



Linden Primary School

Reading Skills Progression Map



Vision: Reading underpins all learning. Phonics, Shared and Guided Reading are the vehicles to teach reading skills in both decoding and comprehension but daily story time is invaluable in building a love for reading and ensuring children are exposed to a wealth of literature.

WORD READING	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>3 – 4 Years To develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother.</p> <p>Reception To read individual letters by saying the sounds for them.</p> <p>To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>To read some letter groups that each represent one sound and say sounds for them.</p> <p>To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>ELG To say a sound for each letter in the alphabet and at least 10 digraphs. To read words consistent with their phonic</p>	<p>Phonemes To apply phonic knowledge and skills to decode words. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs.</p> <p>Blending To blend sounds in unfamiliar words using the GPCs that they have been taught. (Look at the letters, make the sounds and blend the sounds together).</p> <p>To read many words within their graphemic knowledge without needing to sound them out.</p> <p>Prefixes/Suffixes To read words with un- at the start and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Contractions To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>Phonemes To continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Blending To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To read most words (except new/unfamiliar) without overt blending.</p> <p>Prefixes/Suffixes To read words containing -s, -es, -ing, -ed, -er, -est, -ful, -ness, -less, -ly and -ment endings.</p> <p>Contractions To read and understand words with contractions, e.g. can't, wouldn't</p> <p>Letters and Sounds Progression To revise Phase 5 of the Little Wandle Programme.</p>	<p>Phonemes/Blending To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>Root Words Prefixes/Suffixes To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p> <p>Letters and Sounds Progression Phonics interventions using Little Wandle Rapid Catch Up programme for children that did not pass their Phonics Screening Check in either Year 1 or 2; for children that did not sit the test, have gaps in their learning or for international new arrivals.</p>	<p>Decoding To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>Root Words Prefixes/Suffixes To apply their knowledge of root words, prefixes and suffixes/word endings which were taught in Year 3 to read aloud fluently.*</p> <p>Letters and Sounds Progression Phonics interventions using Little Wandle Rapid Catch Up programme for children that did not pass their Phonics Screening Check in either Year 1 or 2; for children that did not sit the test, have gaps in their learning or for international new arrivals.</p>	<p>Decoding To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To recognise words that contain silent letters and read them correctly.</p> <p>Root Words Prefixes/Suffixes To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -cious, -tious-ant/ -ance/-ancy, -ent/ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p> <p>Letters and Sounds Progression Phonics interventions using Little Wandle Rapid Catch Up programme for children that did not pass their Phonics Screening Check in either Year 1 or 2; for children that did not sit the test, have gaps in their</p>	<p>Decoding Root Words Prefixes/Suffixes To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings which were taught in Year 5* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>Letters and Sounds Progression Phonics interventions using Little Wandle Rapid Catch Up programme for children that did not pass their Phonics Screening Check in either Year 1 or 2; for children that did not sit the test, have gaps in their learning or for international new arrivals.</p>

	<p>knowledge by sound-blending.</p> <p>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Letters and Sounds Progression</u></p> <p>To complete Phase 2 to Phase 4 of the Little Wandle Programme in Reception.</p>	<p><u>Letters and Sounds Progression</u></p> <p>To revise Phase 4 of the Little Wandle programme.</p> <p>To complete Phase 5 of the Little Wandle Programme.</p>	<p>Phonics interventions using Little Wandle Rapid Catch Up programme for children that did not pass their Phonics Screening Check in either Year 1 or 2; for children that did not sit the test, have gaps in their learning or for international new arrivals.</p>			<p>learning or for international new arrivals.</p>	
Common Exception Words	<p><u>Reception</u></p> <p>To read the tricky words from Phase 2 to 4 within the Little Wandle programme.</p>	<p>To read tricky words from Phase 2 to 5 within the Little Wandle programme and identify the tricky part of the word.</p> <p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read all Y1 and most Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>To read the next 200 HFW.</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spellings</p> <p>To be able to explain what makes these words tricky.</p>	<p>To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read all Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>
Fluency	<p><u>Reception</u></p> <p>To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p><u>Book Matching</u></p> <p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p><u>Syllables</u></p> <p>To read words with more than one syllable. To begin to look for 'small words inside big words'</p> <p><u>Pace</u></p> <p>To begin to read as if they are talking.</p> <p>To begin to read repetitive words</p>	<p><u>Book Matching</u></p> <p>To read aloud books (closely matched to their phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p><u>Syllables</u></p> <p>To accurately read most words of two or more syllables.</p> <p>To look for 'small words inside big words'</p> <p><u>Pace</u></p> <p>To read words accurately and fluently without overt sounding and blending, (at over 90 words per minute) in age-appropriate texts.</p>	<p><u>Book Matching</u></p> <p>To accurately read texts matched to their reading abilities.</p> <p><u>Syllables</u></p> <p>To break words into syllables to decode unknown words speedily.</p> <p><u>Pace</u></p> <p>To begin to see which words belong together as phrases within sentences.</p> <p>To use developing knowledge of root words, prefixes and suffixes to read aloud with increasing fluency and pace.</p> <p>To begin to read silently.</p>	<p><u>Book Matching</u></p> <p>To accurately read texts matched to their reading abilities.</p> <p><u>Syllables</u></p> <p>To break words into different sized chunks, including syllables, to read unknown words whilst on the run to encourage pace.</p> <p><u>Pace</u></p> <p>To read with fluency, seeing the words that go together as phrases within sentences, scanning ahead while reading to see what is coming.</p>	<p><u>Book Matching</u></p> <p>To accurately read texts matched to their reading abilities.</p> <p><u>Syllables</u></p> <p>To break long polysyllabic words into syllables with speed across the entire word whilst on the run to encourage pace.</p> <p><u>Pace</u></p> <p>To read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest.</p>	<p><u>Book Matching</u></p> <p>To accurately read texts matched to their reading abilities.</p> <p><u>Syllables</u></p> <p>To break long polysyllabic words into syllables with speed across the entire word whilst on the run to encourage pace.</p> <p><u>Pace/Stamina</u></p> <p>To read 140-160 words per minute, in age-appropriate texts.</p> <p>To read in their head effectively with pace and stamina.</p>

		<p>automatically after they have been decoded once already.</p> <p>Stamina To re-read texts to build up fluency and confidence in word reading.</p>	<p>To see words that go together as a phrase within a sentences to develop fluency.</p> <p>Stamina To recognise that reading in their head requires them to hear a voice in their head. To re-read books to build up fluency, expression and confidence in word reading.</p>	<p>Stamina To begin to show a sustained interest in longer texts, returning to them easily after a break.</p>	<p>To use knowledge of root words, prefixes and suffixes to read aloud with increasing fluency, pace and expression.</p> <p>To begin to develop skimming skills that improve pace when reading silently in their head.</p> <p>Stamina To re-read sentences from the beginning when stopping at a difficult word in order to maintain fluency, sense and understanding.</p>	<p>To use knowledge of root words, prefixes and suffixes to read aloud with increasing fluency, expression and understanding.</p> <p>To use skimming skills that improve pace when reading silently.</p> <p>Stamina To read longer texts with increasing pace and stamina.</p>	<p>To read with intonation, expression, pauses, pace and emphasis.</p> <p>To use punctuation such as commas, brackets, semi-colons and dashes to read with fluency.</p>
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COMPREHENSION	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Reading for Meaning</p>	<p>3 – 4 Years To understand the five key concepts about print: print has meaning; the names of the different parts of a book; print can have different purposes; page sequencing; we read English text from left to right and from top to bottom.</p> <p>ELG To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Checking for sense/Re-reading To know to stop at a full stop and to recognise what they now know.</p> <p>To check that a text makes sense to them as they read and to self-correct ‘on the run’ (Go back and re-read the sentence more slowly; If it still doesn’t make sense, read the next sentence and then read the two sentences together; If it still doesn’t make sense, read the sentence before and then read the three sentences and try to work it out).</p>	<p>Checking for sense/Re-Reading To check that the text makes sense to them as they read and to correct inaccurate reading (Go back and re-read the sentence more slowly; If it still doesn’t make sense, read the next sentence and then read the two sentences together; If it still doesn’t make sense, read the sentence before and then read the three sentences and try to work it out).</p> <p>To pick up on small mistakes due to mis-match with meaning.</p>	<p>Checking for sense/ Re-Reading To notice mistakes they make in their reading using meaning, language structures and visual information and correct themselves as a result.</p> <p>To re-read sentences from the beginning if decoding is difficult or if it doesn’t make sense.</p> <p>Using background information To recognise that background information</p>	<p>Checking for sense/ Re-Reading To notice mistakes they make in reading and correct them because the text doesn’t make sense using meaning, language structure and visual information.</p> <p>To re-read sentences from the beginning if decoding is difficult or if it doesn’t make sense.</p> <p>Using background information To use past experiences, what they have previously</p>	<p>Checking for sense/ Re-Reading To notice mistakes in higher level texts because the text no longer makes sense (using a wide range of breakdown strategies to do so) and then doing something about it.</p> <p>To recognise that a sentence sometimes needs re-reading to understand it fully.</p> <p>Using background information To use background knowledge to help them to</p>	<p>Checking for sense/ Re-Reading To monitor all reading for sense.</p> <p>To notice mistakes in higher level texts because the text no longer makes sense (using a wide range of breakdown strategies to do so) and then doing something about it.</p> <p>To recognise that a sentence sometimes needs re-reading to understand it fully.</p> <p>Using background information To relate a text to their background knowledge</p>

	<p>To understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>To repeat words/phrases to check, confirm or problem solve.</p> <p><u>Using background information</u> To show understanding by making links to their own experiences.</p> <p>To use picture cues to support comprehension.</p>	<p>To substitute words with others to support their understanding.</p> <p><u>Using background information</u> To show understanding by drawing on what they already know or on background information provided by the teacher.</p> <p>To use picture cues to support comprehension.</p>	<p>can help them understand new information.</p>	<p>read and what they know about to support their understanding further.</p>	<p>understand all aspects of a text.</p>	<p>and use this to empathise with characters' thoughts and feelings.</p>
<p>Comparing, Contrasting and Responding to Text</p>	<p><u>Birth – 3 Years</u> To listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>To understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>To enjoy sharing books with an adult.</p> <p>To pay attention and respond to the pictures or the words.</p> <p>To have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p>	<p><u>Discussing Texts</u> To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p> <p><u>Re-telling</u> To retell familiar stories in increasing detail.</p> <p><u>Opinions</u></p>	<p><u>Discussing Texts</u> To participate in discussion about books, poems and other works that are read to them (at a level beyond what they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To comment on characters and events.</p> <p>To discuss the sequence of events in books and how items of information are related.</p>	<p><u>Discussing Texts</u> To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>To make simple connections within a text between one sentence and the next.</p> <p><u>Re-telling</u> To re-tell the gist in their own words.</p>	<p><u>Discussing Texts</u> To read for a range of purposes.</p> <p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To refer to authorial style, overall themes (e.g. good over evil) and features (e.g. greeting in letters, diary written in first person or the use of numbering and headings in a report)</p> <p><u>Re-telling</u> To re-tell the gist in their own words, showing an understanding of inferences.</p>	<p><u>Discussing Texts</u> To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To read a wide range of genres, identifying the characteristics of text types (such as the use of first person in both diaries and autobiographies) and differences between text types.</p>	<p><u>Discussing Texts</u> To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres including myths and legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To explain and discuss their understanding of what they have read, including formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>

	<p>To develop play around favourite stories using props.</p> <p>To notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>3-4 Years To develop their phonological awareness so that they can spot and suggest rhyme; count or clap syllables; recognise words with the same initial sound.</p> <p>To enjoy listening to longer stories and can remember much of what happens.</p> <p>To pay attention to more than one thing at a time, which can be difficult.</p> <p>To know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Reception To understand how to listen carefully and why listening is important.</p> <p>To engage in story times.</p> <p>To listen to and talk about stories to build familiarity and understanding.</p> <p>To retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>ELG To listen attentively and respond to what they</p>	<p>To link what they have read or have read to them to their own experiences.</p> <p>To talk about likes and dislikes.</p> <p>To recognise and name a few authors and poets that they like.</p>	<p>To recognise simple recurring literary language in stories and poems.</p> <p>Re-telling To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To re-tell a sentence in their own words using working memory.</p> <p>Opinions To talk about their favourite words and phrases and identify familiar patterns in language.</p> <p>To recognise and name authors and in simple terms explain why they like them.</p>	<p>Opinions To express opinions about what they have read.</p> <p>To recognise and name authors and poets and in simple terms explain why they like them.</p>	<p>To make connections across different sentences and say them back in their own words using working memory.</p> <p>Opinions To express opinions and give evidence.</p> <p>To recognise and name authors and poets and begin to make connections between them. To make recommendations to others.</p> <p>Theme To identify themes and conventions in a wide range of books.</p>	<p>To make connections across texts and share these in their own words.</p> <p>Re-telling To give a gist using inference.</p> <p>Opinions To recognise and name authors and poets and begin to make connections between them based on common themes and characters.</p> <p>To recommend texts to peers based on personal choice.</p> <p>Theme To identify themes and conventions in a wide range of books.</p>	<p>To listen to guidance and feedback on the quality of their explanation and contributions and to make improvements when participating in discussions.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justification for their views.</p> <p>Re-telling To give a gist using inference.</p> <p>Opinions To make comparisons within and across books commenting on similarities and differences.</p> <p>To recognise and name a wide range of authors and poets and make connections between them.</p> <p>Theme To compare characters, settings and themes within a text and across more than one text.</p>
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	<p>hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>To understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>To know some similarities and differences between the natural world around them and the contrasting environments, drawing on what has been read in class.</p> <p>To make use of props and materials when role-playing characters in narratives and stories.</p> <p>To invent, adapt and recount narratives and stories with their peers and teacher.</p>						
<p>Retrieval</p>	<p>3 – 4 Years</p> <p>To enjoy listening to longer stories and can remember much of what happens.</p> <p>To repeat words and phrases from familiar stories.</p>	<p>Recall</p> <p>To become familiar with key stories and be able to recall them.</p> <p>To understand what has been read and to re-tell it in sequence.</p>	<p>Recall</p> <p>To recall specific information or look back at the text to find information.</p> <p>To discuss the sequence of events</p>	<p>Recall</p> <p>To answer questions based on characters' feelings, thoughts, actions and speech.</p> <p>Scanning</p>	<p>Scanning</p> <p>To scan a text to find key words and phrases and use it to answer specific questions.</p> <p>Skimming</p>	<p>Scanning</p> <p>To scan a specific part of a text to find key words and phrases and use it to answer or check specific questions.</p>	<p>Scanning</p> <p>To quickly scan a specific part of a text to find key words and phrases and use it to answer or check specific questions.</p> <p>Skimming</p> <p>To effectively skim a text to get the gist.</p>

Language and Vocabulary

<p>To remember and sing entire songs.</p> <p>Reception To connect one idea or action to another.</p> <p>To describe events in some detail.</p> <p>ELG To know some similarities and differences between religious and cultural communities drawing on what has been read in class.</p>	<p>Summarising To explain what they have understood when someone reads to them.</p> <p>To recall what happened at the beginning, in the middle and at the end when they read for themselves.</p>	<p>and explain how information is related.</p> <p>Summarising To recall what happened at the beginning, in the middle and at the end when they read for themselves.</p>	<p>To scan a text to find key words and phrases.</p> <p>Summarising To identify the main ideas from a paragraph and summarise these.</p>	<p>To skim a text to get the gist.</p> <p>Summarising To identify the main ideas drawn from more than one paragraph and summarise these.</p>	<p>Skimming To skim a text to get the gist.</p> <p>Summarising To identify the main ideas across a text and to summarise these.</p>	<p>Summarising To draw out key information and to summarise the main ideas from a text, identifying the key details that support this.</p> <p>To summarise succinctly in a longer piece of text.</p>
<p>Birth – 3 Years Repeat words and phrases from familiar stories</p> <p>3 – 4 Years To engage in extended conversations about stories, learning new vocabulary.</p> <p>Reception To learn new vocabulary and use it through the day.</p> <p>To use new vocabulary in different contexts.</p> <p>To develop storylines in their pretend play.</p> <p>ELG To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>To use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and</p>	<p>Clarifying To recognise when they do not understand a word.</p> <p>To use pictures to help them understand what words mean.</p> <p>To discuss word meaning and link new meanings to those already known.</p> <p>To begin to think of alternative words for words within a text.</p> <p>Visualisation To use key words to make a simple picture in their heads.</p>	<p>Clarifying To recognise when they do not understand a word.</p> <p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To think of alternative words for words within a text.</p> <p>Visualisation To make simple pictures in their head in non-picture books.</p> <p>To visualise settings and characters.</p> <p>To recognise when the picture in their head might be wrong (with support).</p>	<p>Clarifying To ask about words they don't understand.</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To replace words with another to help understand it.</p> <p>Visualisation To visualise characters, settings and events and recognise when the picture in their head may be wrong.</p> <p>Authorial Choice/Intent To discuss authors' choice of words and phrases for effect.</p>	<p>Clarifying To ask about meanings of words they don't understand.</p> <p>To explain the meaning of a word.</p> <p>To read around a word if they do not understand the meaning of word.</p> <p>To replace words with another to help understand it.</p> <p>To use a dictionary to check word meaning.</p> <p>Visualisation To visualise based on noun phrases, verbs and adjectives to build a moving picture.</p> <p>To visualise characters, settings and events and recognise when the picture in their head may be wrong.</p> <p>Authorial Choice/Intent</p>	<p>Clarifying To apply a range of strategies to help understand word meaning including root words, prefixes, suffixes, background knowledge, context, visualisation and inference.</p> <p>To explore the meaning of words in context and discuss meanings of words they don't understand.</p> <p>Visualisation To visualise based on noun phrases, verbs and adjectives to build a moving picture.</p> <p>To understand that visualisations and ideas change during the course of reading and that they must be able to change their minds.</p> <p>Authorial Choice/Intent</p>	<p>Clarifying To apply a range of strategies to help understand word meaning including root words, prefixes, suffixes, background knowledge, context, visualisation and inference.</p> <p>Visualisation To visualise a text based on a range of word classes.</p> <p>To recognise that ideas and visualisations change during the course of reading and can explain the error that has been made.</p> <p>Authorial Choice/Intent To comment on how and why writers' use certain language and the effect on the reader.</p> <p>To analyse and evaluate the use of language,</p>

	poems and during role play.				To begin to understand why authors have chosen particular words/phrases over alternatives.	To discuss vocabulary used by the author to create effect including figurative language. To understand why authors have chosen particular words/phrases over alternatives. To understand that language structure and presentation contribute in different ways dependant on purpose and audience. To evaluate the use of authors' language and explain how it has created an impact on the reader.	including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
Inference	<p><u>Birth – 3 Years</u> To ask questions about a book and make comments and share their own ideas.</p> <p><u>3 – 4 Years</u> To respond to what they have heard, expressing their thoughts and feelings.</p> <p><u>Reception</u> To ask questions to find out more and to check they understand what has been said to them.</p> <p><u>ELG</u> To make comments about what they have heard and ask questions to clarify their understanding.</p> <p>To anticipate (where appropriate) key events in stories.</p> <p>To explain some similarities and differences between life</p>	<p><u>Predicting</u> To predict based on pictures and title.</p> <p>To predict what might happen on the basis of what has been read so far.</p> <p><u>Background Knowledge</u> To begin to make links with their own experiences.</p> <p><u>Wider Inference</u> To begin to make simple inferences on the basis of what they see in pictures.</p> <p><u>Raising Questions</u> To begin to understand that we sometimes have questions about a text.</p>	<p><u>Predicting</u> To predict what might happen on the basis of what has been read so far.</p> <p>To justify predictions from details stated.</p> <p><u>Background Knowledge</u> To know they need to use existing knowledge to help their understanding.</p> <p><u>Wider Inference</u> To make inferences on the basis of what is being said and done.</p> <p><u>Raising Questions</u> To recognise what they know, what they think they know and what questions are left to answer (wonderings).</p>	<p><u>Predicting</u> To predict what might happen on the basis of what has been read so far.</p> <p>To justify predictions from details stated and implied.</p> <p>To begin to change predictions in the light of new information.</p> <p><u>Background Knowledge</u> To know they need to use existing knowledge to help their understanding.</p> <p><u>Wider Inference</u> To draw inferences from characters' speech and actions and justify them.</p> <p><u>Raising Questions</u></p>	<p><u>Predicting</u> To justify predictions from details stated and implied.</p> <p>To change predictions in the light of new information.</p> <p><u>Background Knowledge</u> To apply background knowledge to understand all aspects of a text.</p> <p><u>Wider Inference</u> To draw inferences from characters' feelings, thoughts and motives and justify them.</p> <p><u>Raising Questions</u> To ask questions based on characters' feelings, thoughts, actions and speech.</p>	<p><u>Predicting</u> To make predictions from details stated and implied, justifying them in detail with evidence from the text.</p> <p><u>Background Knowledge</u> To apply background knowledge to understand all aspects of a text.</p> <p><u>Wider Inference</u> To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p><u>Raising Questions</u></p>	<p><u>Predicting</u> To justify predictions with reference to both the text and background knowledge.</p> <p><u>Wider Inference</u> To draw inferences from characters' feelings, thoughts and motives from their actions and speech and justify these with a wide range of evidence.</p> <p><u>Raising Questions</u> To ask questions based on the wider text. To make wonderings about what has already been read, what is being read and what is yet to be read and actively look for answers for these.</p>

	in this country and life in other countries, drawing on knowledge from stories and non-fiction texts.			To recognise what they know, what they think they know and what questions are left to answer (wonderings).	To make wonderings that improve their understanding of a text.	To ask questions based on characters' feelings, thoughts, actions and speech. To make wonderings that refer to what has already been read and what is still to come.	
Poetry and Performance	<p>Birth – 3 Years To enjoy songs and rhymes, tuning in and paying attention.</p> <p>To join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>To join in with songs and rhymes, making some sounds.</p> <p>To sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>To anticipate phrases and actions in rhymes and songs.</p> <p>To enjoy and take part in action songs.</p> <p>Reception To listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>To learn rhymes, poems and songs.</p>	<p>To recite simple poems by heart.</p> <p>To talk about a range of poems.</p> <p>To identify simple features of poems.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting with intonation to make the meaning clear.</p> <p>To identify structural features of poems.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>To recognise different forms of poetry.</p>	<p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p> <p>To listen to a range of poetry and make recommendations to others.</p> <p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p>	<p>To read, recite and perform poems and plays, showing understanding through intonation, tone and volume so the meaning is clear to the audience.</p> <p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>To read and discuss an increasingly wide range of poetry and playscripts, building on ideas and influencing their further reading.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> <p>To show understanding of intonation, tone and volume and how it prompts an emotional response from the audience.</p> <p>To read and discuss a wide range of poems and playscripts and use these to influence their further reading as well as that of others.</p>
	Non-Fiction	Reception	To know some simple differences between fiction and non-fiction.	To recognise that non-fiction books are often	To know how non-fiction is presented	To identify how language, structure and presentation	To navigate different types of non-fiction in different ways.

	<p>To engage in non-fiction books.</p> <p>To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>ELG Describe their immediate environment using knowledge from stories and non-fiction texts.</p>	<p>To begin to explore non-fiction books and identify simple features (font style, labels, captions, titles).</p> <p>To locate pages/sections of interest.</p>	<p>structured in different ways.</p> <p>To talk about non-fiction features such as contents, index, glossary, title, sub-titles).</p> <p>To begin to scan information around them to find what is needed.</p>	<p>differently from fiction.</p> <p>To use different organisational features to navigate around a page.</p> <p>To scan a text to find answers to specific questions.</p> <p>To retrieve and record information from non-fiction texts.</p>	<p>contribute to meaning and to use them to navigate around a page efficiently.</p> <p>To find, record and present information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To understand the difference between fact and opinion.</p>	<p>in history or science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery visit or reading a theatre programme or review).</p> <p>To retrieve, record and present information from non-fiction texts efficiently.</p> <p>To understand the difference between fact and opinion and identify these in texts.</p>
<p>Grammar for Reading</p>	<p>Reception To show an awareness of full stops.</p>	<p>To stop at full stops and show an awareness of question marks and exclamation marks.</p> <p>To understand positional vocabulary.</p>	<p>To use punctuation to help them read with expression and to keep track of longer sentences.</p> <p>To track simple pronouns (e.g. he/she) to help understand text.</p> <p>To understand a wide range of prepositions.</p> <p>To use expanded noun phrases to help them understand a sentence.</p>	<p>To use a range of punctuation accurately at the end of sentences and commas within sentences to help with expression and understanding.</p> <p>To understand a wider range of common pronouns for references (e.g. it, they, them).</p> <p>To understand how prepositions can show where, when and how something happens.</p> <p>To use expanded noun phrases (including determiners) to add detail to the picture in their head.</p>	<p>To use a range of punctuation accurately both at the end of a sentence and within the sentence to help expression, fluency and understanding.</p> <p>To scan ahead to punctuation that is coming.</p> <p>To track a wide range of pronouns to help them understand the text.</p> <p>To use prepositions, adverbials and expanded noun phrases to help with visualisation.</p>	<p>To understand how the meaning of sentences is shaped by punctuation, word order and linking words/phrases (inc. pronouns).</p> <p>To work out the references to characters and places using a range of pronouns, determiners and alternative noun references.</p> <p>To identify more complex noun phrases within a text and use it to add detail to the picture in their head.</p> <p>To understand the impact conjunctions have on the text.</p>	<p>To read longer multi-clausal sentences using commas, brackets, semi colons, colons and dashes accurately to help them and others understand.</p> <p>To work out the references to characters, places and specific events using a range of pronouns, determiners and alternative noun references.</p> <p>To identify complex noun phrases and use this information to make inferences and deductions about the noun.</p> <p>To understand and explain the impact conjunctions have on the text.</p>

	End of Aut 1	End of Aut 2	End of Spr 1	End of Spr 2	End of Sum 1	End of Sum 2
Reception	LW Phase 2 Set 1	LW Phase 2 Set 3	LW Phase 2 Set 5	LW Phase 3 Set 1	LW Phase 3 Set 2	LW Phase 4 Set 1
Year 1	LW Phase 4 Set 2	LW Phase 5 Set 1	LW Phase 5 Set 2	LW Phase 5 Set 2	LW Phase 5 Set 3	LW Phase 5 Set 3
Year 2	LW Phase 5 Set 5	Turquoise/Purple	Purple	Gold	Gold/White	White
Year 3	White	Lime	Brown	Brown	Brown	Brown
Year 4	Brown	Grey	Grey	Grey	Grey	Grey
Year 5	Grey	Dark blue	Dark blue	Dark blue	Dark blue	Dark blue
Year 6	Dark blue	Dark red	Dark red	Dark red	Dark red	Dark red