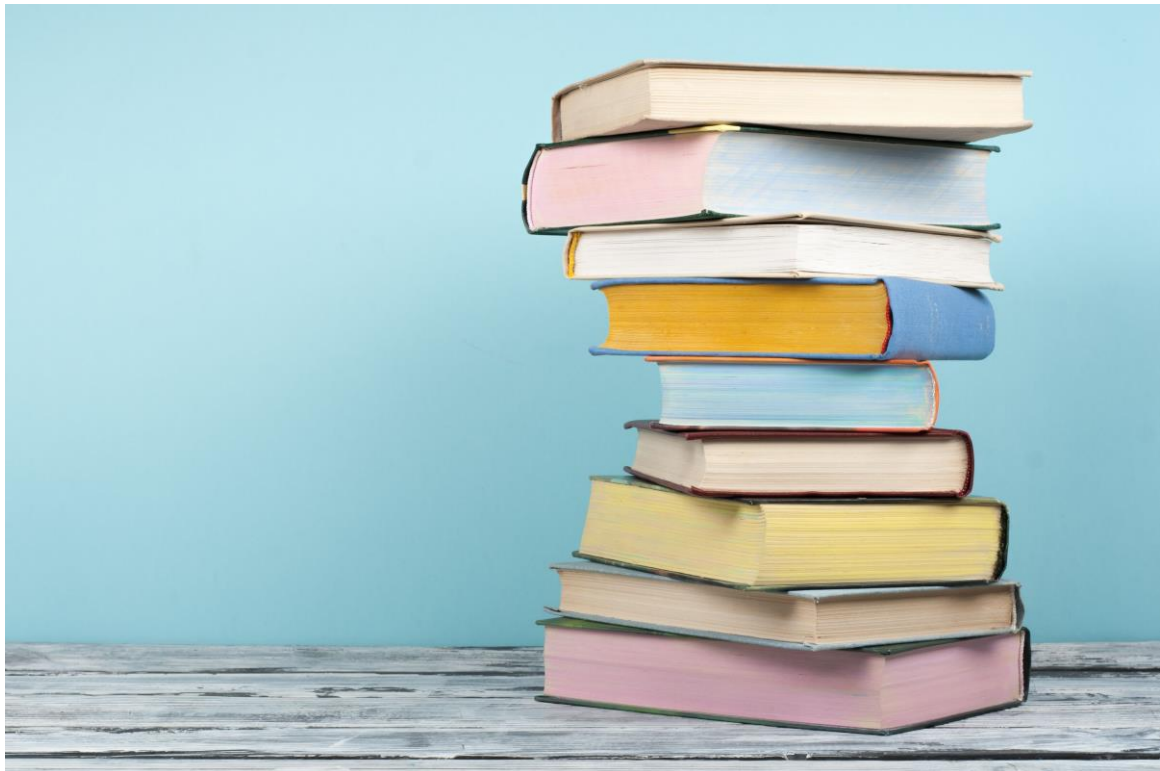




Moss Valley's Reading Curriculum



What does Reading Look like at Moss Valley Primary Academy?



At Moss Valley Primary Academy, it is our aim to provide a rich, comprehensive reading programme, offering children a range of opportunities to develop as fluent, enthusiastic, confident and life-long readers, who read for interest, information and enjoyment. We aim to develop learners who are passionate about reading but who also have a deeper understanding of the world around them. Reading is at the core of our curriculum and is an integral part of all curriculum subjects. Where possible, we teach using a cross curricular approach in order to make learning meaningful for the children. Quality books, both fiction and nonfiction, are utilised throughout the varying topics across the curriculum giving our children the opportunities to read widely, experience topic-related vocabulary in context and to deepen their understanding and curiosity for the topic itself.

Phonics:

Read Write Inc (R.W.I) is an inclusive literacy programme for all children learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus and compliments our writing curriculum well. Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions occur each day as the continuity and pace of the programme is key to accelerating the progress of children's reading development. One-to-one fast track tutoring is in place for any child who is in need of additional support.

Big Read:

At Moss Valley Primary Academy, we deliver Big Read sessions as a whole class. These sessions provide us with the opportunity to expose the children to high quality texts and stimulus. Each Big Read session focuses on a different reading skill whilst deepening knowledge of the curriculum. Teachers aim to develop these skills through class and peer discussions as well as providing time for independent thinking. During these sessions, children are exposed to a range of quality texts/literature that cover different themes/genres which promote the importance of equality and diversity, while also striving to capture children's interest. Big Read is planned in a way that the children develop clear reading comprehension skills and fluency, alongside a love of reading.

Solo Read:

Throughout the week, children are given the opportunity to read independently a book of their own choosing. At Moss Valley, we call this Solo Read time. From Year 2 upwards, this is a daily activity where children can read their home readers, class or key stage class library books, as appropriate. In KS1, children have the opportunity to read their own decodable book, linked to their phonetical ability. In addition to this the KS1 and EYFS children do daily speed sound sessions in order to develop confidence in sound recognition, decoding and speedy reading. In the EYFS, appropriate books are placed in different areas for the children to explore, enjoy and develop a love of reading.




Accelerated Reader:

At Moss Valley Primary Academy, we use Accelerated Reader to support independent reading once the children have finished the RWI phonics programme. Accelerated Reader is a computer-based program which helps us to monitor reading practice and progress. The program helps us to guide the children to books that are at their individual reading levels. After reading a book, the children take an online quiz and get immediate feedback on their comprehension. The feedback motivates the children to improve their reading skills. Awards are given to children based on how many words they have read.


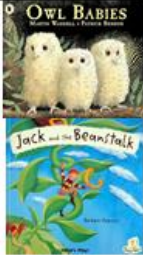









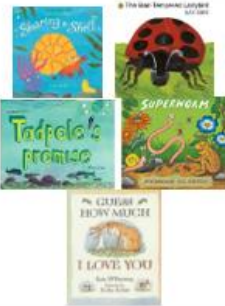

Reading Wise:

The school Reading Wise is a personalised intervention programme to support the children further in decoding, fluency and comprehension. This is a computer based programme and forms part of the reading diet at Moss Valley. The children have a class Reading Wise session each week from year 2 upwards. This program also forms part of the intervention cycle for EAL or SEND children.

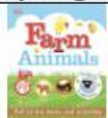

**Moss Valley Primary Academy
Nursery Reading Journey**

Nursery	Autumn 1 All about me	Autumn 2 Celebrations	Spring 1 My place in the world	Spring 2 Living things	Summer 1 Terrific Tales	Summer 2 Adventures and Environments
Core Texts (Literacy session)						
PSED Related Texts						














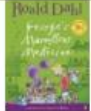










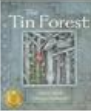




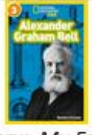



**Moss Valley Primary Academy
Reception Reading Journey**

Reception Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts						
Ready Steady Write - linked to the wider curriculum	 Friendships and Animals	 Stars and Space	 Superhero	 Traditional tales- (pre teach)	 Growing	 Seaside
PSED Related Texts						



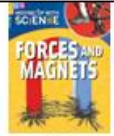











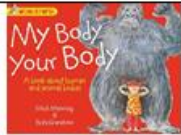



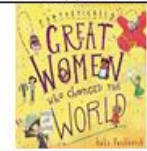








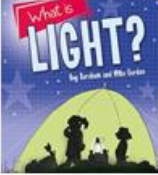

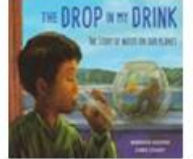
**Moss Valley Primary Academy
Year 1 Reading Journey**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Big Read Texts	 <i>PSHE: Being me in my world</i>	 <i>Design and Technology: Textiles</i>	 <i>Science: Animals including humans</i>	 <i>PSHE: Relationships</i>	 <i>English: Poetry</i>	 <i>Geography: Seaside</i>
Ready Steady Write <i>Curriculum topic driver</i>	 <i>History: Living memory</i>	 <i>History: Living memory</i>	 <i>Geography: Locality</i>	 <i>Geography: Locality</i>	 <i>Science: Animals including humans</i>	 <i>Science: Animals including humans</i>
Read aloud 15 minutes each day <i>May inform writing May link to history, geography, PSHE, D&T and science</i>	 <i>History: My family history- food</i>  <i>Fairy/ Traditional Tale/ Classic Texts</i>	 <i>Science: Seasonal changes</i>  <i>Fairy/ Traditional Tale</i>	 <i>Geography: Great Britain (Pre)</i>  <i>Fairy/ Traditional Tale</i>  <i>Science: Seasonal changes</i>	 <i>History: Inspirational People – People Who Have Helped Us (Post)</i>  <i>Fairy/ Traditional Tale</i>  <i>Science: Seasonal changes</i>	 <i>History: Great Inventions</i>  <i>Fairy/ Traditional Tale/Classic Text</i>	 <i>Science: Seasonal changes</i>  <i>Fairy/ Traditional Tale</i>
Wider-Curriculum Novel <i>To be used in history, geography or science in that half term. May inform writing.</i>	 <i>Science: Everyday Materials</i>	 <i>PSHE: Relationships</i>	 <i>History: Inspirational People – People Who Have Helped Us</i>	 <i>Geography: Great Britain</i>	 <i>Science: Plants</i>	 <i>Geography: Seaside</i>






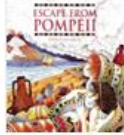














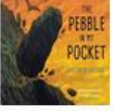








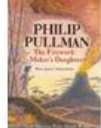

**Moss Valley Primary Academy
Year 2 Reading Journey**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Big Read Texts	 <i>Science: Living things and their habitats (Pre)</i>	 <i>History: The Great Fire of London</i>	 <i>PSHE: Celebrating Differences</i>	 <i>English: Poetry</i>	 <i>PSHE: Relationships</i>	 <i>Geography: Irlam and Dhaka</i>
Ready Steady Write <i>Curriculum topic driver</i>	 <i>Geography: Rivers and Seas</i>	 <i>Geography: Rivers and Seas</i>	 <i>Science: Living things habitats and plants</i>	 <i>Science: Living things habitats and plants</i>	 <i>History: Beyond living memory Great Fire of London</i>	 <i>History: Beyond living memory Great Fire of London</i>
Read aloud 15 minutes each day <i>May inform writing May link to history, geography, PSHE, D&T and science</i>	 <i>Science: Animals including humans</i>  <i>Fairy/ Traditional Tale/Poetry</i>	 <i>PSHE: Relationships</i>   <i>Fairy/ Traditional Tale/Poetry</i>	 <i>Geography: My World Continents and oceans (Pre teach)</i>   <i>Fairy/ Traditional Tale/Poetry</i>	 <i>PSHE: Relationships</i>  <i>Fairy/ Traditional Tale</i>	 <i>PSHE: Healthy me</i>   <i>Classic Texts/Poetry</i>	 <i>Science: Use of everyday materials</i>   <i>Fables/Classic texts/Poetry</i>
Wider-Curriculum Novel <i>To be used in history, geography or science in that half term. May inform writing.</i>	 <i>History: The Great Fire of London</i>	 <i>Geography: My World Continents and oceans</i>	 <i>History: My Family History- Technology</i>	 <i>Design and Technology: Food</i>	 <i>Science: Plants</i>	 <i>Science: Use of everyday materials</i>


















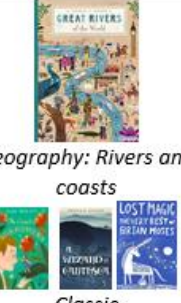
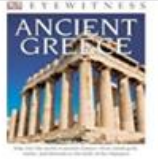





**Moss Valley Primary Academy
Year 3 Reading Journey**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Big Read Texts	 <i>Design and Technology: Construction</i>	 <i>PSHE: Relationships</i>	 <i>Science: Forces and magnets</i>	 <i>History: Egyptians (Post)</i>	 <i>PSHE: Dreams and Goals</i>	 <i>English: Poetry/Play scripts</i>
Ready Steady Write <i>Curriculum topic driver</i>	 <i>Science: Forces and magnets</i>	 <i>Science: Forces and magnets</i>	 <i>Geography: Mountains and rivers</i>	 <i>Geography: Mountains and rivers</i>	 <i>History: Egyptians</i>	 <i>History: Egyptians</i>
Read aloud 15 minutes each day <i>May inform writing</i> <i>May link to history, geography, PSHE, D&T and science</i>	 <i>History: The Stone Age to Iron Age (P)</i>  <i>Fables/Poetry</i>	 <i>Science: Animals including Humans</i>  <i>Classic texts/Poetry</i>	 <i>History: Egyptians</i>  <i>Myths and Legends/Poetry</i>	 <i>PSHE: Dreams and Goals</i>  <i>Classic texts/Poetry</i>	 <i>Geography: Water Cycle (Pre)</i>  <i>Myths and Legends</i>	 <i>Science: Plants</i>  <i>Classic texts/Fantasy/Poetry</i>
Wider-Curriculum Novel <i>To be used in history, geography or science in that half term. May inform writing.</i>	 <i>History: The Stone Age to Iron Age</i>	 <i>Geography: Europe in detail</i>	 <i>PSHE: Celebrating Differences</i>	 <i>Science: Light</i>	 <i>Science: Plants</i>	 <i>Geography: Water Cycle</i>


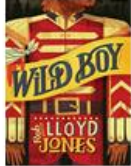



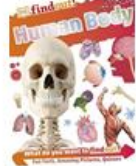














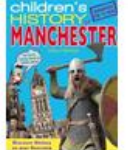



**Moss Valley Primary Academy
Year 4 Reading Journey**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Core Big Read Texts</p>	 PSHE: Relationships	 Science: Living things and their habitats	 Science: Electricity and sound	 PSHE: Celebrating differences	 English: Poetry/Play scripts	 Geography: Volcanoes and earthquakes
<p>Ready Steady Write</p> <p>Curriculum topic driver</p>	 Science: Living things habitats and animals	 Science: Living things habitats and animals	 History: The Anglo Saxons and Vikings	 History: The Anglo Saxons and Vikings	 Geography: All around the world	 Geography: All around the world
<p>Read aloud 15 minutes each day</p> <p>May inform writing May link to history, geography, PSHE, D&T and science</p>	 History: The Anglo Saxons and Vikings  Myths and legends/Poetry	 Geography: All around the world (P)  Classic Texts/Fantasy/Poetry	 Science: States of Matter  Fairy tales/Myths and legends/Poetry	 PSHE: Relationships  Classic Texts/Fantasy/Poetry	 Geography: Volcanoes and earthquakes (Pre)  Myths and legends/Classic	 Science: Living things and their habitats  Classic Texts/Fantasy/Poetry
<p>Wider-Curriculum Novel</p> <p>To be used in history, geography or science in that half term. May inform writing.</p>	 Science: Animals including Humans	 Geography: All around the world  Design and Technology: Textiles	 Science: Sound (P)	 Science: States of Matter	 PSHE: Dreams and Goals	 History: Monarchy




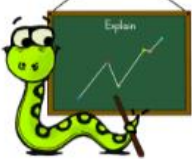


**Moss Valley Primary Academy
Year 5 Reading Journey**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Big Read Texts	 <i>PSHE: Celebrating differences</i>	 <i>Science: Properties and changing materials</i>	 <i>History: Mix of topics pre (Romans) and post (WW2) year group</i>	 <i>PSHE: Relationships</i>	 <i>English: Poetry/Play scripts (+Shakespeare project)</i>	 <i>PSHE: Dreams and Goals</i>
Ready Steady Write <i>Curriculum topic driver</i>	 <i>Science: Earth and Space</i>	 <i>Science: Earth and Space</i>	 <i>History: Victorians(Linked to Monarchy Year 4)</i>	 <i>History: Victorians(Linked to Monarchy Year 4)</i>	 <i>Geography: The Americas</i>	 <i>Geography: The Americas</i>
Read aloud 15 minutes each day <i>May inform writing May link to history, geography, PSHE, D&T and science</i>	 <i>PSHE: Dreams and Goals</i> <i>Myths and legends/Poetry</i>	 <i>Science: Earth and Space (Pre)</i> <i>Classic Texts/Fantasy/Poetry</i>	 <i>History: Gunpowder, treason and plot</i> <i>Classic Texts/Poetry</i>	 <i>Geography: Trade and economies</i> <i>Classic Texts/Fantasy/Poetry</i>	 <i>History: Journeys-migration (p)</i> <i>Classic Texts</i>	 <i>Geography: Rivers and coasts</i> <i>Classic Texts/Fantasy/Poetry</i>
Wider-Curriculum Novel <i>To be used in history, geography or science in that half term. May inform writing.</i>	 <i>History: The Greeks</i>	 <i>Geography: The Americas</i>	 <i>Science: Earth and Space</i>	 <i>Design and Technology: Food</i>	 <i>History: Journeys-migration</i>	 <i>Science: Living things and their habitats</i>

**Moss Valley Primary Academy
Year 6 Reading Journey**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Big Read Texts	 <i>PSHE: Relationships</i>	 <i>PSHE: Relationships</i>	 <i>History: War</i>	 <i>History: War</i>	 <i>English: Poetry/Play scripts (+end of year play)</i>	 <i>Science: Animals including Humans</i>
Ready Steady Write <i>Curriculum topic driver</i>	 <i>History: WW2</i>	 <i>History: War</i>	 <i>Science: Evolution and inheritance</i>	 <i>Science: Evolution and inheritance</i>	 <i>Geography: Rivers</i>	 <i>Geography: Rivers</i>
Read aloud 15 minutes each day <i>May inform writing May link to history, geography, PSHE, D&T and science</i>	 <i>Geography: Rainforest (Pre)</i>  <i>Classic Texts/Poetry</i>	 <i>Geography: Rainforest</i>  <i>Classic Texts/Fantasy/Poetry</i>	 <i>PSHE: Celebrating differences</i>  <i>Classic Texts/Fantasy/Poetry</i>	 <i>Science: Evolution and inheritance</i>  <i>Classic Texts/Fantasy/Poetry</i>	 <i>History: WW2</i>  <i>Classic Texts/Fantasy</i>	 <i>PSHE: Relationships</i>  <i>Classic Texts/Poetry</i>
Wider-Curriculum Novel <i>To be used in history, geography or science in that half term. May inform writing.</i>	 <i>History: Ancient Civilisations- Benin</i>	 <i>Science: Electricity</i>	 <i>History: Manchester- This is the Place</i>	 <i>Geography: Irlam to Warsaw</i>	 <i>Science: Light</i>	 <i>Design and Technology: Construction</i>

Core Skills

VIPERS heading Key Reading Skill	Content Domain Description (Content domain reference) KS1 KS2
V ocabulary 	Draw upon knowledge of vocabulary in order to understand the text. (1a) Give/explain the meaning of words in context. (2a)
I nfer 	Make inferences from the text. (1d) Make inference from the text/ explain and justify using evidence from the text. (2d)
P redict 	Predict what you think will happen based on the information that you have been given. (1e) Predict what might happen from the details stated and implied. (2e)
E xplain 	Explain your preferences, thoughts and opinions about the text. (1b) Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text (2f) (2g) (2h)
R etrieve 	Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information. (1b) Retrieve and record key information/key details from fiction and non-fiction (2b)
S equence or summarise 	Sequence the key events in the story. (1c) Summarise main ideas from more than one paragraph (2c)

Nursery – Progression of skills

Communication and Language			
	Autumn	Spring	Summer
Listening, Attention and understanding	<p>Can maintain attention and concentrate for a short while.</p> <p>Join in with rhymes and songs by making sounds and by moving my body.</p> <p>Understand and begin to respond to more simple questions and instructions. E.g. 'where is your shoe?' and 'show me your nose'.</p> <p>I can Identify my own friends.</p> <p>Listens to rhymes and familiar stories and can remember some of what happened.</p> <p>Can ask a familiar adult questions when they need help.</p>	<p>Can maintain attention, concentrate and sit quietly for slightly longer periods.</p> <p>Enjoys listening to stories and can remember much of what happens.</p> <p>Responds to two requests.</p> <p>Understands a simple instruction that has two parts.</p> <p>Responds to simple questions.</p> <p>Responds to 'why' questions.</p> <p>Focus on adults as they read or sing, responding with sounds and movements.</p> <p>Is more confident to ask a familiar adult questions when they need to support.</p>	<p>Enjoys listening to longer stories and can remember most of what happens.</p> <p>Can pay attention to more than one thing at a time e.g. can focus on adults and friends as I speak and play, responding to comments.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Asks and understands 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Contribute sensible comments to discussions and conversations.</p> <p>Can hold a conversation with a familiar adult or child and asks questions to clarify understanding.</p>
Speaking	<p>To use everyday words to talk about people I know.</p> <p>To communicate my thoughts and feelings but I might still have problems with irregular tenses and plurals, such as 'runned' for 'ran'.</p> <p>To say lots of sounds clearly but I may have problems with some sounds: j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Can use my words to communicate my wants and needs.</p> <p>Can respond to what/ how/ why / where questions with words.</p> <p>Is beginning to ask questions to clarify their understanding.</p> <p>Can speak in sentences of four to five words</p>	<p>Can use talk to express feelings, desires and needs.</p> <p>Can hold a conversation.</p> <p>Remembers and use new words - vocabulary increasing.</p> <p>Can ask questions and I can respond to questions using simple sentences.</p> <p>Can play make-believe games.</p> <p>Can speak in sentences of five to six words.</p> <p>Is beginning to use some plurals.</p> <p>Is beginning to join in with rhymes and songs.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Can engage and make comments about familiar stories.</p> <p>Uses talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Can engage in conversation with adults and peers explaining what has happened/what might happen.</p> <p>Can use plurals and some tenses correctly.</p> <p>Can link simple sentences using because or and.</p> <p>Can use a wider range of vocabulary in discussions and play.</p> <p>Can answer simple why questions.</p> <p>Can speak in longer sentences of six to seven words.</p> <p>Can use talk to share my own ideas and offer suggestions.</p> <p>Knows many rhymes and songs, is able to talk about familiar books, and tell a story.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>
Literacy			
Comprehension	<p>Can repeat songs, rhymes, stories and repeat familiar phrases.</p> <p>Can fill in missing words from well-known rhymes.</p> <p>Can ask questions about things that have been read to me or from looking at books.</p> <p>Can name characters from a familiar story.</p>	<p>Can retell a simple story using visual clues, e.g. talking through a familiar book.</p> <p>Makes suggestions about what happens next in a story.</p> <p>Can hold a book, turn the pages and indicate an understanding of pictures and print.</p> <p>Can ask how and why questions about a book.</p> <p>Shows preferences for different books and stories.</p>	<p>Understand the five key concepts about print:</p> <ol style="list-style-type: none"> 1. print has meaning 2. print can have different purposes 3. we read English text from left to right and from top to bottom 4. the names of the different parts of a book 5. page sequencing <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Re-enact stories they have heard. Talk about stories that they have heard in more detail.</p>

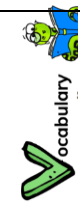




<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Word Reading</p>	<p>Can identify signs and symbols in the environment and recall what they mean.</p> <p>Can recognise a few letters from my name.</p> <p>Can clap syllables in my name.</p> <p>Can say some initial sounds in words.</p>	<p>Can notice and repeat sounds.</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in a word -hear and say some initial sounds in words -recognise words with the same initial sound, such as money and mother 	<p>Can keep a simple rhythm and match some rhyming words.</p> <p>Is able to recognise own name.</p> <p>Can say initial sounds in a word with increasing confidence.</p> <p>Can orally blend some simple cvc words.</p> <p>Can discriminate between sounds .</p>
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Reception – Progression of skills

Communication and Language			
	Autumn	Spring	Summer
Listening, Attention and understanding	<p>Can listen and pay attention during story time.</p> <p>To remember and join in with rhymes and stories I like.</p> <p>To understand and follow 2 or more part instructions using prepositions.</p> <p>Follow a story with props and pictures.</p> <p>Can contribute relevant comments in discussions.</p> <p>Can understand how to listen carefully and why listening is important.</p> <p>To begin to understand why, what and who questions.</p>	<p>Understands and ask questions about a book. E.g.- 'who', 'why', 'when', 'where' and 'how'.</p> <p>Listens and responds appropriately to ideas expressed by others in conversation or discussion.</p> <p>Listen to and talk about stories to build familiarity and comment on what is happening.</p> <p>Learn and listen carefully to rhymes, poems and songs, paying attention to how they sound.</p> <p>Can switch attention from one task to another. Listen to and talk about a range of books to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Follow more complex instructions.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding,</p> <p>Hold conversation when engaged in back-and forth exchanges with their teacher and peers.</p>
Speaking	<p>Communicates confidently with peers and adults.</p> <p>Uses talks to communicate needs, news, opinions feelings and ideas with</p> <p>To begin to confidently share ideas in small groups.</p> <p>To use vocabulary to express imaginary events in play sometimes building stories around toys and objects.</p> <p>Uses new vocabulary through interactions with adults and peers.</p> <p>Engage in longer conversations with both adults and children</p> <p>Can speak in longer sentences of seven + words.</p> <p>Sing a large repertoire of songs and rhymes with increasing confidence.</p> <p>To be able to talk about familiar stories.</p> <p>To use tense, intonation and rhythm to enhance meaning.</p>	<p>Learn new vocabulary and use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences, in small groups and whole class.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.</p> <p>Connect one idea to another using a range of conjunctions.</p> <p>Develop social phrases such as 'Good morning, how are you? Good bye Miss Jones'.</p> <p>To know some past tense verbs (ran, watched, brought, jumped, wrote, drew).</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.</p>
Literacy			
Comprehension	<p>To tell a story to friends and engage in longer conversations about stories.</p> <p>To be able to talk about the main events in the story and predict what might happen.</p> <p>To retell a story using role play or small world resources, using some story language.</p> <p>To talk about stories with increasing confidence.</p>	<p>To talk about my favourite book and explain why.</p> <p>To re-enact and reinvent stories I have heard and real life events in my play.</p> <p>To have a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt.</p> <p>To use new vocabulary and forms of speech that are increasingly influenced by their experiences of reading.</p> <p>To talk about stories and describe main story settings, events, and characters in increasing detail.</p> <p>To predict, infer and make suggestions about a range of stories.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate, where appropriate, key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.</p>











<p>Word Reading/Phonics</p>	<p>To know most set 1 sounds in isolation.</p> <p>To read individual letters by saying the sounds for them.</p> <p>To join in with rhymes and stories.</p> <p>To orally blend simple words demonstrating my knowledge of sounds.</p> <p>To blend and read simple CVC words.</p>	<p>To recognise most set 2 sounds in isolation, including frequently used digraphs.</p> <p>To read simple phrases and sentences.</p> <p>To know and apply some digraphs when reading.</p> <p>To orally blend sounds into words, so that they can read short words made up of known letter/sound correspondences.</p> <p>To read a few common exception words.</p>	<p>To recognise all set 2 sounds in isolation, including frequently used digraphs. Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
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Year 1 – Progression of skills

	Autumn	Spring	Summer
 Vocabulary	<ul style="list-style-type: none"> -Comment on the title of the text and how this links with the main events. -Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, lived happily ever after... 	<ul style="list-style-type: none"> -Draw on vocabulary provided by the teacher to understand books. -Discuss word meanings. -Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases. 	<ul style="list-style-type: none"> -Discuss word meanings, linking new meanings to those already known. -With support pick out some key words in a text e.g. Find a word that tells us how the character is feeling, find a word that tells us about the house...
 Infer (Make connections)	<ul style="list-style-type: none"> - With support from an adult make inferences on the basis of what is said and done. -Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?). -Say how they feel about stories and poems during and after reading. 	<ul style="list-style-type: none"> - Make inferences on the basis of what is said and done. -Give some reasons why things happen or characters change. -Be encouraged to link what they read or hear to their own experiences. -Draw on what they already know or on background information provided by the teacher to understand books -Comment and compare interesting or enjoyable aspects of books. 	<ul style="list-style-type: none"> -Begin to express a view and use evidence in the text to explain reasons. -Become very familiar with key stories, fairy stories and traditional tales and consider their particular characteristics. -Notice relationships between one text and another. -Return to favourite books and rhymes and poems to be re-read and enjoyed.
 Predict	<ul style="list-style-type: none"> -Discuss the blurb and title of a book. -Make predictions on the basis of what has been read so far. 	<ul style="list-style-type: none"> -Make predictions on the basis of what has been read so far. -Discuss the significance of the title and events -Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development. 	<ul style="list-style-type: none"> -Develop predictions on the basis of what has been read so far. -Make predictions about events/character.
 Explain and Structure	<ul style="list-style-type: none"> -Discuss the significance of the title of a non-fiction and fiction book. -Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, etc. 	<ul style="list-style-type: none"> -Understand the way that information texts are organised and use this when reading simple texts. -Distinguish between fiction and non-fiction texts. 	<ul style="list-style-type: none"> -Participate in discussion about what is read to me, taking turns and listening to what others say. -Discuss the similarities and differences between the books they have read. -Recap all prior skills on structure. -Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently. -Explain clearly and have an understanding what is read to me.
 Retrieve	<ul style="list-style-type: none"> -Comment on the title of the text and how this links with the main events. -Identify the main character of a story or the subject of non-fiction text. -With support from an adult answer literal retrieval questions about the text. 	<ul style="list-style-type: none"> -Re-tell key stories, fairy stories and traditional tales. -Identify main events or key points in texts. -Recognise and join in with predictable phrases. -With support from an adult answer literal retrieval questions about the text. 	<ul style="list-style-type: none"> -Answer literal retrieval questions about the text. -Recite some rhymes and poems off by heart. -Answer literal retrieval questions about the text. -Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales.

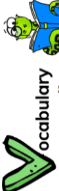




 <p>sequence or summarise</p>	<p>-Sequence a simple story or event and use this to re-enact and retell.</p>	<p>-Sequence a simple story or event and use this to re-enact and retell. -Show an understanding of the elements of a story such as character, setting, events.</p>	<p>-Sequence a simple story or event and use this to re-enact and retell. -Explain the elements of a story such as character, settings, events. -Use sequencing to help retell stories.</p>
<p>Word Reading/Phonics</p>	<p>-Apply phonic knowledge and skills as the route to decode words. -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. - Read common exception words. -Read aloud accurately books that are consistent with their improving phonic knowledge and that do not require them to use other strategies to work out words. -Re-read these books to build up their fluency and confidence in word reading. -Read all set 1 sounds. -Read all set 2 sounds. -Blend sounds into words orally -Speed read all set 1 green words. -Fred-talk most set 2 words.</p>	<p>-Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. -Read other words of more than one syllable that contain taught GPCs. -Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. -Read aloud accurately books that are consistent with their improving phonic knowledge and that do not require them to use other strategies to work out words. -Re-read these books to build up their fluency and confidence in word reading. -Read set 3 sounds -Further confidence in reading set 2 words (speedy reading)</p>	<p>-Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). -Read aloud accurately books that are consistent with their improving phonic knowledge and that do not require them to use other strategies to work out words. -Re-read these books to build up their fluency and confidence in word reading. -Check that the text makes sense as I read and correcting inaccurate reading. -Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. -Speed read all set 2 green words. -Further confidence in reading set 3 words (speedy reading) -Read non-fiction books linked to phonics.</p>


Year 2 – Progression of skills

	Autumn	Spring	Summer
 	<ul style="list-style-type: none"> -Draw on vocabulary provided by the teacher to understand books. -Discuss and clarify the meaning of words. -Identify and discuss favourite words and phrases. -Pick out key words or phrases in a text e.g. First/Next, Once upon a time. 	<ul style="list-style-type: none"> -Discuss and clarify the meanings of words linking new meanings to known vocabulary. -Comment on the choice of author's words to make a text funny, scary, exciting. -Recognise simple recurring literary language in stories and poetry. 	<ul style="list-style-type: none"> -Identify where language is used to create mood or build tension. -Discuss the use of present, past and progressive tenses in a text and why they have been used. -Revisit Autumn and Spring
  (Make connections)	<ul style="list-style-type: none"> -Draw on what they already know or on background information provided by the teacher to understand books -Make inferences on the basis of what is being said and done. -Discuss why certain words or phrases make a story funny, scary, exciting. -Express a preference for a story or text from a selection of those that have been read aloud or read independently. 	<ul style="list-style-type: none"> -Talk about and infer what characters might be thinking or feeling using clues in the text. -Give an opinion about a character's actions e.g. He is not a very nice character. -Discuss the reasons for events in a story; use evidence to make simple reasoned conclusions. -Participate in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say. 	<ul style="list-style-type: none"> -Make inferences on the basis of what is being said and done. -Discuss the reasons for events in a story; use evidence to make simple reasoned conclusions. -Begin to distinguish between statements of fact and opinion -Discuss the purpose that the writer is intending e.g. The writer is giving us information; the writer thinks this is not fair. -Discuss similarities between different fairy stories and traditional tales.
 	<ul style="list-style-type: none"> -Predict the events of a story based on the setting described in the opening. -Predict what might happen based on what has been read so far. 	<ul style="list-style-type: none"> -Predict how characters might behave from what they say and do and from their appearance. 	<ul style="list-style-type: none"> -Predict how characters might behave from what they say and do and from their appearance and explain my view -Use skimming to read the title, contents page and illustrations and predict what a book is about.
  and Structure	<ul style="list-style-type: none"> -Discuss titles of book and poems. -Pick out features used to organise books. -Pick out features that will help to locate information and explain them. - Be introduced to non-fiction books that are structured in different ways. 	<ul style="list-style-type: none"> -Show awareness of the structure of different text types and begin to understand that they have different purposes (story, recount, lists, instructions). -Pick out and discuss how punctuation helps to organise text. -Recognise the openings and closings of different stories. 	<ul style="list-style-type: none"> -Compare the layout of different texts/books and discuss why they are set out in different ways. -Explain and discuss understanding of books, poems and other material, both those that I listen to and those that I read for myself. -Discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently.
 	<ul style="list-style-type: none"> -Ask questions and find the answers to simple questions in a text. -Answer literal retrieval questions about the text. -Identify main events or key points in texts. -Use question prompts to generate relevant questions about the text. 	<ul style="list-style-type: none"> -Gain confidence in answering literal retrieval questions about the text. -Talk about the themes and characteristics of a range of texts becoming familiar with a wider range of key stories, fairy stories and traditional tales. -Use question prompts to generate relevant questions about the text. 	<ul style="list-style-type: none"> -Confidently answer literal retrieval questions about the text. -Use a range of question prompts to generate relevant questions about the text. -Recap on prior skills taught.

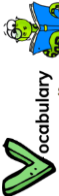




	<ul style="list-style-type: none"> -Sequence a range of stories or events and use this to re-enact and retell. -Becoming increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. 	<ul style="list-style-type: none"> -Discuss the sequence of events in books and how items of information are related. -Becoming increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. 	<ul style="list-style-type: none"> -Discuss the sequence of events in books and how items of information are related. -Continue to build up a repertoire of stories and poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
<p>Word Reading/Phonics</p>	<ul style="list-style-type: none"> -Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. -Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. -Read accurately words of two or more syllables that contain the same graphemes as above. -Read words containing common suffixes. -Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. -Re-read these books to build up their fluency and confidence in word reading. -Attempt to read with intonation to show comprehension. -Check that the text makes sense as I read and correct inaccurate reading. -Speed read all set 1, 2 and 3 green words -Speed read most red words 	<ul style="list-style-type: none"> -Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. -Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. -Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. -Re-read these books to build up their fluency and confidence in word reading. -Speed read all set 1, 2 and 3 green words -Speed read all red words -Read 90-100 words per minute. 	<p><i>-Revisit/embed Autumn and Spring</i></p>


Year 3 – Progression of skills

	Autumn	Spring	Summer
	<ul style="list-style-type: none"> -Understand the meaning of new words. -Identify how language can contribute to the meaning of a text. -Identify where language is used to create mood or build tension. -Pick out key words or phrases in a text e.g. First/Next, Once upon a time. 	<ul style="list-style-type: none"> -Understand the meaning of new words. -Discuss the effect of key words or phrases used to build mood or tension. -Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes -Discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> -Comment upon the use and effect of author's language -Use dictionaries to check the meanings of words they have read -In poetry, discuss the choice of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliteration. -Identify and describe the styles of individual writers and poets - Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose
 <p>(Make connections)</p>	<ul style="list-style-type: none"> -Identify settings and predict events that are likely to happen. -Make inferences on the basis of what is being said and done. -Begin to draw inferences such as inferring characters' feelings and thoughts from their actions. -Identify the use of figurative and expressive language to build a fuller picture of a character -Discuss the relationship between what characters say and do - do they always reveal what they are thinking? 	<ul style="list-style-type: none"> -Predict what might happen from details stated and implied. -Talk about and infer what characters might be thinking or feeling using clues in the text. -Discuss, moods, feelings and attitudes using inference and deduction -Use clues from action, dialogue and description to establish meaning. -Identify basic themes and conventions in a wide range of texts. 	<ul style="list-style-type: none"> -Make predictions about characters' actions and look for evidence of change as a result of events. -Identify themes and conventions in a range of books (e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales). -Discuss the actions and relationships of the main characters and justify views using evidence from the text. -Discuss the relationship between characters based on dialogue.
	<ul style="list-style-type: none"> -Make predictions about how characters might behave in such a setting -Predict what might happen from details stated and implied in the text (from throughout the text) 	<ul style="list-style-type: none"> -Predict what might happen from details stated and implied in the text (from throughout the text) -Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place (Linked to S) 	<ul style="list-style-type: none"> -Predict what might happen from details stated and implied in the text (from throughout the text) -Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place (Linked to S)
	<ul style="list-style-type: none"> -Discuss similarities between the same author's books and different authors -Identifying how presentation contributes to meaning. -Understand how paragraphs can organise ideas around a theme and can build up ideas across a text -Read books that are structured in different ways and reading for a range of purposes. 	<ul style="list-style-type: none"> -Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts -Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 	<ul style="list-style-type: none"> -Recognise some different forms of poetry (e.g. narrative poetry, free verse) -Explain and discuss understanding of what is read. -Read books that are structured in different ways and reading for a range of purposes.
	<ul style="list-style-type: none"> -Read a range of books, including fairy stories, myths and legends, and retelling some of these orally. -Locate information when directed using skimming and scanning -Identify settings and predict events that are likely to happen (P) -Retrieve and record information from fiction 	<ul style="list-style-type: none"> -Identify main ideas from more than one paragraph and summarise these (S) -Extract information from the text -Decide on a question that needs answering and locate the answer in a non-fiction book -Use of non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations) -Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> -Locate information when directed using skimming and scanning -Identify main ideas within a text or within a paragraph and summarise these. (S) -Use evidence gathered from the text when justifying views and opinions. -Ask questions to improve their understanding.

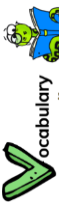
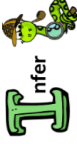



 <p>sequence or summarise</p>	<p>-Discuss the sequence of events in books and how items of information are related. -Identify main ideas from more than one paragraph and summarise these (R)</p>	<p>-Identify main ideas from more than one paragraph and summarise these (R)</p>	<p>-Identify main ideas from more than one paragraph and summarise these (R) <i>-Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</i></p>
<p>Word Reading/Phonics</p>	<p>-Read further exception words and note the unusual correspondences between spelling and sounds, and where these occur in the words. -Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words.</p>		


Year 4 – Progression of skills

	Autumn	Spring	Summer
	<ul style="list-style-type: none"> -Identify how language can contribute to the meaning of a text -Discuss words and phrases that capture the reader's interest and imagination -Use dictionaries to check the meanings of words they have read 	<ul style="list-style-type: none"> -Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes -Identify the use of figurative and expressive language to build a fuller picture of a character -Discuss words and phrases that capture the reader's interest and imagination. 	<ul style="list-style-type: none"> -Comment upon the use and effect of author's language -Use dictionaries to check the meanings of words they have read -Identify and describe the styles of individual writers and poets -Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose
 <p>(Make connections)</p>	<ul style="list-style-type: none"> -Infer characters' feelings, thoughts and motives from their actions. -Discuss, moods, feelings and attitudes using inference and deduction -Identify the use of figurative and expressive language to build a fuller picture of a character. 	<ul style="list-style-type: none"> -Discuss, moods, feelings and attitudes using inference and deduction -Empathise with different characters' points of view (implicit and explicit) -Discuss the relationship between what characters say and do - do they always reveal what they are thinking? 	<ul style="list-style-type: none"> -Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings -Empathise with different characters' points of view (implicit and explicit) -Discuss the relationship between what characters say and do - do they always reveal what they are thinking?
	<ul style="list-style-type: none"> -Make predictions about how characters might behave in such a setting -Predict what might happen from details stated and implied in the text (from throughout the text) 	<ul style="list-style-type: none"> -Predict what might happen from details stated and implied in the text (from throughout the text) -Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place (Linked to S) 	<ul style="list-style-type: none"> -Predict what might happen from details stated and implied in the text (from throughout the text) -Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place (Linked to S)
 <p>and Structure</p>	<ul style="list-style-type: none"> -Explain and discuss understanding of what is read. -Understand how paragraphs can organise ideas around a theme and can build up ideas across a text -Identify how presentation contributes to meaning. 	<ul style="list-style-type: none"> -Discuss similarities between the same author's books and different authors -Begin to relate texts to social, historical and cultural traditions -Identify themes and conventions in a wide range of books (e.g. heroes, journeys and superhuman beings in myths and legends) -Express personal response with some awareness of the writer's viewpoint or the effect on the reader 	<ul style="list-style-type: none"> -Recognise ways in which writers present issues and points of view in fiction and non-fiction -Read books that are structured in different ways -Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts -Recognise some different forms of poetry (e.g. narrative poetry, free verse)
	<ul style="list-style-type: none"> -Read a range of books, including fairy stories, myths and legends, and retelling some of these orally. -Locate information when directed using skimming and scanning - Extract information from the text 	<ul style="list-style-type: none"> -Identify main ideas from more than one paragraph and summarise these (S) -Ask questions and find the answers to simple questions in a text -Use evidence gathered from the text when justifying views and opinions. 	<ul style="list-style-type: none"> -Locate information when directed using skimming and scanning -Retrieve and record information from non-fiction -Use of non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations)

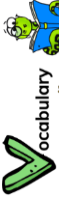



	<p>-Identify main ideas from more than one paragraph and summarise these (R)</p>	<p>-Identify main ideas from more than one paragraph and summarise these (R)</p>	<p>-Identify main ideas from more than one paragraph and summarise these (R) <i>-Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</i></p>
<p>Word Reading/Phonics</p>	<p>-When reading aloud and reading for meaning- apply a growing knowledge of root words, prefixes and suffixes. -Read further exception words and note the unusual correspondences between spelling and sounds, and where these occur in the words. -Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words.</p>		



Year 5 – Progression of skills

	Autumn	Spring	Summer
 <p>Vocabulary</p>	<ul style="list-style-type: none"> - Explore the meaning of words in context -Identify vocabulary chosen to convey different messages, moods, feelings and attitudes -Identify how language structure can contribute to meaning. -Comment on the use of similes and expressive language to create images, sound effects and atmosphere. 	<ul style="list-style-type: none"> -Explain how authors use language, including figurative language, considering the impact on the reader. -Discuss how language, including figurative language, can contribute to the meaning of a text -Comment and compare the language choices the author has made to convey information over a range of non-fiction texts -Comment and compare the language choices the author has made to convey information over a range of non-fiction texts 	<ul style="list-style-type: none"> -Evaluate how language, including figurative language, can contribute to the meaning of a text. -Know the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect -Comment on the overall impact of poetry and prose with reference to features e.g. development of themes, technical terms.
 <p>Infer (Make connections)</p>	<ul style="list-style-type: none"> -Draw inferences such as inferring characters' feelings, thoughts and motives from their actions -Justify inferences with evidence -Begin to distinguish between statements of fact and opinion 	<ul style="list-style-type: none"> -Discuss what a character's actions say about their character -Justify inferences with evidence -Identify evidence of characters changing in a story and discuss possible reasons 	<ul style="list-style-type: none"> -Justify inferences with evidence -Recognise that characters may have different perspectives on events in stories -Describe and compare the styles of individual writers and poets, providing evidence
 <p>Predict</p>	<ul style="list-style-type: none"> -Make predictions based on details stated and implied -Refer to the text to support predictions and opinions (PEE- Point + Evidence + Explanation (C)) 	<ul style="list-style-type: none"> -Make predictions for how a character might change during a story and change predictions as events happen -Refer to the text to support predictions and opinions (PEE- Point + Evidence + Explanation (C)) 	<ul style="list-style-type: none"> Make predictions based on details stated and implied -Make predictions for how a character might change during a story and change predictions as events happen -Refer to the text to support predictions and opinions (PEE- Point + Evidence + Explanation (C))
 <p>Explain and Structure</p>	<ul style="list-style-type: none"> -Make comparisons within and across texts (C) -Discuss themes and conventions -Identify and discuss the structural devices the author has used to organise the text -Refer to the text to support predictions and opinions (PEE- Point + Evidence + Explanation (C)) -To know the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect (A) 	<ul style="list-style-type: none"> -Identify and discuss themes and conventions within a text (Social, cultural and historical) (C) -Read books that are structured in different ways -Explain how structure and presentation can contribute to the meaning of a text (C) -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 explain characters and their profiles across a range of texts 	<ul style="list-style-type: none"> -Identify common elements of an author's style and discuss how the style of one author differs from another -Identify and explain the key features of a range of appropriate texts (poetry) (C) -Identify and comment upon an author's or poet's viewpoint in the text and respond to this e.g. re-tell from a different viewpoint -Describe and compare the styles of individual writers and poets, providing evidence -Refer to the text to support predictions and opinions (PEE- Point + Evidence + Explanation (C))
 <p>Retrieve</p>	<ul style="list-style-type: none"> -Use the skills of skimming and scanning to identify key ideas -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 	<ul style="list-style-type: none"> -In non-fiction, retrieve, record and present information -Make simple notes -Use the skills of skimming and scanning to identify key ideas -Plan what information needs to be found with guidance (e.g. a KWL grid) 	<ul style="list-style-type: none"> -Learn a wider range of poetry by heart. -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 -Apply information retrieval skills across the curriculum

 <p>sequence or summarise</p>	<p>-Identify main ideas from more than one paragraph and summarise these (R) -Identify key details that support main ideas and use them to summarise content drawn from more than one paragraph</p>	<p>-Identify key details that support main ideas and use them to summarise content drawn from more than one paragraph</p>	<p>-Identify key details that support main ideas and use them to summarise content drawn from more than one paragraph <i>-Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</i></p>
<p>Word Reading/Phonics</p>	<p>-Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words meet.</p>		

Year 6 – Progression of skills

	Autumn	Spring	Summer
	<ul style="list-style-type: none"> -Discuss how language, including figurative language, can contribute to the meaning of a text -Discuss and evaluate how authors use language, and consider its impact on the reader -Identify and discuss irony and its effect -Know the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. 	<ul style="list-style-type: none"> -Explain how authors use language, including figurative language, considering the impact on the reader -Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes -Comment on how the purpose and target audience of the text relates to the language used. 	<ul style="list-style-type: none"> -Evaluate how authors use language, including figurative language, considering the impact on the reader -Comment and compare the language choices the author has made to convey information over a range of non-fiction texts -Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes (V) -Comment on the overall impact of prose with reference to features e.g. development of themes, technical terms
 <p>Infer (Make connections)</p>	<ul style="list-style-type: none"> -Draw inferences such as inferring characters' feelings, thoughts and motives from their actions -Justify inferences with evidence -Identify evidence of characters changing in a story and discuss possible reasons -Begin to distinguish between statements of fact and opinion -Identify stock characters in particular genres -Provide reasoned justifications for my views. 	<ul style="list-style-type: none"> -Recognise that characters may have different perspectives on events in stories -Identify evidence of characters that challenge stereotypes and surprise the reader. -Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour -Distinguish between statements of fact and opinion. 	<ul style="list-style-type: none"> -Make inferences about the perspective of the author from what is written and implied -Review Autumn and Spring
 <p>Predict</p>	<ul style="list-style-type: none"> -Make predictions based on details stated and implied -Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it -Refer to the text to support predictions and opinions (PEEL- Point + Evidence + Explanation + Evaluation) (C) 	<ul style="list-style-type: none"> -Make predictions based on details stated and implied -Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it (P) -Refer to the text to support predictions and opinions (PEEL- Point + Evidence + Explanation + Evaluation) (C) 	<ul style="list-style-type: none"> -Predict from details stated and implied -Refer to the text to support predictions and opinions (PEEL- Point + Evidence + Explanation + Evaluation) (C)
 <p>Explain and Structure</p>	<ul style="list-style-type: none"> -Discuss themes and conventions (C) -Compare and contrast characters across a range of appropriate texts (C) -Identify themes and conventions in and across a wide range of writing and compare them. (C) -Identify and discuss the viewpoint in a text (C) -Refer to the text to support predictions and opinions (PEEL- Point + Evidence + Explanation + Evaluation) (C) -To know the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect (A) -Comment on the structural choices the author has made when organising a text (C) 	<ul style="list-style-type: none"> -Make comparisons within and across texts, including comparison of themes and conventions (C) -Compare and contrast themes across a range of appropriate texts. (Social, cultural and historical) (C) -Refer to the text to support predictions and opinions (PEEL- Point + Evidence + Explanation + Evaluation) (C) -Identify common elements of an author's style and make comparisons between books (C) -Take part in a debate to show an understanding of themes in a text (C) -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. 	<ul style="list-style-type: none"> -Compare and contrast the key features of a range of appropriate texts (C) -Read books that are structured in different ways and explain how the structure and presentation can contribute to the meaning of a text (C) -Explain how the structural choices support the writer's purpose (C) -Compare, contrast and explore the styles of writers and poets, providing evidence and explanations (C) -Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations

 <p>Retrieve</p>	<ul style="list-style-type: none"> -Retrieve, record and present information -Use the skills of skimming, scanning, to identify key ideas -Ask questions to improve their understanding -Plan and decide independently what information needs to be searched for -Use quotations to illustrate ideas 	<ul style="list-style-type: none"> -Retrieve, record and present information -Use the skills of skimming, scanning, text marking and note-taking to identify key ideas -Ask questions to improve their understanding -Plan and decide independently what information needs to be searched for 	<ul style="list-style-type: none"> -Ask questions to improve their understanding -Make appropriate notes from research, using a variety of sources -In non-fiction, retrieve, record and present information -Apply information retrieval skills across the curriculum
 <p>Sequence or summarise</p>	<ul style="list-style-type: none"> -Identify key details that support main ideas and use them to summarise content drawn from more than one paragraph 	<ul style="list-style-type: none"> -Identify key details that support main ideas and use them to summarise content drawn from more than one paragraph 	<ul style="list-style-type: none"> -Identify key details that support main ideas and use them to summarise content drawn from more than one paragraph <i>-Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</i>
<p>Word Reading/Phonics</p>	<ul style="list-style-type: none"> -To read aloud and to understand the meaning of new words meet. 		