



Bowhill Primary School Reading Progression

End of year outcome	
FS	-Completion of Little Wandle Phonics up to phase 4 -Phonetically decodable books to phase 3
Yr1	-Completion of Little Wandle Phonics to Summer term Year 1 -Phonetically decodable books to phase 5 set 3 -RA At the end of year 1 a reader will have been encouraged to choose to read for pleasure, to choose books that they want to share with an adult and will have been challenged to explain their understanding of every text they read. By the end of year 1 we will have ensured that they have learnt to read texts independently which are well matched to their phonics ability with increasing fluency.
Yr2	-Completion of Phase 5 by Christmas - RA: 7.0+ - AR minimum 2+
Yr3	- AR minimum: 3+ - RA: 8+ At the end of year 3 a reader will have been encouraged to read longer texts independently, which they have chosen themselves and have been challenged to explain and justify their understanding with reference to texts. By the end of year 3 we will have ensured that they will have learnt to engage actively in book discussion.
Yr4	- AR minimum 4+ - RA: 9+ At the end of year 4 a reader will have been encouraged to read for a sustained periods of time, including chapter books and have been challenged to explain their understanding of texts including impact of language choices on meaning. By the end of year 4 we will have ensured that they will have learnt to connect ideas within and between texts.
Yr5	- AR: minimum 5+ - RA: 10+ At the end of year 5 a reader will have been encouraged to broaden the range of text, authors and genres that they read independently and have been challenged to explore more challenging themes and ideas. By the end of year 5 we will have ensured that they will have learnt to make comparisons within and across texts.
Yr6	- AR: minimum 6+ - RA: 11+ At the end of year 6 a reader will have well developed preferences in reading but have been encouraged to read a wide range of texts, including those from literary heritage and whole novels and have been challenged to demonstrate their understanding of reading in the written form. By the end of year 6 we will have ensured that they will have learnt to explore and explain the meaning of words in context. If a child reaches 6+ on AR they can be removed from the AR system.

Word Reading							
	FS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
	(see Little Wandle for weekly progression (of GPCs and common exception words))	Apply phonic knowledge and skills to decode words: -Blend accurately and speedily using known graphemes -Re-read with fluency and confidence -Read accurately -Recognise when a word does not make sense -Read common exception words accurately.	Read age-appropriate books: -sounding out unfamiliar words - beginning to self-correct Read accurately, automatically and without undue hesitation including: - Words of 2 or more syllables - Words containing common suffixes - Most common exception words Read most words quickly and accurately without blending out loud, e.g over 90 words per minute Begin to read silently with understanding.	Decode some new words outside of spoken vocabulary. Read longer words with support. Use the context of a sentence to read unfamiliar words with support. Self -correct consistently some of the time (50%) Read short, simple chapter books independently and silently.	Decode most new words outside of spoken vocabulary. Read longer words with growing independence Use the context of a sentence to read unfamiliar words independently. Self -correct consistently most of the time (80%) Read longer chapter books independently and silently.	Read age-appropriate books with confidence and fluency, including whole novels Use a range of reading strategies to work out any unfamiliar word. Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience.	Read age-appropriate books with confidence and fluency, including whole novels and archaic texts Read aloud and to perform texts of growing complexity (including poetry), showing understanding through intonation, tone and volume so that meaning is clear to an audience.

Comprehension and Reading for Pleasure							
	FS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6

Reading for pleasure (see reading spine for core texts)	Participate actively in listening and sharing a wide range of books.	Participate actively in listening and sharing a wide range of books. Choose to read.	Read independently, demonstrating increasing stamina. Show developing preferences through book choice.	Read for a range of purposes independently. Choose appropriate texts with support. Demonstrate engagement with reading: - reading for 15 mins with an adult - complete short chapter books - engaging actively in book discussion with support - respond to reading in a written form within a given structure	Read for a range of purposes independently. Choose appropriate texts with growing independence. Demonstrate engagement with reading: - reading independently for 15 mins - complete longer chapter books - engaging actively in book discussion with growing independence - respond to reading in a written form within a given structure	Read a broader range of texts. Recommend books they have read to their peers. Demonstrate continuing engagement with reading: - reading for sustained periods of time 20+minutes - complete a wider range of more challenging and lengthier books - engage actively in book discussions with and without adult support. Respond to reading in a written form.	Read a broader range of texts including those from literary heritage and more challenging texts. Recommend books they have read to their peers, giving reasons for their choices. Demonstrate continuing engagement with reading: - reading for sustained periods of time 20+minutes - complete a wider range of more challenging and lengthier books - engage actively in book discussions with and without adult support. Respond to reading in a written form, beginning to develop a critical stance.
	Infer	In texts read to them and simple	Make inferences from texts that	Draw inferences such as characters'	Draw inferences such as characters'	Make inferences drawn from across	Make inferences drawn from across

To know how to:		texts read themselves, to know how to make inferences on the basis of what is being said and done e.g. How a character feels, why a character does something.	they read themselves, on the basis of - what's being said and done - cause and effect drawing on what they already know or on background information or vocabulary (provided by the teacher).	feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience with support.	feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience with growing independence.	and between texts and justify with evidence. Use PEE (Point, Evidence, and Explanation) to support inferences with structured support.	and between texts of growing complexity and justify with evidence. Independently use PEE (Point, Evidence, and Explanation) to support inferences.
Predict To know how to:	Anticipate where appropriate key events in stories.	Link own experiences to what they read with support. Make predictions about reading: - from a title and front cover of a book. - on the basis of what has been read so far	Predict what might happen on the basis of what has been read so far.	Predict, with support, what might happen from details stated and implied based on: - content - simple themes/ text types Justify predictions with evidence with adult support	Predict, with growing independence, what might happen from details stated and implied based on: - content - simple themes/ text types To justify predictions with evidence Independently.	Predict what might happen from details stated and implied based on: - themes - knowledge about the author - genres	Predict what might happen from details stated and implied based on: - complex themes - conventions - knowledge about the author - genres

Clarify To know how to:	Listen attentively and respond to what they have heard with relevant questions.	Discuss word meanings, making links to known vocabulary.	Discuss and clarify the meaning of words to understand texts further. To check that it makes sense in familiar books,	Use dictionaries to check the meanings of words they have read.	Independently check the meanings of words to ensure they make sense in a given context.	Give the meaning of words in context. Distinguish between fact and opinion.	Explore and explain the meaning of words in context. Clarify concepts and ideas at sentence, paragraph and whole text level.
Question To know how to:	Listen attentively and respond to what they have heard with relevant questions. Make comments about what they have heard and ask questions	Raise simple questions about texts they read and that are read to them. Answer simple, information retrieval questions about texts.	Ask and answer questions about texts.	Ask and answer questions to improve understanding of a text.	Ask and answer questions to improve understanding of texts of increasing complexity.	Ask and answer questions to improve understanding of authorial intent.	Ask and answer questions to improve understanding of themes and authorial intent.
Summarise To know how to:	Demonstrate understanding of what has been read to them using their own words. Retell stories and narratives using their own words and recently introduced vocabulary	Link title to key events in a text.	Identify and explain the sequence of events in texts.	Identify main ideas drawn from more than one paragraph and summarise these. Retrieve and record information from a paragraph of non-fiction	Identify main ideas drawn from more than one paragraph and summarise these. Retrieve and record information drawn from a larger section (single page) of non-fiction	Identify and summarise main ideas from across a text. Identify key details that support main ideas. Retrieve and record key information from non-fiction.	Identify and summarise main ideas from across a text. Identify key details that support main ideas using quotation for illustration Retrieve, record and present key information from non-fiction.
Retrieval To know how to:	Use and understand recently introduced vocabulary during	Answer simple, information retrieval questions about texts	Answer simple, information retrieval questions about texts	Use non-fiction texts to find out information about a subject.	Use non-fiction texts to find out information about a subject.	Retrieve, record and present key information from non-fiction.	Retrieve, record and present key information from non-fiction.

	discussions about non-fiction, stories, poems and rhymes.						
Language for effect To know how to:		Recognise and join in with predictable phrases.	Identify simple literary language in stories and poetry. Discuss favourite words and phrases and their impact on the meaning.	Identify language and structural features of texts and discuss, with support, how they contribute to the meaning. Discuss words and phrases that engage the reader.	Identify language, structural and presentational features of texts and discuss how they contribute to the meaning. Discuss words and phrases that engage the reader. Give extended explanations of the impact of language choices on meaning	Discuss how the structural and presentational choices impact on meaning, theme and purpose. Discuss and evaluate texts, commenting on writers' use of words, phrases and language features.	Discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language.
Themes and conventions To know how to:		Retell familiar stories and rhymes and talk about their key features.	Identify key aspects of texts, e.g. fiction: characters, setting, plot, Non-fiction: titles/headings, contents, index, glossary With support, justify personal response to texts.	Begin to make connections between texts. Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices.	Begin to identify conventions of different types of writing. Comment on the use of conventions in different types of writing.	Identify the themes and conventions of a range of texts. Make comparisons and contrasts within and across texts. Provide reasoned justifications for opinions about a book.	Discuss/comment on themes and conventions in different genres and forms. Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text.
Text/book features to be able to locate, name and know the purpose of:	Title	Author, illustrator, blurb	Contents page, bullet points	Glossary, illustrations, photographs, subheadings	Bold/italic font, diagrams, captions	Tables, charts, graphs	Bibliography

EYFS			
End of year outcomes: -Completion of Little Wandle Phonics up to phase 4 -Phonetically decodable books to phase 3		Core texts for reading instruction: Little Wandle Books	
	Autumn	Spring	Summer
Reading to children	Handa's Surprise, And Tango makes three, Beegu, Owl Babies, Anna Hibiscus Song, Whatever Next, Made by Raffi, Peace at Last, Rosie's Walk, Elmer, Traditional Stories		
Phonics To know:	s a t p i n m d g o c k i s c k e u r l h b f l f f l l s s j v w x y s h t h n g n k z z z q u c h words with s /s/ added at the end (hats sits) words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) Tricky words: put pull full as and has his her we me be no to into she push he of go	ai ee igh oa oo oo ar or ur ow oi ear air er words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end words with double letters: dd mm tt bb rr gg pp words with two or more digraphs longer words words ending in -ing compound words Tricky words: was you they my by all are sure pure Revisit and review: Phase 3 All tricky words learnt so far and secure spellings	short vowels CVCC, CCVC, CCVCC CCCVC CCCVCC long vowel sounds CVCC, CCVC, CCVC CCCVC CCV CCVCC compound words root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ root words ending in: -er, -est longer words Tricky words: said so have like some come love do were here little says there when what one out today Revisit and review: All tricky words learnt so far and secure spellings
Decoding To know how to:	Apply phonic knowledge and skills to decode words	Apply phonic knowledge and skills to decode words: Blend accurately and speedily using known graphemes	Apply phonic knowledge and skills to decode words: Blend accurately and speedily using known graphemes Re-read with fluency and confidence Read accurately
Comprehension To know how to:	Listen to stories, anticipating key events and responding to what they hear with relevant comments.	Listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions. Demonstrate understanding when talking with others about what they have read.	Listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions. Demonstrate understanding when talking with others about what they have read.

			Answer 'how' and 'why' questions about their experiences and in response to stories or events.
Text/book features	Locate book titles Hold book correctly Look from left to right	Locate and use the correct work for a book title.	Locate, name and explain the purpose of book titles Point to the author's name and know that they have written the book

Year 1

End of year outcomes:

-Completion of Little Wandle Phonics

-Reading Phase 5 Set 4 of phonetically decodable books

At the end of year 1 a reader will have been encouraged to choose to read for pleasure, to choose books that they want to share with an adult and will have been challenged to explain their understanding of every text they read. By the end of year 1 we will have ensured that they have learnt to read texts independently which are well matched to their phonics ability with increasing fluency.

	Autumn	Spring	Summer
Reading for pleasure	Participate actively in listening and sharing a wide range of books.	Participate actively in listening and sharing a wide range of books. Choose to read.	Participate actively in listening and sharing a wide range of books. Choose to read.
Core Texts	I Want my Hat Back, Look Up!, The Pet Potato, How to Find Gold, Beegu		
Phonics To know:	Revisit and review: Phase 3 GPCs air er /z/ s -s -es words with two or more digraphs e.g. queen thicker Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels Tricky words from phases 2 - 4 Direct Instruction: Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue Tricky words:	Direct Instruction: /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou Week 2 /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa toe shoulder /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor /c/ ch school /sh/ ch chef /z/ ze freeze Tricky words:	Revisit and review: Phase 5 GPCs Direct Instruction: /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more Tricky words: busy beautiful pretty hour move improve parents shoe

	their people oh your Mr Mrs Ms ask could would should our house mouse water want	any many again who whole where two school call different thought through friend work once laugh because eye	
Decoding To know how to:	Apply phonic knowledge and skills to decode words: Blend accurately and speedily using known graphemes Re-read with fluency and confidence Read accurately	Revisit and build on Autumn Term Apply phonic knowledge and skills to decode words: Blend accurately and speedily using known graphemes Re-read with fluency and confidence Read accurately Recognise when a word does not make sense Read tricky exception words accurately	Revisit and build on Spring Term Apply phonic knowledge and skills to decode words: Blend accurately and speedily using known graphemes Re-read with fluency and confidence Read accurately Recognise when a word does not make sense Read common exception words accurately
Comprehension To know how to:	Revisit and review: EYFS Direct Instruction: <u>Predict</u> - with support can link own experiences to what they read; make predictions about reading from a title and front cover of a book; recognise and join in with predictable phrases; retell familiar stories and rhymes and talk about their key features. <u>Clarify</u> - discuss word meanings, making links to known vocabulary <u>Question</u> - raise simple questions about texts they read and that are read to them - <u>Summarise</u> - link title to key events in a text	Revisit and review: <u>Predict</u> - with support can link own experiences to what they read; make predictions about reading from a title and front cover of a book; retell familiar stories and rhymes and talk about their key features <u>Clarify</u> - discuss word meanings, making links to known vocabulary. Direct Instruction: <u>Retrieve</u> - answer simple, information retrieval questions about texts <u>Infer</u> - in texts read to them and simple texts read themselves, make inferences on the basis of what is being said and done e.g. how a character feels, why a character does something	Revisit and review: <u>Predict</u> - with support can link own experiences to what they read; make predictions about reading from a title and front cover of a book <u>Infer</u> - in texts read to them and simple texts read themselves, make inferences on the basis of what is being said and done e.g. how a character feels, why a character does something. <u>Question</u> - raise simple questions about texts they read and that are read to them - Clarify - discuss word meanings, making links to known vocabulary. <u>Retrieve</u> - answer simple, information retrieval questions about texts <u>Summarise</u> - link title to key events in a text Direct Instruction: <u>Predict</u> on the basis of what has been read so far
Language for effect	Recognise and join in with predictable phrases	Recognise and join in with predictable phrases	Recognise and join in with predictable phrases
Themes and conventions	Retell familiar stories and rhymes .	Retell familiar stories and rhymes and talk about their key features.	Retell familiar stories and rhymes and talk about their key features.
Text/book features	Point to the author and illustrator's name and know that they have written/drawn the pictures for the book	Locate the blurb and use the correct terminology for it	Locate the blurb, name and explain the purpose of the blurb.

Core texts for reading instruction	Guided reading books taken directly from Little Wandle progression	Guided reading books taken directly from Little Wandle progression	Guided reading books taken directly from Little Wandle progression
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Year 2			
End of year outcomes: RA: 7.0+ At the end of year 2 a reader will have been encouraged to develop the use of inference skills to understand what they read, to read independently with increasing stamina and have been challenged to explain their preferences in reading. By the end of year 2 we will have ensured that they have learnt to read independently and fluently at an age appropriate level.			
	Autumn	Spring	Summer
Reading for pleasure	Read independently, demonstrating increasing stamina.	Read independently, demonstrating increasing stamina. Show developing preferences through book choice.	Read independently, demonstrating increasing stamina. Show developing preferences through book choice.
Core Texts	Lila and the Secret of Rain Skater Seilo	Winter Sleep Man on the Moon	The Dark
Decoding	Revisit and Review: Apply phonic knowledge and skills to decode words. Blend sounds in words Recognise alternative sounds for graphemes Read some further common exception words Direct Instruction: Read age-appropriate books: -sounding out unfamiliar words - beginning to self-correct	Revisit and Review: Read age-appropriate books: -sounding out unfamiliar words - beginning to self-correct Direct Instruction: Read accurately, automatically and without undue hesitation including: - Words of 2 syllables - Words containing common suffixes - Most common exception words	Revisit and Review: Read accurately, automatically and without undue hesitation including: - Words of 2 or more syllables - Words containing common suffixes - All common exception words Direct Instruction: Re read books to improve fluency and confidence Begin to read silently with understanding.
	Apply their growing knowledge of root words, prefixes and suffixes (see RWI spelling for progression) Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (see RWI spelling for progression).		
Comprehension	Revisit and Review:	Revisit and Review:	Revisit and Review:

To know how to:	<u>Predict</u> – what might happen on the basis of what has been read so far. <u>Retrieve</u> - Answer simple, information retrieval questions about texts Direct Instruction: <u>Clarify</u> – discuss and clarify the meanings of words to understand texts further. <u>Question</u> – ask and answer questions about a text <u>Summarise</u> – identify and explain the sequence of events in texts	<u>Predict</u> – what might happen on the basis of what has been read so far. <u>Clarify</u> – discuss and clarify the meanings of words to understand texts further. <u>Question</u> – ask and answer questions about a text <u>Summarise</u> – identify and explain the sequence of events in texts Direct Instruction: <u>Clarify</u> – discuss and clarify the meanings of words to understand texts further. In familiar books, check that it makes sense. <u>Infer</u> – make inferences from texts that they read on the basis of what is being said and done, and cause and effect	<u>Predict</u> – predict what might happen on the basis of what has been read so far. <u>Question</u> – ask and answer questions about a text <u>Summarise</u> – identify and explain the sequence of events in texts Direct Instruction: <u>Clarify</u> – identify simple language in stories and poetry. Discuss favourite words and phrases and their impact on meaning. <u>Infer</u> – Make inferences from texts that they read themselves, drawing on what they already know or on background information or vocabulary provided by the teacher
Language for effect	Discuss favourite words and phrases and their impact on the meaning.	Identify simple literary language in stories and poetry.	Revisit and review: Identify simple literary language in stories and poetry. Discuss favourite words and phrases and their impact on the meaning.
Themes and conventions	Identify key aspects of texts, e.g. fiction: characters, setting, plot, Non-fiction: titles/headings, contents, index, glossary	Identify key aspects of texts, e.g. fiction: characters, setting, plot, Non-fiction: titles/headings, contents, index, glossary With support, justify personal response to texts.	Identify key aspects of texts, e.g. fiction: characters, setting, plot, Non-fiction: titles/headings, contents, index, glossary With support, justify personal response to texts.
Text/book features	Locate a contents page	Locate and use the correct terminology for a contents page	Locate, name and explain the purpose of a contents page Locate, name and understand the purpose of bullet points
Core texts for reading instruction	Guided group books	The Boy who grew Dragons	Marv and the Dino Attack

Year 3 and 4

End of year outcomes:

Year 3

AR minimum 3.0

RA: 8+

At the end of year 3 a reader will have been encouraged to read longer texts independently, which they have chosen themselves and have been challenged to explain and justify their understanding with reference to texts. By the end of year 3 we will have ensured that they will have learnt to engage actively in book discussion.

Year 4

AR minimum 4.0

RA: 9+

At the end of year 4 a reader will have been encouraged to read for a sustained periods of time, including chapter books and have been challenged to explain their understanding of texts including impact of language choices on meaning. By the end of year 4 we will have ensured that they will have learnt to connect ideas within and between texts.

	Autumn	Spring	Summer
Reading for pleasure	Read for a range of purposes independently. Choose appropriate texts with growing independence.	Read for a range of purposes independently. Choose appropriate texts with growing independence. Demonstrate engagement with reading: - reading independently for 15 mins - complete chapter books - engaging actively in book discussion with growing independence - respond to reading in a written form within a given structure	Read for a range of purposes independently. Choose appropriate texts with growing independence. Demonstrate engagement with reading: - reading independently for 15 mins - complete longer chapter books - engaging actively in book discussion with growing independence - respond to reading in a written form within a given structure
Core Texts	Krindlekrax, How the Stars Came to Be, Marcy and the Riddle of the Sphinx, What's it like to be a bird?		
Phonics	Children still reading decodable books will begin the Little Wandle Rapid Catch Up programme. They will move to Little Wandle 7+ books (phonetically decodable books which match the phonic phase they are on). They will receive daily phonic intervention which will move them through the stages at pace alongside AR.		
Decoding	Decode new words outside of spoken vocabulary. Read longer words with support. Use the context of a sentence to read unfamiliar words with some support. Self -correct most of the time.	Decode new words outside of spoken vocabulary. Read longer words with growing independence. Use the context of a sentence to read unfamiliar words with growing independence. Self -correct most of the time.	Decode most new words outside of spoken vocabulary. Read longer words with growing independence. Use the context of a sentence to read unfamiliar words independently. Self -correct consistently most of the time

	Start to use dictionaries/thesaurus, to find meanings of unknown words.		Use dictionaries/thesaurus with help, to find meanings of unknown words		Read longer chapter books independently and silently. Use dictionaries/thesaurus with help, to find meanings of unknown words	
	Apply their growing knowledge of root words, prefixes and suffixes (see Spelling Shed for progression) Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (see Spelling Shed).					
Comprehension To know how to:	Year 3 Revisit and Review: <u>Predict</u> – predict what might happen from clues in what I have read. Direct Instruction- to know how to: <u>Clarify</u> – discuss words in the books that I read that excite me. <u>Question</u> – identify words/phrases in a paragraph that I do not understand. <u>Summarise</u> – tell someone about the main ideas in a paragraph. <u>Predict</u> – Predict, with support, what might happen from details stated and implied based on: – content – simple themes/ text types	Year 4 Revisit and Review: <u>Summarise</u> – understand the main ideas in a paragraph <u>Retrieve</u> – Use non-fiction texts to find out information about a subject. <u>Predict</u> – predict what will happen in a text using details I have already read to help me. Direct Instruction- to know how to: <u>Clarify</u> – discuss words and phrases that excite me in the books that I read and those that capture the reader’s interest. <u>Question</u> – ask questions about what I have read to help me understand a complicated text	Year 3 Revisit and Review: <u>Predict</u> – predict what might happen from clues in what I have read. <u>Clarify</u> – discuss words in the books that I read that excite me. Direct Instruction- to know how to: <u>Clarify</u> – identify repetition, similes and alliteration. <u>Question</u> – ask questions about a text to help me understand them. <u>Retrieve</u> – use non-fiction texts to find out information about a subject. <u>Infer</u> – work out how the character in a text is feeling by the action that they take and can explain how I know.	Year 4 Revisit and Review: <u>Predict</u> – predict what will happen in a text using known details. <u>Clarify</u> – discuss words and phrases that excite me in the books that I read and those that capture the reader’s interest. Direct Instruction- to know how to: <u>Predict</u> – identify themes and conventions in a wide range of books. <u>Question</u> – ask reasoned questions to improve my understanding of a text <u>Summarise</u> – summarise what has happened in a text using themes from paragraphs to help <u>Infer</u> – tell by what I have read how a character is feeling and thinking by the action they have taken and evidence parts of the text that support this.	Year 3 Revisit and Review: <u>Predict</u> – Predict, with support, what might happen from details stated and implied based on: – content – simple themes/ text types <u>Infer</u> – work out how the character in a text is feeling by the action that they take and explain how I know. Direct Instruction- to know how to: <u>Retrieve</u> – use non-fiction texts to find out information about a subject <u>Compare</u> – identify and compare a range of characters and themes in a text. <u>Predict</u> – Justify predictions with evidence with adult support	Year 4 Revisit and Review: <u>Infer</u> – tell by what I have read how a character is feeling and thinking by the action they have taken and evidence parts of the text that support this. <u>Retrieve</u> – Use non-fiction texts to find out information about a subject. Direct Instruction- to know how to: <u>Predict</u> – justify my predictions with evidence <u>Clarify</u> – explain why the author has used repetition, similes or alliteration <u>Summarise</u> – identify main ideas drawn from more than one paragraph and summarise these.

Language for effect	Identify language, structural and presentational features of texts and discuss how they contribute to the meaning. Discuss words and phrases that engage the reader.	Identify language and structural features of texts and discuss, with support, how they contribute to the meaning. Give extended explanations of the impact of language choices on meaning.	Give extended explanations of the impact of language choices on meaning.
Themes and conventions	Begin to make connections in texts and identify conventions of different types of writing.	Begin to make connections in texts and identify conventions of different types of writing. Comment on the use of conventions in different types of writing. Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices.	Begin to identify conventions of different types of writing. Comment on the use of conventions in different types of writing.
Text/book features	Use the correct terminology for bold/italic font and understand its purpose	Locate and name diagrams and captions	Locate, name and explain the purpose of diagrams and captions.
Core texts for reading instruction	The Lion and the Unicorn (A) The Worst Witch Stone Age Boy (B)	The Firework Maker's Daughter	The Storm Keeper's Island (A) Funny Bums and Freaky Beaks The Boy at the Back of the Class (B)

Year 5 and 6

End of year outcomes:

Year 5

AR: minimum 5+

RA: 10+

At the end of year 5 a reader will have been encouraged to broaden the range of text, authors and genres that they read independently and have been challenged to explore more challenging themes and ideas. By the end of year 5 we will have ensured that they will have learnt to make comparisons within and across texts.

Year 6

AR: minimum 6+

RA: 11+

At the end of year 6 a reader will have well developed preferences in reading but have been encouraged to read a wide range of texts, including those from literary heritage and whole novels and have been challenged to demonstrate their understanding of reading in the written form. By the end of year 6 we will have ensured that they will have learnt to explore and explain the meaning of words in context.

	Autumn	Spring	Summer
Reading for pleasure	Read a broader range of texts. Recommend books they have read to their peers. Demonstrate continuing engagement with reading: - reading for sustained periods of time 20+minutes - complete a wider range of more challenging and lengthier books - engage actively in book discussions with and without adult support. Respond to reading in a written form.	Read a broader range of texts including those from literary heritage and more challenging texts. Recommend books they have read to their peers. Demonstrate continuing engagement with reading: - reading for sustained periods of time 20+minutes - complete a wider range of more challenging and lengthier books - engage actively in book discussions with and without adult support. Respond to reading in a written form.	Read a broader range of texts including those from literary heritage and more challenging texts. Recommend books they have read to their peers, giving reasons for their choices. Demonstrate continuing engagement with reading: - reading for sustained periods of time 20+minutes - complete a wider range of more challenging and lengthier books - engage actively in book discussions with and without adult support. Respond to reading in a written form, beginning to develop a critical stance.
Core Texts	The Viewer, The Ice Bear, Shackelton's Journey, Can you See Me?, Journey to Jo'Burg		
Phonics	Children still reading decodable books will continue the Little Wandle Rapid Catch Up programme. They will read Little Wandle 7+ books (phonetically decodable books which match the phonic phase they are on). They will receive daily phonic intervention which will move them through the stages at pace alongside AR.		
Decoding	Read age-appropriate books with confidence and fluency, including whole novels.	Read age-appropriate books with confidence and fluency, including whole novels and archaic texts	Read age-appropriate books with confidence and fluency, including whole novels and archaic texts

	Use a range of reading strategies to work out any unfamiliar word.		Use a range of reading strategies to work out any unfamiliar word. Read aloud and to perform texts of growing complexity (including poetry), showing understanding through intonation, tone and volume so that meaning is clear to an audience.		Read aloud and to perform texts of growing complexity (including poetry), showing understanding through intonation, tone and volume so that meaning is clear to an audience.	
Comprehension To know how to:	Year 5 Revisit and Review: <u>Question</u> – ask questions to improve my understanding Direct Instruction- to know how to: <u>Predict</u> – predict what might happen in increasingly complex texts. <u>Clarify</u> – give meanings of words in context. <u>Summarise</u> – identify and summarise main ideas from across the text. <u>Infer</u> – explain a character’s thoughts, feelings and actions. <u>Compare</u> – listen to, read and discuss an increasingly wide range of fiction, non-fiction, poetry, plays and reference books	Year 6 Direct Instruction-I know how to: <u>Predict</u> – predict what might happen in increasingly complex texts using evidence such as themes, conventions, knowledge about the author and genres. <u>Clarify</u> – understand how language, structure and presentation contribute to meaning. <u>Question</u> – ask and answer questions to improve understanding of themes and authorial intent. <u>Summarise</u> – show my understanding of texts by summarising the main ideas over a paragraph, or number of paragraphs, finding key details as evidence to support my views.	Year 5 Revisit and Review: <u>Predict</u> – predict what might happen in increasingly complex texts. <u>Infer</u> – explain a character’s thoughts, feelings and actions. Direct Instruction- to know how to: <u>Predict</u> – justify my predictions with evidence. <u>Clarify</u> – clarify concepts and ideas at sentence, paragraph and whole text level. <u>Question</u> – ask sensible and interesting questions about the text to help me understand them more. <u>Summarise</u> – identify key details that support main ideas using quotation for illustration. <u>Infer</u> – explain my thoughts with evidence from the text.	Year 6 Revisit and Review: <u>Predict</u> – predict what might happen in increasingly complex texts using evidence such as themes, conventions, knowledge about the author and genres. <u>Clarify</u> – understand how language, structure and presentation contribute to meaning. <u>Question</u> – ask and answer questions to improve understanding of themes and authorial intent. <u>Summarise</u> – show my understanding of texts by summarising the main ideas over a paragraph, or number of paragraphs, finding key details as evidence to support my views. Direct Instruction-I know how to:	Year 5 Revisit and Review: <u>Predict</u> – predict what might happen in increasingly complex texts. <u>Question</u> – ask sensible and interesting questions about the text to help me understand them more. Direct Instruction- to know how to: <u>Summarise</u> – retrieve, record and present key information from non-fiction. <u>Compare</u> – discuss and compare events, issues and characters within a book, and within plots of stories, poems and information texts. <u>Clarify</u> – talk about how authors use language, including figurative language and the impact it has on the reader, and find examples in the text.	Year 6 Revisit and Review: <u>Predict</u> – predict what might happen in increasingly complex texts using evidence such as themes, conventions, knowledge about the author and genres. <u>Question</u> – ask and answer questions to improve understanding of themes and authorial intent. <u>Clarify</u> – talk about how the authors use language, including figurative language, and the effect that it has on the reader. <u>Summarise</u> – show my understanding of texts by summarising the main ideas over a paragraph, or number of paragraphs, finding key details as evidence to support my views.

			<u>Compare</u> – participate in discussions about books that are read to me, and those that I can read, building on other’s ideas and challenging views courteously.	<u>Clarify</u> – talk about how the authors use language, including figurative language, and the effect that it has on the reader. <u>Infer</u> – fully explain my views with reasons and evidence from the text.		
Language for effect	Discuss how the structural and presentational choices impact on meaning, theme and purpose.		Discuss and evaluate texts, commenting on writers’ use of words, phrases and language features including figurative language.		Discuss and evaluate texts, commenting on writers’ use of words, phrases and language features including figurative language.	
Themes and conventions	Identify and discuss the themes and conventions of a range of texts. Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text.		Discuss/comment on themes and conventions in different genres and forms. Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text.		Discuss/comment on themes and conventions in different genres and forms. Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text.	
Text/book features	Use the correct terminology for tables, charts and graphs, understand the difference and their purpose.		Use the correct terminology for bibliography, be able to locate it and explain its purpose		Locate, name and explain the purpose of a preface	
Core texts for reading instruction	Kensuke’s Kingdom (A) Journey to Jo’burg (B)		Can you See Me?		Boy in the Tower (A) The Unforgotten Coat (B) Street Child (B)	