ENGLISH – reading overview

Curriculum Intent

We want all children to develop a love of language for language sake. We aim to develop our children's ability to use spoken and written language to communicate effectively – to listen, speak, read and write both in and for a wide range of contexts, purpose and audiences. We want our children to read fluently and with confidence in any subject by the time they are ready to move to secondary school. We want our children to love reading and to want to read for themselves. We want our children to acquire a wide vocabulary. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure that every child can celebrate success.

Aims and objectives

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves coherently, creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins.

These are the aims of Reading in our federation:

We work on promoting a love of reading in all children and fostering a text rich environment where children understand how language works as well as develop the skills they need to be proficient readers and to interpret texts accurately. Around school, you will see displays which celebrate authors, inspiring reading corners and spaces and a well-stocked and vibrant Library area. In addition to this, throughout the year the importance of reading is enhanced through activities such as termly golden ticket, amazon prize winners, World Book Day celebrations, class links with an author and during the first week back at school in September, all classes study the same picture book which enables us to start off the learning for the year with a focus on the importance of reading.

We follow the Song of sounds approach to teaching Reading and Phonics, supplemented with additional reading materials. Our approach is systematic, consistent, and rigorous in order for all children to become readers as quickly as possible. We use the same phonics programme across the school providing continuity and a tool for guaranteed progression. We teach phonics in Reception from their first day in school. Children learn how to 'read' the sounds in words and how these sounds can be written down. This is essential for reading but it also helps children learn to spell well. The children also practise reading (and spelling) 'tricky words', such

as 'once', 'have', 'said' and 'where'. Once children can blend sounds together to read words, they practise reading books that match the phonics and the 'tricky words' they know. They start to believe they can read and this increases their confidence. Up until the end of Year 2, children work in groups with children who are at the same reading level in a carousal of activity. This is so that the teaching can be focussed on their needs. Some older children will continue to access phonics groups if they need further consolidation and development of reading skills. We check children's reading skills regularly so we that we can ensure they are in the right group. Children will move to a different group if they are making faster progress or may have one-to-one support if we think they need some extra help. Song of sounds takes place each day. In Key Stage 2, the children undertake whole class reading sessions with the staff in their class. They have a wide selection of reading materials to choose from and projects linked to reading, with rewards systems for encouragement. We use the acronym VIPERS (Vocabulary, Infer/Interpret, Predict, Explain/Respond, Retrieve, Summarise/Sequence) within these lessons to explore all elements of the reading curriculum. We believe that reading fluency holds the key to successful reading. Children should be able to read approximately 90 WPM of an age appropriate text to be considered fluent readers.

IMPACT

We measure the effectiveness and impact of our English curriculum in a variety of ways. We use Content Domain Assessment Tasks, WPM assessment and book band level checks each term to assess pupils' outcomes for reading which enables progress and attainment in reading and to be analysed and evaluated in order to identify the next steps of learning. The quality of reading is evaluated by learning walks, drop-ins, 'pupil voice' discussions and work scrutinies. This informs the subject leader of the impact of new initiatives as well as future areas for improvement. After monitoring, the subject leader provides feedback to SLT/ELT and address areas for development which is then shared with all staff. Children at Greenfields enjoy reading regularly both for information and for enjoyment. They are able to discuss the books they have read with enthusiasm and recall of detail.

==All planning must be completed in line with the NC 2014 Programme of Study.==
Annual Planner
The Annual Planner is mapped out according to the reading ladders
Medium/Short Term Planning – Half-Termly Overview
▪ At the start of a half term, teachers will complete a Half-Termly Curriculum Overview for their year group, which will map out the English focus for each day and the Curriculum Focus for each week, identifying possible opportunities for cross-curricular writing.
▪ This document should identify where differentiated learning will be accommodated, where necessary.
▪ Learning intentions should be taken from the English Spine in the English Teaching Handbook, No Nonsense Spelling Overviews, word lists in the Home-School Books.

Assessments
▪ NFER at the end of each school year

▪ Big Cats assessment for those still on colour bands up to white.
▪ Evidence from independent and whole class reading sessions as well as written evidence from Reading Journals, cross-curricular reading opportunities, informal observations and the teacher's professional knowledge should be used to inform lesson planning and interventions.

WHOLE CLASS READING LESSON SEQUENCE

QFQ
- If a 'Quick Fire Questions' task is being used it is the first part of the lesson.
- Use 3 questions: Retrieval ~ Inference ~ Word Meaning/Choice
- Set a time limit of up to 5 minutes to match 'test' timings.
- Take question stems from the year group 'Response to Reading' document.

VOCAB
- Look at new, unknown words that may come up in the reading.
- Explore the meaning of these words using context clues, prefixes, suffixes, synonyms, antonyms, dictionary, thesaurus, glossary etc.
- Use pictures/visuals to support understanding.

READ
- Display the book on the IWB using a visualiser, kindle or scanned copy.
- Share the book through various strategies: adult read, child read, echo read, choral read, cloze read, paired read, silent timed read (WPM).
- Ask incidental questions during shared reading.

FOCUS
- Explore the reading skill focus for the lesson using **SWIPER.**
- Share examples of questions to practise this skill.
- Teacher model how to answer these types of question.
- Use APE structure to answer any questions requiring evidence/explanation.

APPLY
- Children to be set questions/tasks to enable independent application of the reading skill.
- Question stems/tasks to come from the year group 'Responses to Reading'.
- Differentiated tasks will be set where necessary and appropriate.

MARK
- Teacher to use the whole class feedback marking sheet to assess the work completed and set whole group improvements to work on in the next lesson.
- Teacher to identify any children who need further support with their learning.
- Incorrect age-appropriate spellings will be corrected (up to 3 maximum).

NEXT LESSON
- Teacher to set 'improvement' tasks for children to complete orally or in writing at the start of the next lesson.
- Childrn to check books for any spellings that need correcting.
- Teacher to support children who were identified as needing further support.

INDIVIDUAL READING

▪ Teachers must keep a class log to record when a child reads at school and should also record in the homeschool book when a child has read at school.

▪ In EYFS/KS1, children will read books within their reading group.

▪ Children on banded books should change their books weekly.

▪ Children should not be on the same book band for more than a term unless they are SEN.

▪ Children on Banded Books not within their age range should read to an adult twice weekly, including the class teacher, if they are 2 years or more below age expectation

PROGRESSION OF SKILLS

All book spines showing class reading texts and doorway challenge books are found in a separate document to this.

- **Explore the reading skill focus for the lesson using VIPERS.**
- **Share examples of questions to practice this skill.**
- **Teacher model how to answer these types of questions.**
- **Use structure to answer any question requiring evidence / explanation**

READING PROGRESSION – Early Years
GPCs -Grapheme-phoneme correspondence)

age	Typical behaviour
16 – 21months	Interested in books and rhymes and may have favourites
22-36 months	• Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a …'.
30 – 50 months	Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. 21 • Handles books carefully . • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom.
.50 – 60 months	• Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers.

Early learning goal – reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

READING PROGRESSION – Year 1
GPCs -Grapheme-phoneme correspondence)

Phonics and decoding	Common exception words	Fluency
Apply phonics knowledge and skills to decode words Speedily recall all 40+ letters/ groups for 40+ phonics Read accurately by blending taught GPCs Read common suffixes –s,-es,-ing,-ed,-er, and –est ending Read multisyllabic word containing taught GPCs Read words with contractions and understand that the aprostrophe represents omitted letter Read aloud phonically decodable text	Read yr 1 common exception words noting unusual correspondences between spelling and sound and where these occur in the word The a do to today of said says are were was is his has I yopu your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our	Read age appropriate text at 90+ words per minute Read aloud accurately books that are consistent with y1 developing phonic knowledge and that do not require other strategies to work out words Re read books to build up fluency and confidence in word reading Reading levels – Yellow- Blue – Green - Orange

Pleasure- performance	Retrieval	Words : Meaning- choices	Infer –Interpretation - Predict	Sequence - Summarise	Respond-Explain
• Listen to and discuss a wide range of poems, stories and non fiction at a level beyond that at which they can read independently • Be encouraged to link what they read or hear read to their own experiences • Become familiar with key stories and traditional tales, retelling them and considering their particular characteristics • Recognise and join in with predictable phrases • Appreciate rhymes and poems and recite some poems by heart	• Draw on what they already know or on background information and vocabulary provided by the teacher • Check the text makes sense as they read and self correct • Develop their knowledge of retrieval through images • Participate in discussion about what is read to them, taking turns and listening to what others say • Clearly explain their understanding of what is read to them • Discuss features and layout of non fiction texts	• Discuss word meanings linking new meanings to those already known	• Discuss the significance of the title and events • Make inference on the basis of what is being said and done • Develop inference through use of pictures • Predict what might happen on the basis of what has been read so far	• Retell familiar stories orally • Sequence the event of a story they are familiar with	

Responses to reading –Year 2
GPCs -Grapheme-phoneme correspondence)

	Pleasure- performance	Retrieval	Words : Meaning- choices	Infer –Interpretation - Predict	Sequence - Summarise	Respond-Explain
Question stems	• Which …. was your favourite? • Have you heard a story like this before? • Is the …. Like your …..?	• Who • What did • What do / does..do • When • Where • Where did • Why was	What does the word…mean in the sentence? Find and copy a word that means.. Which of the words best describe the character Which words has the author used to make you feel happy/angry/worried/frightened/nervous? How does the word/phrase… Make you feel? Can you give me another sentence with the word… In it?	Why was… feeling…? How do you know that… was…? Why did… happen? Why did…say? Where do you think…? Why do you think…? Which part made you feel? Why? Look at the book cover/blurb what do you think this book will be about? What is happening? What do you think happened before? What do you think will happen after? What do you think will happen next? Why? Draw what you think will happen next.	How does the story start? Who do you meet first? What did you find out for us? Where does the story start? What happened in the middle? What happened at the end? Put these pictures in order of when they happened Put the sentences in the order they happened	Challenge: Who is your favourite character and why? Why do you think al lthe main characters are girls in this book? Would you like to live in this setting?Why?Why not? Is there anything you would change about this story?
Answer stems	• I like … because • My favourite … is …. becuase	• It is … • The .. is..	The word means It is a good word to use because	I think that I think that… Because I think the character well… Because I think the character will not do… Because This sentence tells you that The character felt… Because… I know this because	In the story This story is about The main event is The key events are	

Possible tasks	• Join in the chorus • Join in with the whole text	Put ticks in to show which statements are true or false Draw lines to match	Find five interesting words in the book. Find out what each word means. Now think of a sentence that uses each word Order these words from the book based on how happy they make you feel Circle word that means that same as…	Write the characters thoughts in a thought bubble Write a diary entry about an event from the book from the characters point of view Write down three questions for a character and then write their answers	Draw a picture to show what happened in the beginning/middle/end Make a map/poster to show the order things happening Draw a cartoon strip of the main events in the story	

READING PROGRESSION – Year 2

WORD READING:

Y2	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	• Secure phonic decoding until reading is fluent. • Read accurately by blending, including alternative sounds for graphemes. • Read multisyllable words containing these graphemes. • Read words containing common suffixes	• Read Y2 common exception words, noting unusual correspondence between spelling and sound and where these occur in the word: *door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas*	• Read age-appropriate texts at 90+ words per minute • 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 books to build up their fluency and confidence in word reading • Reading Level(s): RWI – Orange, Yellow, Blue, Grey Book Bands – Orange, Turquoise, Purple, Gold, White

COMPREHENSION:

Y2	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	• Listen to, discuss and express views about a wide range of classic and contemporary poetry, stories and non-fiction at a level beyond that at which they can independently read • Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales • Experience non-fiction books that are structured in different ways • Learn further poems by heart, reciting with appropriate intonation to make the meaning clear	• Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher • Check that the text makes sense to them as they read and self-correct • Ask and answer questions about a text	• Recognise simple recurring literary language in stories and poetry • Discuss and clarify the meaning of words, linking new meanings to know vocabulary • Discuss favourite words and phrases	• Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far	• Discuss the sequence of events in books and how items of information are related	• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Y2 RESPONSES TO READING

Y2	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	• Do you like this story / poem / book? Why? Why not? • Which is your favourite part of this story? Why? • Can you re-tell … part of the story? • Which … do you prefer? Why?	• Who …? • What …? • What happened when …? • What do / does … do? • When …? • Where …? • How? • How did …? • Where/when is the story set? • Who is the main character in the story? • Where in the story would you find …? • Is there a good/bad character? How can you tell? • Who is telling the story? • Is there a problem in this story? What is it? • How is the problem resolved? • Which is your favourite / worst / funniest / scariest part of the story? • Which part of the text should I use to find …? • Why is …. a good name for …?	• Why did the author use the word … to describe …? • Which word in the text describes …? • What does this word tell you about the character / setting / mood? • Can you think of another way of saying …? • What other words could the author could have used to describe …? • What effect has the author created by repeating the word / phrase …? • Highlight a key phrase or line. By using this word, what effect had the author created? • Can you find a noun phrase used to describe …? • Can you find an adjective used to describe …? • Can you find an adverb to describe how … was done? • In the story … is mentioned a lot. Why? • "Quote" … this means …?	• How do you know that … is …? • What do you think the author meant when they said …? • What do you think … is saying / thinking / feeling at this point? • What would … say if …? • What happened to make … feel …? • Can you explain why …? • How does … make you feel? • What do you think this book will be about? • Where do you think … will go next? • What do you think … will say / do next? • What might … do if …? • What will happen to … next? • How do you think the character will react? • What sentence or phrase do you think will come next? • How does the choice of character or setting affect what will happen next?	• Write a sentence to show what happened at the beginning / middle / end • Can you number the sentences 1-5 to show the order they happen in the story? • What happened after …? • Can you summarise in a sentence the opening / middle / end of the story? • In what order do these chapter headings come in the story? • Can you sequence the key events in the story? • Can you use … words to sum up this story or non-fiction text. • Draw three lines to show where …	CHALLENGE: • Why do you think the main characters are all animals in this book? • What one thing would you change about this story? Why? • Do you like this text? What do you like the most about it? • Can you think of any other stories that start like this? • What features might you expect to see in this sort of text?
ANSWER STEMS	• I like … because … • My favourite … is … because …	• It is … • The … is …	• The word means … • It is a good word to use because …	• I think that … • I think that … because … • I think the character will … because … • I think the character will not do … because … • This sentence tells you that … • The character felt … because … • I know this because …	• In this story … • This story is about … • The main event is … • The key events are …	
POSSIBLE TASKS	• Book Review • Writing answers in thought bubbles • Amazon book reviews • Write a letter to the author	• Find and copy two things that … • Tick the statement which is true • Put ticks in the table to show which sentences are true and which as false … • Draw four lines to match these … to … •	• Find and copy one word that makes the …. • Find 5 adjectives in your book. Now try to use them in your own sentences. • Make a list of words from your book that you find hard to spell. Highlight the tricky part in each word. • Circle two words that show …	• Write a diary entry from the point of view of a character who isn't the main character. • Create a 'Gingerbread' for a character. • Pick one character from the story and write a list of things they would like / dislike. • Write three alternative titles for the book.	• Make a timeline of events from the story. • Make a table / flow chart / to show the order things happened in. • Re-write the story in your own words. • Put the pictures from the story in order. • You've got … words. Sum up this story.	

	Phonics and decoding	Common exception words	Fluency
NC 2014	Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words Apply growing knowledge of root words and prefix is both to read aloud and understand the meaning of new words they meet: Un- dis- mis- sub- tele- super- auto- Applying growing knowledge of fruit word and suffixes/word endings both to read aloud and understand the meaning of new words they meet: -ness –ful –less –ly –ing –er -ed	Accurately weighed the words on the NCY3/4 word list: Appear arrive breeze busy busyness century certain circle complete decide describe different difficult disappear early earth extreme famous February forward fruit grammar group heard heart history important interest learn length minute natural notice often opposite perhaps popular possible potatoes pressure promise purpose question sentence special straight strain therefore woman women	Read age-appropriate text at 90+ words per minute Use phonic knowledge to decode quickly and accurately Begin to use appropriate intonation and volume when reading Reading levels Northolmes book bands - black. Big cats - white Fluency is developed using echo reading close reading paired reading

Pleasure - Performance	Retrieval -Fluency	Words: means - choices	Infer – Interpret-Predict	Sequence - Summarise	Respond - Explain
Listen to discuss a wide range of fiction poetry plays non-fiction and reference books or textbooks Reading books that are structured in different ways and waiting for a range of purposes Increased familiarity with a wide range of books and retail some of these orally Prepare poems in place scripts to read aloud and perform showing understanding through intonation tone volume and action Recognise different forms of poetry	Check that the text makes sense to them discussing their understanding Ask questions to improve understanding of a text Retrieval record information from non-fiction Participate in discussion about this books that are read to them and those that can be read for themselves taking turns and listening to what others say Learn the skills of skim and scan text to retrieve details Generate a variety of literal questions and inferential to help them understand the text further Use appropriate terminology when discussing texts eg. Plot character setting	Use dictionaries to check the meaning of words they have not read Discuss words and phrases that capture the readers interest in imagination Begin to find meaning of words in context	Draw inferences such as inferring characters feelings thoughts and motives from their actions and justifying conferences with evidence Predict what might happen from details stated and implied in the text Use relevant prior knowledge of details from the text to form predictions Begin to use quotations from the text to support opinions and ideas	Identify main ideas drawn from one or more paragraphs and summarise these Begin to distinguish between the important and less important information in a text Give a brief verbal summary of what they have read Teachers begin to model how to record summary writing	Identifying things and conventions in a wide range of books Identify how language structure and presentation contribute to meaning Introduce the idea of story 'themes'

Question stems	Pleasure - Performance	Retrieval -Fluency	Words: means -choices	Infer – Interpret-Predict	Sequence - Summarise	Respond - Explain
	What is your favourite book Who is your favourite author Which character would you most like to meet? Why? What would you say to… If you met them? How does the structure of this book differ to the other books you've read? Why has the author chosen these chapter headings? Which words do you like best in this book? Why	Who is What did When did… Where does… How did How would you describe this story/text What genre is this text? How do you know? Where does the story take place? What does the main character look like? Where does the main character live? How does the main character behave? Where is the story set? What can you learn about …from this section?	Can you find and highlight the words that is closest in meaning to What is the meaning of the word… In the sentence Which word is a synonym/ antonym of… What does this word/phrase mean? Can you find and copy one word meaning? Can you find the word that has the closest meaning to..? Can you find words/phrases which show/suggest…? Which word do you think is most important..? Can you circle the correct option to complete this sentence…?	What makes you think…? Give evidence What impression do you get off… Why? Why did… Behave like this? How can you tell that… What was… Thinking when? How was… Different after? What do you think the text is going to be about? Lou Do you think… Will happen yes no or maybe? Explain your answer using evidence from the text How do you think the story will develop next Do you think the character will change their behaviour in the future? Why?	What's the main point of this paragraph? Can you summarise in a sentence the opening/middle/end of the story? Can you number these events one to 5 in the order they happened? What was the first thing that happened in the story What happened after In what order do these chapter headings occur?	Whose point of view is the story told from? In what way is… like…? What are the clues that the character is liked/dislike? What is similar/different about the characters… And….? How has the character change during story Who has used the written this text for When might someone choose to read this book Why has the author use chapter headings How does the title of the chapter headings make you want to read on Which section is the most interesting/exciting part

Answer stems	I would say My favourite… Is… Due to the fact that In my opinion This is my preferred choice as I would recommend… to… Because…	The answer is This tells me It is important because The story is He is she is It was	This word suggests that This word tells you that This sentence means This phrase means This description shows me that	I think… Because… This suggests I know this because I can tell that… You too… The impression I get is… As it says… In the text it says… Which makes me think… The evidence suggests that…	In this text This text is about The main event is The story involves	I believe that In my opinion Using evidence from the text I would suggest that It would appear that The impression I get is… Because
Possible tasks	Book review Writing answers and thought bubbles Amazon book with you Write letter to the author Drawing favourite book cover	Draw a picture of a character/setting and label it with words from the text Show me.Tell me Write down three things you are told about the character / setting Multiple choice questions Circle the right answer Tick the box with the correct word/phrase Write down 5 facts that you have learnt.	Make a list of words and phrases the author uses to describe the setting Substitute the highlighted words from the text with synonyms Draw and label a picture of a setting from the story	Write a diary entry about an event from the book as one of the characters My account just thought in a thought bubble Make a list of things that the character would like/dislike Created gingerbread for one of the characters Draw a picture show the next setting/events of the story Using the clues to infer meaning	Write a blurb for the book Draw a story mountain or story map to show the events of the story. Draw cartoon strip of the main events in the story. Summarise the story in five bullet points	Draw and label a picture of the main character at the start middle and end of the story Label the different parts of the text Write an author thought bubble stating who they wrote for and why List five people who should read this book with reasons

	Phonics and decoding	Common exception words	Fluency
NC 2014	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill Apply growing knowledge of root words and prefix is both to read aloud and understand the meaning of new words they meet: In- - im –ir il- un- dis- mis- ex- non- anti- inter- Applying growing knowledge of fruit word and suffixes/word endings both to read aloud and understand the meaning of new words they meet: –ing –er –en –ed –ly –ation –ous –sure –ture – sion –ssion –tion -cian	Accurately weighed the words on the NCY3/4 word list: Accident actually address answer leave bicycle build calendar court centre consider continue ate ate enough exercise experience experiment favourite guard guide Haite image imagine increase island knowledge library material medicine mention naughty occasion ordinary particular peculiar position position probably quarter regular rene remember separate strength suppose so although thought through various weight	Read age-appropriate text at 90+ words per minute Begin to use appropriate internation and volume on loud Reading levels Northolmes book bands gray Fluency is developed using echo reading close reading paired reading

Pleasure - Performance	Retrieval -Fluency	Words: means - choices	Infer – Interpret-Predict	Sequence - Summarise	Respond - Explain
Listen to discuss a wide range of fiction poetry plays non-fiction and reference books or textbooks Reading books that are structured in different ways and waiting for a range of purposes Increased familiarity with a wide range of books and retail some of these orally Prepare poems in place scripts to read aloud and perform showing understanding through intonation tone volume and action Recognise different forms of poetry	Check that the text makes sense to them discussing their understanding Ask questions to improve understanding of a text Retrieval record information from non-fiction Participate in discussion about this books that are read to them and those that can be read for themselves taking turns and listening to what others say Confidently skim and scan text to locate keywords and phrases Generate a variety of literal questions	Use dictionaries to check the meaning of words they have not read Discuss words and phrases that capture the readers interest in imagination Explain the meaning of words in context Find the meaning of new words using the context of new sentences Link new words to other words they already know	Draw inferences such as inferring characters feelings thoughts and motives from their actions and justifying conferences with residents Predict what might happen from details stated and implied in the text Use of 11 high knowledge of details from the text to form influences and predictions and justify them Consolidate the skills of justifying predictions using specific reference point in the text Learn how to monitor predictions and compare them with the text as they read on. Generate a variety of inferential questions about the deeper meaning of a text	Identify main ideas drawn from one or more paragraphs and summarise things What a brief summary of the main points identifying in using important information	Identifying things and conventions in a wide range of books Identify how language structure and presentation contribute to meaning Refer to authorial style overall themes and features Further develop the ideas of story theme is example I mean this friendship family in fear

	Pleasure - Performance	Retrieval -Fluency	Words: means -choices	Infer – Interpret-Predict	Sequence - Summarise	Respond - Explain
Question stems	What is your favourite book Who is your favourite author Which character would you most like to meet? Why? What would you say to… If you met them? How does the structure of this book differ to the other books you've read? Why has the author chosen these chapter headings? Which words do you like best in this book? Why	Who had Who did What happened to What does… Do When was When… Happened what did… When was… When How often How… Is Who are the key characters in the story What is happening at this point in the story So whose size is the story told Where in the book would you find Where does the story take place?	Can you find and highlight the words that is closest in meaning to What is the meaning of the word… In the sentence Can you circle the word that means the same as Lowline what other words could also have used? Word of the synonym antonym of What does this phrase mean Which words give us the impression that the main character is… Which words give us the impression that the setting is… Line which words give us the impression that the mood is… Why did the author use the word… To describe… How do these words make the reader feel…	Which words give you the impression that How does this paragraph suggest How did the descriptions of… Show… How can you tell that How do you think… Feels about… What can you tell me about… From their appearance Why do you think the author choose this setting How does the front cover give us clues about the text What does this paragraph suggest will happen next? What makes you think this? How do you think… Will react to the situation? What do we need to know in order to…? What do you think it's likely to happen…?	What is the main point in this paragraph Can you describe what has happened in this character Can you describe what happened in three sentences Is there anything you know now that you didn't know before But moment do you remember most form Which of the following would be the most suitable summary of the whole text Based on what you have read what does the last paragraph suggest what happened next	The mood of the character changes throughout the text fine and copy the faces which show this What is the theme underneath the story? Does this we have them all straight message Which is the most important part of the story? Justify your choices Compare how the characters are reacting to this problem. He feels best with the situation? What does your son want you to feel after reading the story? What is the authors point of view? How does the author engage the reader? How has he also organise the text? Why How does the structure of this text text help us? Waste diagrams photographs with stations help us to enjoy/understand the text and landline

Answer stems	I would say My favourite… Is… Due to the fact that In my opinion This is my preferred choice as I would recommend… Two… Because…	The answer is This tells me It is important because The story is He is she is It was	This word suggests that This word tells you that This sentence means This phrase means This description shows me that	I think… Because… This suggests I know this because I can tell that… You too… The impression I get is… As it says… In the text it says… Which makes me think… The evidence suggests that…	In this text This text is about The main event is The story involves	I believe that In my opinion Using evidence from the text I would suggest that It would appear that The impression I get is… Because
Possible tasks	Book review Writing answers and thought bubbles Amazon book with you Write letter to the author Drawing favourite book cover	Write three facts about the character/setting Complete the table of facts/events Create/answer a true or false grid about the book 5 quiz questions to ask somebody about the book Match the picture to the description	Order the synonyms based on the strength of the emotion that the word evokes Substitute the highlighted words from the text with synonyms antonyms Copying advert from the texting list actions that can be done in this way Annotated drawing from the story with words and phrases it depicts	Reader thought bubble showing how an event makes the reader feel Tick the choice of words to finish your character sentence Write three alternative titles for the story – explain why you have chosen Complete a show not tell great for a character Character feelings wheel	Multiple choice questions to select the main topic/theme /points of a paragraph Number the boxes to write in to sum up a paragraph or whole story (eg 20 boxes equals 20 words) Photographs template to record the moment remember the most with recently	This different story in pyramid from top to bottom bracket first choice to last choice bracket Scroll template to record what the moral or message of the story is Organisational features matching game Annotate an example of the text typed show the organisational features

	Phonics and decoding	Common exception words	Fluency
NC 2014	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill recognising their meaning through contextual clues Apply growing knowledge of root words prefixes and suffixes but to read aloud understand the meaning of new words the meet -ate,-ise,ify,-able,-ible,-ably,-ibly	Accurately read the words on the NC year 56 word list: accompany according achieve aggressive ancient appreciate attached available average bargain bruise community competition criticise curiosity definite desperate develop dictionary equip equipment especially excellent explanation 40 frequency identify immediate immediately individual interrupt lightning occupy occur opportunity persuade program Q recognise recommend rhythm rhyme sacrifice shoulder soldier stomach suggest symbol system variety vegetable	Read age-appropriate texts at 90+ words per minute We silently recognise words automatically group words quickly to help them gain meaning from what they read Read aloud effortlessly and with expression reading that sounds natural as if it's speaking Reading level is Northolmes book band red and brown Fluency is developed using echo reading closure reading paired reading independent timed reading

Pleasure - Performance	Retrieval -Fluency	Words: means - choices	Infer – Interpret-Predict	Sequence - Summarise	Respond - Explain
Read and discuss an increasingly wide range of fiction poetry plays non-fiction and reference books or textbooks identifying characteristics of text types Read books that are structured in different ways and reading for a range of purposes Increased familiarity with myths legends modern fiction fiction from literature heritage and books from other cultures Recommend books to peers giving reasons for their choices Learning a wide range of poetry by heart Preparing poems and plays really loud and to perform showing understanding through intonation ,tone and volume so that the meaning is clear to an audience	Check that the book makes sense to them discuss their understanding Ask questions to improve their understand Distinguish between statements of fact and opinion Retrieval record and present information from non-fiction Participate in discussion about books that I read to them and those they can read for themselves building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read including through formal presentations and debates Confidently skim and scan and read before and after to retrieve information	Explore the meaning of the words in context Discussed vocabulary used by the author to create effect including figurative language Discuss and evaluate how authors use language including figurative language considering the impact on the reader Read 'around the world' and independently explore its meanings in the broader context of a sectional paragraph	Draw inferences such as inferring characters feelings thoughts and motivations from their actions and justify inferences with evidence Predict what might happen from detail stated and implied Provide reasoned justification for their views Predictions supported by relevant evidence from the text Confirm and modify predictions as they read on Give one or two piece of evidence to support each point they make Begin to draw evidence from different places across the text Use evidence from across large sections of text Actively generate a variety of questions and adjust questions in light of evidence from the text	Summarise the main ideas drawn from more than one paragraph identifying key details that support the main idea Begin to make connections between information across the text and include this information in their written summaries	Identify and discuss themes and conventions in and across a wide range of writing Make comparisons across books Identify how language structure and presentation contribute meaning Adults model use of critical thinking questions that take the discussion beyond the text

	Pleasure - Performance	Retrieval -Fluency	Words: means -choices	Infer – Interpret-Predict	Sequence - Summarise	Respond - Explain
Question stems	Which book do you prefer out of…? Put these books in order of preference… Which book would you recommend to your friend? Why? Which character would you least like to meet? Wine Who is the most interesting character you have ever come across? How has your set this book out differently to others books you have read? Why do you think the author has chosen this layout? Why is the poem easy/hard to remember?	Who What Where Why When How Write down three things you are told about…? What was revealed at the beginning/middle end of the text? Which paragraph tells us about…? Can you give two different reasons why….? Which part of the story best describes the setting? Where in the local area is similar to the setting of this story?	What do the words… And… Comply about the character/setting/mood? Which word tells you…? Which keyword tells you the most about the character/setting/mood? Why did the author use… Instead of…? The author describes the main character as… What other words could have been used instead? What word does the author use to make the reader feel… In this part of the story? What do phrases such as… Tell you about…? How has the writer made you feel happy/sad/angry/frustrated et cetera? Which words In this paragraph do you think of the most important? Why? What was the effect of the simile in the section of the story?	Who is telling the story? Explain what… Suggests about… How can you tell that…? Why did… Happen? What evidence is there that…? Find a copy of group of words which show that… Why do you think that… Felt the way that he did? What does the description tell you about the object? Why did… Choose to…? What conclusions did… Come to? How do these words make the reader feel…? How does this paragraph suggest…? How did the descriptions of… Show that they are? What voice might these characters use? How is… Like someone you know? Do you think they will react in the same way?	Can you number these events one to 6 in the order that they happened? Sort the information in these paragraphs. Do any of them deal with the same information? Which section of the text is written to inform readers that Which is the most important part of these paragraphs? How many times is it mentioned? What sticks most in your mind about…? Can you write a subheading for each paragraph?	Find and copy a phrase that implies that the character/setting/atmosphere is How can you tell that this character would/wouldn't be a character in the story? Find and copy the example of a simile used in the text How does the simile… Add meaning? Do you think the author chose the best chapter headings? What could they have chosen instead? What alternative subheadings could you use in this text? Why has the right to organise a text in this way? What is the purpose of this text feature? Is the use of… Effective? What effect does… Have a new audience? How are the sections linked?

Answer stems	I would say… My favourite… Is… Due to the fact that… In my opinion… This is my preferred choices… I would recommend… to… Because…	The answer is This tells me It is important because The story is He/she is It was	This word suggests that This word tells you that This sentence means This phrase means This description shows me that	I think… Because… This suggests… I know this because I can tell that… Duty… The impression I get is… As it says… In the text it says… Which makes me think… The evidence suggests that…	In this text This text is about The main event it The story involves	I believe that In my opinion Using evidence from the text, I would suggest that It would appeaser that … The impression I get is … because…
Possible tasks	Book review Writing answers and thought bubbles Amazon book with you Write a letter to the author Recommendations to a friend Drawing favourite book cover Postcard to Teacher Poster for the library	Draw a timeline of events in the character life. Did the events take place in the order in which we are told them? Create a list of key words from the story to make a glossary for the book Write instructions for how to do an activity Tick each row to say if it is a fact or an opinion	Create a calligram of the mood of the paragraph using synonyms of the words written Use a thesaurus to alternative words to the ones used by the author to create atmosphere Explain what the specific choice of adverb tells us about the character	Write a telephone conversation between two characters from the story Write a letter from one character in the story to another Draw a bar chart to show the chapters emotion on each chapter Draw a picture to show the turning point in the main characters life	Make a table/chart to show the information in these paragraphs Might affect bottle containing the main ideas from the book Rewrite the story in your own words Summarise the whole book in 100 words or less	Label each part of a non-fiction text what would happen if… Was missing? All the photos/diagram to go with a non-fiction text Rank the text features an order of importance Create a quiz about the book using different organisational features

READING PROGRESSION – Year 6

	Phonics and decoding	Common exception words	Fluency
NC 2014	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill recognising their meaning through contextual clues Apply growing knowledge of root words prefixes and suffixes but to read aloud understand the meaning of new words the meet -cious,-tious,-cial,-tial,-ant,-ance,-ancy,-ent,-ence,-ency,-able,-ibly,-ably,-ibly	Accurately read the words on the NC year 56 word list: accommodate amateur apparent awkward category cemetery committee communicate conscious conscientious controversy convenience correspond determined disastrous embarrass environment exaggerate existence familiar foreign government guarantee harass hindrance interfere language leisure marvellous mischievous muscle necessary neighbour nuisance Parliament physical prejudiced privilege profession pronunciation pronunciation relevant restaurant secretary signatureSincere sincerely sufficient temperature sewer 12th vehicle yacht	Read age-appropriate texts at 90+ words per minute We silently recognise words automatically group words quickly to help them gain meaning from what they read Read aloud effortlessly and with expression reading that sounds natural as if it's speaking Reading level is Northolmes book band brown red pink Fluency is developed using echo reading closure reading paired reading independent timed reading

Pleasure - Performance	Retrieval -Fluency	Words: means - choices	Infer – Interpret-Predict	Sequence - Summarise	Respond - Explain
Read and discuss an increasingly wide range of fiction poetry plays non-fiction and reference books or textbooks identifying characteristics of text types Read books that are structured in different ways and reading for a range of purposes Increased familiarity with myths legends modern fiction fiction from literature heritage and books from other cultures Recommend books to peers giving reasons for their choices Learning a wide range of poetry by heart Preparing poems and plays really loud and to perform showing understanding through internation tone and volume so that the meaning is clear to an audience	Check that the book makes sense to them discuss their understanding Ask questions to improve their understand Distinguish between statements of fact and opinion Retrieval record and present information from non-fiction Participate in discussion about books that I read to them and those they can read for themselves building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read including through formal presentations and debates maintaining a focus on the topic and using notes when necessary	Explore the meaning of the words in context Discussed vocabulary used by the author to create effect including figurative language Discuss and evaluate how authors use language including figurative language considering the impact on the reader read around the world and independently explore its meanings in the broader context of a sectional paragraph	Draw inferences such as inferring characters feelings thoughts and motivations from their actions and justify inferences with evidence Predict what might happen from detail stated and implied Provide reasoned justification for their views Confirming modify predictions in light of new information Give more than one piece of evidence to support each point they make Draw evidence from different places across the text Draw inferences based on different clues	Summarise the main ideas drawn from more than one paragraph identifying key details that support the main idea Summarise information from across the text and link information by analysing and evaluating ideas between sections of the text	Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books identify how language structure and presentation contribute meaning Ask their own critical thinking questions that take the discussion beyond the text

	Pleasure - Performance	Retrieval -Fluency	Words: means -choices	Infer – Interpret-Predict	Sequence - Summarise	Respond - Explain
Question stems	Which book do you prefer out of…? Put these books in order of preference… Which book would you recommend to your friend? Why? Which character would you least like to meet? Wine Who is the most interesting character you have ever come across? How has your set this book out differently to others books you have read? Why do you think the author has chosen this layout? Why is the poem easy/hard to remember?	Who What Where Why When How Whose perspective is the story told from? What was revealed at… In the story? Why did… Feel that they had to…? Which of these drawings best represent the…? What did … have to do in order to…? What happened… Two…? Look at the paragraph beginning… What conclusion does… Draw from this? Where in the book would you find? What can you learn about… From this section? Give one example of…	Find and copy a word that suggests Can you suggest and add an adverb to show how the main character did How has the authors choice of words created the feeling What do you think the writer is saying when they What does that imply/suggest/indicate about Find two or three ways that the writer tells you there… Is… By writing a line in this way what effect as the author created In the story why does the author mentioned… It a lot? What do you think the right meant by Why do you think the author chose the words Find and copy a word that suggests Can you suggest and add an adverb to show how the main character did How has the authors choice of words created the feeling What do you think the writer is saying when they What does that imply/suggest/indicate about Find two or three ways that the writer tells you this… Is… By writing a line in this way what effect is the author created In the story why does the author mention… It a lot? What do you think the writing meant by Why do you think the author chose the words "Quite"give two impressions this gives you of Has the writer been successful in their purpose or use of language	What's the story be different if it was told from… Point of you? How? According to the evidence in the text how did… Happen? What's the three ways that… Shows…? How is… Betrayed…? What does this paragraph tell you about the character of…? The character did not seem to be able to… How can you tell this from their actions? "Quote" This tells us that at the beginning/end of the story… Felt that… Do you think the choice of the setting will influence how the plot develops? Can you think of another story that has a similar theme/issue? Do you think the story will go the same way? Which stories have openings like this? Do you think this one will develop in the same way?	Number the paragraph summaries one to 6 to show the order in which they appear in the text Write a brief summary at the end of each chapter including the main events in new insights into the characters and the plot Summarise the main things you have learnt from this book Imagine you are a magazine report to summarise but this book is about few magazine you could write this as a blog post article for the school website Rewrite a section of the book as a play script or a text for younger children	Is the author trying to get you to agree with their point of you? How do you know? Why is… a crucial character in the story? Compare to settings in the story why are they both significant? Find a copy an example of a metaphor/personification used in the text How does the metaphor… Add meaning to the text? How does the personification… Add meaning? Why did the author choose to use a question/bullet points/subheading/table to present the information? In what ways do the illustration support the instructions? How could this text be improved? Who do you think this information is for? In which type text type would you normally find a?

Answer stems	I would say… My favourite… Is… Due to the fact that… In my opinion… This is my preferred choices… I would recommend… Two… Because…	The answer is This tells me It is important because The story is He/she is It was	This word suggests that This word tells you that This sentence means This phrase means This description shows me that	I think… Because… This suggests… I know this because I can tell that… Duty… The impression I get is… As it says… In the text it says… Which makes me think… The evidence suggests that…	In this text This text is about The main event it The story involves	I believe that In my opinion Using evidence from the text, I would suggest that It would appeaser that … The impression I get is … because…
Possible tasks	Book with you Writing answers and thought bubbles Amazon book with you Write a letter to the author Recommendations to a friend Drawing favourite book cover Postcard to Teacher Poster for the library	Speedometer summary Complete the chart match in the details/events	Compare to text and explain which one is the best Continue the description and the style of the author	Write an internal monologue from the perspective of the main character Create an emotions mind map for the main character Create some character top trump		