests reasons for actions and events<br>• infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story<br>• identifies with characters and makes links with own experiences when making judgements about the characters' actions<br>• justifies their views about what they have read<br>• identifies how settings are used to create atmosphere *e.g. what words/phrases in this description indicate that bad things might be about to happen in this place?*<br>• identifies evidence of relationship between characters based on dialogue and behaviour<br>• analyses the use of language to set scenes, build tension or create suspense<br>• explains how words/phrases in the description are linked to create suspense<br>• explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, *for example, 'what other words/phrases in this passage tell us that he is a sinister character?* | • predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct |

## School Approach

- High quality texts selected and used termly – see whole school reading overview and progression gird.
- Daily phonics session for targeted children.
- Guided reading session takes place in the morning every day – with pupils who are not working with the teacher or TA completing word, sentence and text related activities.
- Daily reading time to encourage independent reading and reading for pleasure.
- Regular individual reading to an adult- recorded in the child's Reading Records.  All children heard read by an adult at least 3 x per week
- Comprehension tasks sent home for homework during each term.
- Quality class reader book to encourage listening and comprehension skills.
- Daily shared reading sessions as part of English lesson.
- Reading texts/books across the curriculum – e.g. RE and history
- Hearing and discussing stories as part of daily worship
- Daily reading at home encouraged and promoted – children reading to an adult and adults reading to children.
- Recommended book list on school website.

| | Vocabulary | Retrieving | Summarising | Inferring | Predicting |
|---|---|---|---|---|---|
| **Year 4** | • notes examples of descriptive language and explains the mood or atmosphere they create<br>• notices key words and phrases used to convey passing of time to introduce paragraphs or chapters<br>• identifies how specific words and phrases link sections, paragraphs and chapters<br>• identifies how authors use precise vocabulary to meet the intended purpose/effect *e.g. They slipped into the room unnoticed* | • recognises the introduction, build-up, climax or conflict and resolution in narrative<br>• retrieves information from text where there is competing (distracting) information<br>• identifies a wide range of poetic forms, *e.g. cinquain, haiku, calligram, kenning*<br>• identifies key words and phrases as evidence when making a point<br>• identifies the structure and features of a range of non-fiction, narrative and poetry texts<br>• analyses how structural and presentational features contribute to purpose in a range of texts<br>• identifies events that are presented in more detail and those that are skimmed over<br>• identifies underlying themes in a range of narrative texts *e.g. courage over adversity, loss etc.*<br>• identifies the way descriptive language and small details are used to build an impression of an unfamiliar place<br>• identifies figurative and expressive language that builds a fuller picture of a character. | • explains and justifies an opinion on the resolution of an issue/whole narrative<br>• summarises the main ideas of a non-fiction text | • identifies techniques used by the author to persuade the reader to feel sympathy or dislike<br>• justifies opinions of particular characters<br>• distinguishes between fact and opinion<br>• makes deductions about the motives and feelings that might lay behind characters' words<br>• summarises the way that the setting affects characters' appearance, actions and relationships *e.g. 'The children in The Lion, The Witch and The Wardrobe are family and speak and act differently to the class mates in The Angel of Nitshill Road'*<br>• comments on the way key characters respond to a problem<br>• makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected<br>• explores alternative outcomes to an issue<br>• analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives<br>• evaluates texts for their appeal for the intended audience | • predicts on the basis of mood or atmosphere how a character will behave in a particular setting |

## School Approach

- High quality texts selected and used termly – see whole school reading overview and progression gird.
- Additional targeted support for individual/small groups of children.
- Guided reading session takes place in the morning every day – with pupils who are not working with the teacher or TA completing word, sentence and text related activities.
- Daily reading time to encourage independent reading and reading for pleasure.
- Regular individual reading to an adult- recorded in the child's Reading Records.  All children heard read by an adult at least 3 x per week
- Comprehension tasks sent home for homework during each term.
- Quality class reader book to encourage listening and comprehension skills.
- Daily shared reading sessions as part of English lesson.
- Reading texts/books across the curriculum – e.g. RE and history
- Hearing and discussing stories as part of daily worship
- Daily reading at home encouraged and promoted – children reading to an adult and adults reading to children.
- Recommended book list on school website.

| Vocabulary | Retrieving | Summarising | Inferring | Predicting |
|---|---|---|---|---|

| Year 5 | • uses a range of strategies to identify the meaning of new vocabulary<br>• identifies examples of effective description that evoke time or place commenting both on word and sentence choice<br>• notes words and phrases in pre twentieth century writing which have changed their meaning over time | • comments on use of language using terminology including onomatopoeia, metaphor, personification<br>• notes how cohesion is achieved in different ways<br>• identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader<br>• retrieves information, referring to more than one place in the text, and where there is competing (distracting) information<br>• identifies and compares underlying themes in a range of narrative texts e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout.<br>• identifies how an author varies pace by using direct or reported speech at different points in a story<br>• comments on how a character is built and presented, referring to dialogue, action and description<br>• retrieves, records and presents ideas from non-fiction in a different format e.g. retrieves information from a report to inform a persuasive text<br>• identifies precision in the use of technical terminology and considers the different reasons for why an author might use this e.g. for genuinely informative reasons, or to 'bamboozle' the reader | • summarises main ideas from more than one text to support note taking<br>• analyses information from tables and charts and can incorporate this information into a summary of the whole text | • provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text<br>• recognises that characters may have different perspectives in the story<br>• considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development<br>• explores in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text<br>• summarises ideas across paragraphs, identifying key details that support the main ideas<br>• identifies conventions across a range of non-fiction text types and forms e.g. *first person in autobiographies* and can identify where a common convention has been broken/breached/ignored! Offer reasons for why the author may have chosen to do this<br>• analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes<br>• identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context<br>• shows understanding through emphasis, intonation and volume when performing | • identifies whether changes in characters met or challenged the reader's expectations |
|---|---|---|---|---|---|

## School Approach

- High quality texts selected and used termly – see whole school reading overview and progression gird.
- Additional targeted support for individual/small groups of children e.g. Talisman intervention
- Guided reading session takes place in the morning every day – with pupils who are not working with the teacher or TA completing other reading related activities.
- Daily reading time to encourage independent reading and reading for pleasure.
- Regular individual reading to an adult- recorded in the child's Reading Records.
- Comprehension tasks sent home for homework during each term.
- Quality class reader book to encourage listening and comprehension skills.
- Daily shared reading sessions as part of English lesson.
- Reading texts/books across the curriculum – e.g. RE and history
- Hearing and discussing stories as part of daily worship
- Daily reading at home encouraged and promoted – children reading to an adult and adults reading to children.
- Recommended book list on school website.

| | Vocabulary | Retrieving | Summarising | Inferring | Predicting |
|---|---|---|---|---|---|
| **Year 6** | • analyses, and explains the impact of, authors' techniques and use of language e.g. *expressive or figurative language, range of sentence structure, repetition etc*<br>• notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs e.g. *where the author has avoided over-use of obvious adverbials/conjunctions such as 'on the other hand* | • retrieves information, referring to more than one place in the text, and where there is competing (distracting) information<br>• recognises how the author of non-fiction texts expresses, sequences and links points<br>• explains how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence e.g. wider reading<br>• considers when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage<br>• identifies and analyses conventions across a range of non-fiction text types and forms looking at the differences in conventions within the same text type e.g. categorise sub-sets of persuasive texts into groups | • summarises competing views<br>• analyses dialogue at certain points in a story and summarises its purpose e.g. *to explain plot, show character and relationships, convey mood or create humour*<br>• discusses main ideas from a text within a group and summarises the discussion | • draws reasoned conclusions from non-fiction texts which present differences of opinion<br>• analyses why and how scene changes are made and how they affect characters and events<br>• distinguishes between implicit and explicit points of view<br>• identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text<br>• provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres<br>• explains underlying themes across a range of poetry e.g. can form compilations of poems based on themes explaining choses for the grouping, and considering the order of the poems in the compilation.<br>• explains the intent of the author e.g. explains how the author has tried to manipulate the emotions/bias of the reader<br>• identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. *in parody* | • Build upon previous learning |

## School Approach

- High quality texts selected and used termly – see whole school reading overview and progression gird.
- Additional targeted support for individual/small groups of children e.g. Lexia intervention
- Daily reading time to encourage independent reading and reading for pleasure.
- Regular individual reading to an adult- recorded in the child's Reading Records.
- Regular comprehension teaching sessions within English sessions.
- Comprehension tasks sent home for homework during each term.
- Quality class reader book to encourage listening and comprehension skills.
- Daily shared reading sessions as part of English lesson.
- Reading texts/books across the curriculum – e.g. RE and history
- Hearing and discussing stories as part of daily worship
- Daily reading at home encouraged and promoted – children reading to an adult and adults reading to children.
- Recommended book list on school website

| | Analysing | Authorial Intent | Comparing |
|---|---|---|---|
| **Year 3** | • analyses and compares plot structure<br>• recognises the move from general to specific detail | • evaluates effectiveness of texts in terms of function, form and language features<br>• identifies how language structure and presentation (font size, bold, calligrams) contribute to meaning | • comments on the effect of scene changes *e.g. moving from a safe to a dangerous place to build tension* |
| **Year 4** | • analyses how the structure of non-fiction relates to its purpose *e.g. how the points in a persuasive speech lead you to the author's viewpoint*<br>• analyses how poetry is structured and its effect on the reader<br>• exemplifies the move between generalisations and specific information | • understands how authors use a variety of sentence constructions *e.g. relative clauses to add detail*<br>• explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them | • comments on differences between what characters say and what they do |
| **Year 5** | • analyses the structure of more complex non-linear narratives (print and electronic texts that require choices to be made by the reader, creating multiple plots) *e.g. experimenting with the different paths that the reader can take through the text*<br>• analyses paragraph structures in similar texts noting and commenting on similarities and differences | • recognises the style of different authors and recognises their intended audience | • identifies balanced or biased viewpoints and discuss texts which • explore more than one perspective on an issue<br>• checks whether viewpoint changes in the story |
| **Year 6** | • justifies personal response to narratives with suitable expansion *e.g. whether it was believable, whether dilemmas were resolved satisfactorily*<br>• identifies how authors use a range of narrative structures *e.g. stories within stories, flashbacks* and can demonstrate understanding by re-telling/writing the narrative using a different structure | • justifies agreement or disagreement with narrator's point of view when evaluating a text | • explains how a personal response has altered at various points across a text as the narrative viewpoint changes *e.g. 'I didn't like this character at the beginning because …. but now I understand why …..'* |

| | Reading behaviours and fluency | | |
|---|---|---|---|
| Y 1 | • reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy<br>• re-reads to self-correct if meaning is lost<br>• asks questions to clarify<br>• connects what they read or hear to their own experiences<br>• knows the voice telling the story is called the narrator | Y 4 | • listens to the opinions of others and adjusts own thinking/understanding where appropriate<br>• expresses personal preferences regarding the work of significant authors/poets<br>• explains similarities and differences with own experiences |
| Y 2 | • self-corrects spontaneously and at the point of error<br>• sustains silent reading most of the time<br>• sustains interest in longer narratives e.g. a short chapter book<br>• recognises the difference between description in fiction and non-fiction e.g. *in non-fiction description is generally used for precision rather than to create an emotional response.* | Y 5 | • refines questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking further<br>• uses technical and other terms needed for discussing what they hear and read e.g. *metaphor, simile, analogy, imagery, style and effect*<br>• justifies personal response to particular texts and characters with evidence |
| Y 3 | • asks increasingly informed questions to improve understanding of a text e.g. *'I wonder if this is like …. because (linking to other texts)'*, *'Perhaps he did that because (linking own experiences/that of other characters)'*<br>• comments on use of language using terminology including alliteration, rhythm, rhyme, simile<br>• uses dictionaries independently to check meaning of new vocabulary | Y 6 | • generates open questions to explore a range of possibilities and justifies responses in relation to the text<br>• expresses and justifies personal preferences regarding significant authors/poets |

## Other school reading strategies/approaches

- Reading scheme continuously updated/restocked – has its own budget
- Class libraries restocked as often as possible – book fair money used for this purpose
- Reading dog for targeted children
- Reading adults encouraged in school to hear children read. We have a vast number of volunteers  - retired school teachers, governors, parents, other retired people
- Reading for pleasure encouraged in different ways – World Book Day celebrations, whole school reading challenges, author visits, whole school English projects.
- Parental support reading booklets sent out and on our website
- Reading Rivers used by some classes