



Reading

Strand	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words) and to blend accurately.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. - AR levelled books and guided reading through the vocabulary sessions (decoding words using the context of the sentence) alongside whole class reading.	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.
	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 knowledge of root words, prefixes and suffixes/word endings to read aloud fluently, embedding year 3 prefixes and suffixes	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, --ible and -ibly to read aloud fluently. - SPAG ninjas and SPAG sessions to allow the children to become familiar with identifying root words.	
	To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ous, -ture, -sure, -sion, -tion, -ssion and -cian to begin to read aloud.			



Common exception words	To begin to read Y3/Y4 exception words.	To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and how these occur in the word.	To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. - SPAG lessons on homophones along with no nonsense spelling. This is supported by children's independent reading within school and at home.	
Fluency	Respond to reading comprehension texts using VIPERS and develop fluency. Any focus on word reading should support the development of vocabulary.	Respond to reading comprehension texts using VIPERS and develop fluency. Any focus on word reading should support the development of vocabulary.	Continued daily reading both aloud and silently to develop fluency	Continued daily reading both aloud and silently to develop fluency
Comparing, contrasting and commenting	To recognise, listen to and discuss a wide range of poetry, fiction, plays, non fiction and reference books	To discuss and compare texts from a wide variety of genres and writers, including non-chronological reports, narrative fiction, poetry, narrative poetry, explanation text.	To read a wide range of genres, identifying the characteristics of text types and difference between text types. - Supported by English sessions showcasing a wide range of genres including non-chronological, poetry, narratives, persuasive writing, a biography and guided reading texts. Within these texts, children identify features, allowing them to apply this to their own writing too.	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 use appropriate terminology when discussing texts (plot, character, setting)	To read for a range of purposes, including answering comprehension questions and reading for pleasure	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. - Using class books and guided reading texts as a discussion point, allowing children to make predictions, form their own views, and challenge each other respectfully.	To recognise more complex themes in what they read.
To know the text features commonly associated with specific genres	To identify themes and conventions in a wide range of books, through the whole text or chapter.	To identify main ideas drawn from more than one paragraph and to summarise these. - Children showcase their summary skills through guided reading questions alongside comprehension texts.	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 refer to authorial style, overall themes and features, through the use of language.	To recommend texts to peers based on personal choice. - Opportunities to write book reviews and recommendations alongside discussions regarding the books they are currently reading.	To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.
	To identify how language, structure and presentation contribute to meaning.		To draw out key information and to summarise the main ideas in a text.
			To distinguish independently between statements of fact and



				opinion, providing reasoned justifications for their views.
				To compare characters, settings and themes within a text and across more than one text.
Words in context and authorial choice	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	Discuss vocabulary used to capture readers' interest and imagination, using rich, quality texts.	To evaluate the use of authors' language and explain how it has created an impact on the reader. - A thread that runs across the year 5 English topics (such as 'The British' topic). Children analyse the language used and evaluate the impact of such choices on the reader; diving into the reader's purpose.	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.
	To discuss authors' choice of words and phrase for effect.		To discuss vocabulary used by the author to create effect including figurative language. - Children discuss vocabulary within guided reading through inference practice.	
Inference and prediction	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives. - Investigated through guided reading sessions and discussions surrounding the class book.	To consider different accounts of the same event and to discuss viewpoints (both of authors and fictional characters).



	To justify predictions using evidence from the text.	To justify predictions from details stated and implied.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text. - Children use the text and quotes to justify predictions within guided reading. Additionally, this is developed through discussions surrounding the class book which encourage children to make predictions about what may happen next. Furthermore, children are encouraged to make predictions using elements from the blurb and front cover to support them.	To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Poetry and performance	To prepare and perform poems and playscripts that show some awareness of the audience when reading aloud.	To recognise and discuss some different forms of poetry.		
	To begin to use appropriate intonation and volume when reading aloud.	To prepare and perform poems and playscripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To continually show an awareness of audience when reading aloud using intonation, tone, volume and action. - This is showcased through guided reading when children are reading either to a partner or to the class. Additionally, children are encouraged to consider their audience and text type when sharing their own work to the class or peers.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.



Non-fiction	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information, such as sub-heading and captions.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. - This is shown through analysis of text type features. For example, children will use subtitles within non-chronological texts to access the relevant reading.	To retrieve, record and present information from non-fiction texts.
		To use dictionaries to check the meaning of words that they have read.		To use non-fiction materials for purposeful information retrieval and in contexts where pupils are genuinely motivated to find out information.