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| **Reception** | **Autumn Term 1** | | **Autumn Term 2** | | **Spring Term 1** | **Spring Term 2** | | **Summer Term 1** | | **Summer Term 2** | |
| **Themes** | **Friendship &**  **Animals** | | **Magic & Stars** | | **Superhero** | **Traditional Tales** | | **Growing** | | **Seaside** | |
| **Word**  **Reading** | **Throughout Reception Focus On**:  Recognise relationship between the spoken and written word  Develop an understanding of environmental print to inform, advise and instruct Recognise words in print remain the same when repeated  Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when reading  words containing taught GPC. This may take place in both during teacher-led activities (e.g. 100% decodable Guided Reading and Shared Reading books) and across the provision as part of a broad and balanced EYFS provision. | | | | | | | | | | |
| Understand 1:1 correspondence of each spoken word to a written word separated by a space  Left to right direction of print  Recognise words in print remain the same when repeated  \*Teach high frequency words for reading: is, it, in, at, and, the | | **Build on Previous Term & Focus on:**  **\*Secure previous unit high frequency words and teach:**  I, no, go, to | | **Build on Previous Term & Focus on:**  **\*Secure previous unit high frequency words and teach:**  he, she, we | **Build on Previous Term & Focus on:**  **\*Secure previous unit high frequency words and teach:**  me, be, was, no | | **Build on Previous Term & Focus on:**  **\*Secure previous unit high frequency words and teach:**  my, they, her, all, are | | **Build on Previous Term & Focus on:**  **\*Secure previous unit high frequency words and teach:**  have, like, some, come, you, were, little, one, all, do, when, out what | |
| **Comprehension** | **Throughout Reception Focus On:**  Recall of familiar stories and rhymes Repeat, revisiting and retell stories  Discussing meaning and purpose of environmental print Making connections with own experiences  Listening to experienced readers modelling reading and searching text and illustrations to find directly related information or answers Extending Language and vocabulary development  Sequence main events in a story using props / illustrations  Use story language and vocabulary with accompanying actions to retell stories | | | | | | | | | | |
| **Focus on:**  Use prior knowledge, pictures and memorisation techniques (e.g. actions, repeated phrases etc) to repeat known rhymes, stories and texts previously heard  Begin to match spoken to written words  Talk about texts and connect to own experience  Pick out the main characters and key events in stories  Sequence main events in a story using  props / illustrations | | **Build on Previous Term & Focus on:**  Repeat and retell known rhymes, stories and texts previously heard  Talk about texts and connect to own experiences and prior knowledge  Pick out the main characters and key events in stories | | **Build on Previous Term & Focus on:**  Repeat and retell known rhymes, stories and texts previously heard  Talk about texts and connect to own experiences and prior knowledge  Pick out the main characters and key events in stories  Select a number of key events to retell a story  Link and talk about ideas explicit from a text e.g. characters and events  Start to make simple predictions | **Build on Previous Term & Focus on:**  Talk about texts and connect to own experiences and prior knowledge  Pick out the main characters and key events in stories  Select a number of key events to retell a story  Link and talk about ideas explicit from a text e.g. characters and events  Make simple predictions about characters and events  Reread specific part of a text to check for meaning | | **Build on Previous Term & Focus on:**  Talk about texts and connect to own experiences and prior knowledge  Pick out the main characters and key events in stories  Select a number of key events to retell a story  Link and talk about ideas explicit from a text e.g. characters and events  Make predictions about characters and events  Reread specific part of a text to check  for meaning. | | **Build on Previous Term & Focus on:**  Become familiar with and talk about several key stories  Retell stories using illustrations and / or props and discuss main characters •  Begin to compare characters  Reread specific part of a text to check for meaning  Respond to questions by linking question to answers explicitly stated in text or illustration | |
| **Skills & Strategies** | Book Handling skills – holding the book the correct way and turning pages Looking at each page in order and following top to bottom, left to right direction of print  Use a phonics first approach for decoding unfamiliar words and practicing known graphemes Blend known graphemes together when reading words  Segment known graphemes when decoding words  Identify simple text features such as titles and pictures to indicate what a text is about  Talk *about* books make meaning from visual features of the text, e.g. illustrations and captions to help discussions about books and characters (when not decoding words) | | | | | | | | | | |
| **Building on Previous year and throughout Year R Focus on:**  Recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters)  Recognising high-frequency words  Self-correction using phonics first strategy | | **Build on Previous Term & Focus on:**  Read simple captions  Recognising increased amount of high-frequency words  Show an awareness of full stops  when reading  Self-correction using phonics Identify simple text features such as  titles and pictures to indicate what the text is about | | **Build on Previous Term & Focus on:**  Read simple captions  Recognise an increased amount of high-frequency words  Show an awareness of full stops  when reading  Show an awareness of the difference  between stories and information texts  Choose reading materials and explain what the text is about and why they like it  Use prior knowledge to help understanding  Self-correction using phonics  Read accuracy | **Build on Previous Term & Focus on:**  Read captions  Recognising increased amount of  high-frequency words  Show an awareness of full stops and  question marks when reading  Show an awareness of the difference  between stories and information texts  Choose reading materials and explain what the text is about and why they like it  Use prior knowledge to help understanding  Self-correction using phonics  Re-read sentence  Read sentences accurately and fluently | | **Build on Previous Term & Focus on:**  Read captions  Recognising increased amount of high-frequency words  Show an awareness of full stops and question marks when reading  Show an awareness of the difference  between stories and information texts  Choose reading materials and explain what the text is about and why they like it  Use prior knowledge to help understanding  Self-correction using phonics  Re-read sentence  Read sentences accurately and fluently | | **Build on Previous Term & Focus on:** Read captions  Recognising increased amount of  high-frequency words  Show an awareness of full stops and question marks when reading  Show an awareness of the difference between stories and information texts  Choose reading materials and explain what the text is about and why they like it  Use prior knowledge to help understanding  Self-correction using phonics  Re-read sentence  Read sentences accurately and fluently | |
| **Development**  **Matters** | Use phonic knowledge to decode regular words and read them aloud accurately. | | | | | | | | | | | |
| Continue a rhyming string Hear and say the initial sound in words  Segment the sounds in simple words and blend them together and know which letters represent some of them  Link sounds to letters, naming and sounding the letters of the alphabet  Begin to read words and simple sentences | Continue a rhyming string Hear and say the initial sound in words  Segment the sounds in simple words and blend them together and know which letters represent some of them  Link sounds to letters, naming and sounding the letters of the alphabet  Begin to read words and simple sentences | | Use vocabulary and forms of speech that are increasingly influenced by their experiences of books  Read and understand simple sentences  Use phonic knowledge to decode regular words and read them aloud accurately  Read some common irregular words  Demonstrate understanding when talking with others about what they have read | | | Read phonically regular words of more than 1 syllable  Read some common irregular words  Use phonic knowledge to decode regular words and read them aloud accurately | | Enjoy an increasing range of books  Know that information can be retrieved from books and computers  Read many irregular but high frequency words  Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary  Demonstrate understanding when talking with others about what they have read  Describe the main events in the simple stories they have read | | Enjoy an increasing range of books  Knows that information can be retrieved from books and computers  Read many irregular but high frequency words  Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary  Demonstrate understanding when talking with others about what they have read  Describe the main events in the  simple stories they have read | |
| **Terminology** | digraph, trigraph, blend, segment, grapheme, phoneme, cover, title, page | | | | | | | | | | | |

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| **Year 1** | **Autumn Term 1** | | **Autumn Term 2** | | **Spring Term 1** | | **Spring Term 2** | | **Summer Term 1** | **Summer Term 2** |
| **Themes** | **Reading Breadth: Fairy Stories & Rhymes** | | **Geography: Locality** | | **Science: Animals inc. Humans** | | **Reading Breadth: Traditional Tales & Poems** | | **Reading Breadth: Stories & Poems** | **History: Living Memory Toys** |
| **Word**  **Reading** | **Throughout Year 1 Focus on:**  Read words containing taught GPCs  Read other words of more than one syllable that contain taught GPCs  Apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency Read all capital letters and the days of the week  Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes and many alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  Read aloud accurately decodable books that are consistent with their developing phonic knowledge Re-read books to build up fluency and confidence  Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) | | | | | | | | | |
| **Build on Previous Year & Focus on:**  Read some common exception words, noting unusual correspondences between spelling and sound and where these occur in the word | | **Build on Previous Term & Focus on:**  Read *most* common exception words, noting unusual correspondences between spelling and sound and where these occur in the word | | **Build on Previous Term & Focus on:**  Read all common exception words, noting unusual correspondences between spelling and sound and where these occur in the word | | **Build on Previous Term & Focus on:**  Read *most* common exception words, noting unusual correspondences between spelling and sound and where these occur in the word | | **Build on Previous Term & Focus on:**  Read *all* common exception words, noting unusual correspondences between spelling and sound and where these occur in the word | **Build on Previous Term & Focus on:**  Read some common exception words, noting unusual correspondences between spelling and sound and where these occur in the word |
| **Comprehension** | **Throughout Year 1 Focus on:**  Listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently  Link what they read or hear read to their own experiences  Recognise and join in with predictable phrases with increased confidence  Recite by heart many poems  Participate in discussion and explain clearly about what is read to them, taking turns and listening to what others say | | | | | | | | | |
| **Build on Previous Year & Focus on:**  Become familiar with several key fairy stories, retelling them and considering their particular characteristics  Draw on what they already know or on background information and vocabulary provided by the teacher  Discuss word meanings and link new meanings to those already known  Predict what might happen on the basis of what has been read so far | | **Build on Previous Term & Focus on:**  Become familiar with stories, retelling them and considering their particular characteristics  Discuss significant events in stories  Predict what might happen on the basis of what has been read so far | | **Build on Previous Term & Focus on:**  Become familiar with stories, retelling them and considering their particular characteristics  Make inferences on the basis of what is being said and done | | **Build on Previous Term & Focus on:**  Become familiar with several key traditional tales, retelling them and considering their particular characteristics  Make inferences on the basis of what is being said and done | | **Build on Previous Term & Focus on:**  Become familiar with several key stories and poems, retelling them and considering their particular characteristics  Make inferences on the basis of what is being said and done | **Build on Previous Term & Focus on:**  Become familiar with stories, retelling them and considering their particular characteristics  Check that the text makes sense to them as they read and correcting inaccurate reading |
| **Skills & Strategies** | Apply the following reading strategies with increasing independence:  Use a phonics first approach for decoding unfamiliar words and practicing known graphemes  Blend known graphemes when reading words  Segment known graphemes when reading words  Identify simple text features such as titles and pictures to indicate what a text is about  Talk about books (when not decoding) make meaning from visual features of the text, e.g. illustrations and captions to help discussions (decoding)  Develop reading accuracy decodable text  Self-correction including re-reading words  Identify and locate pre-taught vocabulary  Re read sentences for fluency | | | | | | | | | |
| **Build on previous Year & Focus on:**  Show an awareness of full stops when reading  Identify simple text features such as titles and pictures to indicate what the text is about  Show an awareness of the difference between stories, information and poetry | | **Build on Previous Term & Focus on:**  Read with attention full stops when reading  Discuss prior knowledge of context  Deepen understanding of story through Book Talk of illustrations  Show an awareness of the difference between stories, information and poetry  Understand how captions can give information  Make simple predictions | | **Build on Previous Term & Focus on:**  Read simple captions  Recognise an increased amount of high-frequency words  Show an awareness of full stops when reading  Show an awareness of the difference between stories and information texts  Choose reading materials and explain what the text is about and why they like it  Use prior knowledge to help understanding  Self-correction using phonics  Read accuracy | | **Build on Previous Term & Focus on:**  Read aloud with attention to capital letters to start sentences, full stops and question marks.  Discuss prior knowledge of context  Deepen understanding of story through Book Talk of illustrations  Make simple predictions | | **Build on Previous Term & Focus on**:  Read aloud with attention to capital letters to start sentences, full stops and question marks  Discuss prior knowledge of context  Deepen understanding of story through Book Talk of illustrations  Understand how captions can give information  Make simple predictions | **Build on Previous Term & Focus on:**  Show an awareness of full stops  when reading  Identify simple text features such as titles and pictures to indicate what the text is about to help understanding  Self-correction using phonics  Re-read sentence  Read sentences accurately and fluently |
| **Content**  **Domains\*** | \*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.  1a draw on knowledge of vocabulary to understand texts  1d make inferences from the text | | | | | | | | | |
| 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information  1e predict what might happen on the basis of what has been read so far  1d make inferences from the text | 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information  1e predict what might happen on the basis of what has been read so far  1d make inferences from the text | | 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information  1e predict what might happen on the basis of what has been read so far  1c identify and explain the sequence of events in texts  1d make inferences from the text | | 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information  1e predict what might happen on the basis of what has been read so far  1d make inferences from the text | | 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information  1e predict what might happen on the basis of what has been read so far  1c identify and explain the sequence of events in texts  1d make inferences from the text | | 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information  1d make inferences from the text |
| **Terminology** | Building on Previous Year and throughout Year 1 focus on:  grapheme, phoneme, spit vowel digraph, contraction, blend, predict, title, event | | | | | | | | | |

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| **Year 2** | **Autumn Term 1** | | **Autumn Term 2** | | **Spring Term 1** | | **Spring Term 2** | | **Summer Term 1** | **Summer Term 2** |
| **Themes** | **Geography:**  **UK – Rivers and Seas** | | **Reading Breadth: Fairy Stories & Poetry - Classics** | | **Reading Breadth:**  **Traditional Tales & Poetry: Contemporary** | | **Science:**  **Living Things Habitats / Plants** | | **History:**  **Events Beyond Living Memory – Fire of London** | **Reading breadth: Stories and Plays & Poetry**  **- Contemporary** |
| **Word**  **Reading** | **Throughout Year 2 Focus on:**  Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently  Discuss their favourite words and phrases using some of them in their writing  Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear  •Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth) | | | | | | | | | |
| **Build on Previous Year & Focus on:**  Apply and embedded phonic knowledge and skills as the route to decode  Read some common exception words  Read most words containing common suffixes - ly | | **Build on Previous Term & Focus on:**  Decoding automatically and build fluency  Read some common exception words  Read most words containing common suffixes -er -est | | **Build on Previous Term & Focus on:**  Sound out most unfamiliar words accurately, without undue hesitation  Read accurately most words of two or more syllables  Read most common exception words  Read most words accurately without overt sounding and blending | | **Build on Previous Term & Focus on:**  Explain what has happened so far in what they have listened to or read  Discuss the sequence of events in books and how many items of information are related  Understand many non-fiction books that are structured in different ways | | **Build on Previous Term & Focus on:**  Discuss their favourite words and phrases using some of them in their writing  Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth)  Understand many non-fiction books that are structured in different ways | **Build on Previous Term & Focus on:**  Demonstrate familiarity with and retell a wide range of stories and plays  Discuss their favourite words and phrases using some of them in their writing  Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher |
| **Comprehension** | **Throughout Year 2 Focus on:**  Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently  Discuss their favourite words and phrases using some of them in their writing  Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear  Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth) | | | | | | | | | |
| **Build on Previous Year & Focus on:**  Recognise and read *many* common exception words  Read sentences with increasing accuracy and fluency  Self-correction words  Read aloud with attention to punctuation, including full stops, question, exclamation  *and* intonation | | **Build on Previous Term & Focus on:**  Recognise and read *many* common exception words  Read sentences with increasing accuracy and fluency  Self-correction words  Read aloud with attention to punctuation, including full stops, question, exclamation  *and* intonation | | **Build on Previous Term & Focus on:**  Recognise and read *most* common exception words  Read a range of texts with increasing accuracy and fluency  Self-correction, including re- reading and reading ahead  Re-reading sentences for clarity | | **Build on Previous Term & Focus on:**  Recognise and read *most* common exception words  Read a range of texts with increasing accuracy and fluency  Self-correction, including re -reading and reading ahead  Look for specific information in texts using contents and glossaries  Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information  Re-reading sentences for clarity | | **Build on Previous Term & Focus on:**  Recognise and read *all* common exception words with automaticity  Read a range of texts with increasing accuracy and fluency  Self-correction, including re- reading and reading ahead  Talk about book preferences  Identify how texts are organised, *e.g. lists, numbered points, tables and bullet points* | **Build on Previous Term & Focus on:**  Recognise and read *all* common exception words with automaticity  Read a range of texts with increasing accuracy and fluency  Self-correction, including re- reading and reading ahead  Talk about book preferences |
| **Skills & Strategies** | Apply the following reading strategies with increasing independence:  Building on phonics subject skills and knowledge  Connect prior knowledge with context  Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families  Locate and discuss words and pre taught vocabulary to find out what the text is about  Connect prior knowledge to context | | | | | | | | | |
| **Build on Previous Year & Focus on:**  Show an awareness of full stops when reading  Identify simple text features such as titles and pictures to indicate what the text is about  Show an awareness of the difference between stories, information and poetry | | **Build on Previous Term & Focus on:**  Read with attention full stops when reading  Discuss prior knowledge of context  Deepen understanding of story through Book Talk of illustrations  Show an awareness of the difference between stories, information and poetry  Understand how captions can give information  Make simple predictions | | **Build on Previous Term & Focus on:**  Read simple captions  Recognise an increased amount of high-frequency words  Show an awareness of full stops when reading  Show an awareness of the difference between stories and information texts  Choose reading materials and explain what the text is about and why they like it  Use prior knowledge to help understanding  Self-correction using phonics  Read accuracy | | **Build on Previous Term & Focus on:**  Read aloud with attention to capital letters to start sentences, full stops and question marks.  Discuss prior knowledge of context  Deepen understanding of story through Book Talk of illustrations  Make simple predictions | | **Build on Previous Term & Focus on:**  Read aloud with attention to capital letters to start sentences, full stops and question marks  Discuss prior knowledge of context  Deepen understanding of story through Book Talk of illustrations  Understand how captions can give information  Make simple predictions | **Build on Previous Term & Focus on:**  Show an awareness of full stops  when reading  Identify simple text features such as titles and pictures to indicate what the text is about to help understanding  Self-correction using phonics  Re-read sentence  Read sentences accurately and fluently |
| **Content**  **Domains\*** | \*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.  1a draw on knowledge of vocabulary to understand texts  1d make inferences from the text | | | | | | | | | |
| 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information  1e predict what might happen on the basis of what has been read so far  1d make inferences from the text | 1a draw on knowledge of vocabulary to understand texts  1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information  1d make inferences from the text 1e predict what might happen on the basis of what has been read so  far | | 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information  1d make inferences from the text | | 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information  1c identify and explain the sequence of events in texts  1d make inferences from  the text | | 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information  1d make inferences from the text | | 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information  1d make inferences from the text |
| **Terminology** | Building on Previous Year and throughout Year 2 focus on:  grapheme, phoneme, syllable, sequence, structure, predict, discuss, question | | | | | | | | | |

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| **Year 3** | **Autumn Term 1** | **Autumn Term 2** | | **Spring Term 1** | | **Spring Term 2** | | **Summer Term 1** | **Summer Term 2** |
| **Themes** | **Reading Breadth: Stories and Plays & Poetry - Different Forms** | **Reading Breadth: Fairy Stories & Poetry - Different Forms** | | **Reading Breadth: Stories & Poetry –Different Forms** | | **Science:**  **Forces & Magnets / Rocks** | | **History: Egyptians** | **Reading Breadth: Stories and Plays & Poetry** |
| **Word**  **Reading** | Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words  read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | | | | | | | | |
| **Comprehension** | Building on Previous Year and throughout Year 3 focus on:  Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  Participate in discussion about both books that are read to them and those they can read for themselves  Use dictionaries to check the meaning of many unknown words that they have read  •Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying many inferences with evidence  Increase their familiarity with a wide range of books and retell some of these orally | | | | | | | | |
| **Build on Previous Year & Focus on:**  Increase their familiarity with a wide range of books  Identify simple themes and conventions in an increasing range of books  Discuss some words and phrases that capture the reader’s interest and imagination  Recognise some different forms of poetry [for example, free verse, narrative poetry]  Prepare short plays to read aloud and to perform, showing some understanding through intonation, tone, volume and action | **Build on Previous Term & Focus on:**  Increase their familiarity with a wide range of books, including fairy stories  Identify simple themes and conventions in an increasing range of books  Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying many inferences with evidence  Recognise some different forms of poetry [for example, free verse, narrative poetry]  Prepare short poems to read aloud and to perform, showing some understanding through  intonation, tone, volume and action | | **Build on Previous Term & Focus on:**  Increase their familiarity with a wide range of stories  Use dictionaries to check the meaning of many unknown words that they have read  Predict what might happen from details stated and some which are implied  Recognise some different forms of poetry [for example, free verse, narrative poetry]  Ask some questions to improve their understanding of a text  Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action | | **Build on Previous Term & Focus on:**  Read a range of books that are structured in different ways and read for a range of purposes  Identify how language, structure and presentation contribute to meaning  Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context  Predict what might happen from details stated and some which are implied  Retrieve and record some information from non-fiction | | **Build on Previous Term & Focus on:**  Read a range of books that are structured in different ways and read for a range of purposes  Identify simple themes and conventions in an increasing range of books  Discuss some words and phrases that capture the reader’s interest and imagination  Identify how language and structure contribute to meaning  Retrieve and record some information from non-fiction | **Build on Previous Term & Focus on:**  Increase their familiarity with a wide range of books  Identify simple themes and conventions in an increasing range of books  Discuss some words and phrases that capture the reader’s interest and imagination  Recognise some different forms of poetry [for example, free verse, narrative poetry]  Prepare short plays to read aloud and to perform, showing some understanding through intonation, tone, volume and action |
| **Skills & Strategies** | Building on phonics subject skills and knowledge  Connect prior knowledge with context  Locate and discuss words and pre taught vocabulary to find out what the text is about  Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context  Read a range of texts with increasing accuracy and fluency  Develop fluent and enthusiasm for reading and read widely and frequently  Develop views about what is read with support  Develop positive attitudes to reading and understanding of what is read | | | | | | | | |
| **Build on Previous Year & Focus on:**  Recognise and read all Year 3&4 Word List words with automaticity  Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation | **Build on Previous Term & Focus on:**  Recognise and read most Year 3&4 Word List words  Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation  Re-reading sentences for clarity | | **Build on Previous Term & Focus on:**  Recognise and read many Year 3&4 Word List words  Read aloud using punctuation to aid expression including speech  Self-correction, including re- reading and reading ahead | | **Build on Previous Term & Focus on:**  Recognise and read many Year 3&4 Word List words  Read aloud using punctuation to aid expression including speech  Self-correction, including re- reading and reading ahead  Skim to gain an overview of a text, e.g. topic, purpose  Identify different purposes of texts, e.g. to inform, instruct, explain  Read short information texts independently with concentration | | **Build on Previous Term & Focus on:**  Recognise and read all Year 3&4 Word List words with automaticity  Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts  Skim to gain an overview of a text,e.g. topic, purpose  Look for specific information in texts using contents, indexes, glossaries, dictionaries | **Build on Previous Term & Focus on:**  Recognise and read all Year 3&4 Word List words with automaticity  Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation |
| **Content**  **Domains\*** | \*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.  2a give / explain the meaning of words in context  2b retrieve and record information / identify key details from fiction and non-fiction  2d make inferences from the text / explain and justify inferences with evidence from the text | | | | | | | | |
| 2f identify / explain how information / narrative content is related and contributes to meaning as a whole  2h make comparisons within the text  2g identify / explain how meaning is enhanced through choice of words and phrases | 2d make inferences from the text / explain and justify inferences with evidence from the text  2h make comparisons within the text | 2e predict what might happen from details stated and implied  2a give / explain the meaning of words in context | | 2e predict what might happen from details stated and implied  2f identify / explain how information / narrative content is related and contributes to meaning as a whole  2a give / explain the meaning of words in context  2b retrieve and record information/ identify key details from fiction  and non-fiction | | 2f identify / explain how information / narrative content is  related and contributes to meaning as a whole  2h make comparisons within the text  2g identify / explain how meaning is enhanced through choice of words and phrases | | 2f identify / explain how information / narrative content is  related and contributes to meaning as a whole  2h make comparisons within the text  2g identify / explain how meaning is enhanced through choice of words and phrases |
| **Terminology** | Building on Previous Year and throughout Year 3 focus on:  root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present | | | | | | | | |

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| **Year 4** | **Autumn Term 1** | **Autumn Term 2** | | **Spring Term 1** | | **Spring Term 2** | | **Summer Term 1** | **Summer Term 2** |
| **Themes** | **Reading Breadth: Stories &**  **Poetry - Different Forms** | **Science:**  **Living Things/Habitats/ Animals/Humans** | | **History: Vikings** | | **Reading Breadth: Myths and Legends & Poetry - Different Forms** | | **Reading Breadth: Stories and Plays & Poetry**  **- Different Forms** | **Geography: Europe** |
| **Word**  **Reading** | Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words  Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the words | | | | | | | | |
| **Comprehension** | **Building on Previous Year and throughout Year 4 focus on:**  Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  Confidently participate in discussion about both books that are read to them and those they read independently  Begin to use more complex dictionaries to check the meaning of many unknown words that they have read  Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying most inferences with evidence  Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language | | | | | | | | |
| **Build on Previous Year & Focus on:**  Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language  Predict what might happen from details stated and implied  Ask some questions to improve their understanding of the text  Recognise a range of poetic forms [for example, free verse, narrative poetry]  Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action | **Build on Previous Term & Focus on:**  Read a wide range of books that are structured in different ways and read for a range of purposes  Identify how language, structure and presentation contribute to meaning  Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text  Predict what might happen from details stated and implied  Confidently retrieve and record information from non-fiction | | **Build on Previous Term & Focus on:**  Read a wide range of books that are structured in different ways and read for a range of purposes  Identify main ideas drawn from more than two paragraphs and summarise these  Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying most inferences with evidence  Identify how language, structure and presentation contribute to meaning  Confidently retrieve and record information from non-fiction | | **Build on Previous Term & Focus on:**  Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story- book language  Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying most inferences with evidence  Identify themes and conventions in an increasing range of books  Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action  Recognise a range of poetic forms [for example, free verse, narrative poetry] | | **Build on Previous** **Term & Focus on:**  Increase their familiarity with a wide range of stories and plays and retelling some of these orally with an appropriate use of story-book language  Discuss many words and phrases that capture the reader’s interest and imagination  Identify themes and conventions in an increasing range of books  Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action  Recognise a range of poetic forms [for example, free verse, narrative poetry] | **Build on Previous Term & Focus on:**  Read a wide range of books that are structured in different ways and read for a range of purposes  Discuss many words and phrases that capture the reader’s interest and imagination  Identify how language, structure and presentation contribute to meaning  Identify themes and conventions in an increasing range of books  Confidently retrieve and record information from non-fiction |
| **Skills & Strategies** | Building on phonics subject skills and knowledge  Connect prior knowledge with context  Locate and discuss words and pre taught vocabulary to find out what the text is about  Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context  Read a range of texts with increasing accuracy and fluency  Develop fluent and enthusiasm for reading and read widely and frequently  Develop views about what is read with support  Develop positive attitudes to reading and understanding of what is read | | | | | | | | |
| **Build on Previous Year & Focus on:**  Recognise and read Year 3&4 Word List  Read aloud using punctuation to aid expression including speech  Self-correction, including re- reading and reading ahead | **Build on Previous term & Focus on:**  Recognise and read Year 3&4 Word List  Read aloud using punctuation to aid expression including speech  Self-correction, including re- reading and reading ahead  Skim to gain an overview of a  text, e.g. topic, purpose  Read short information texts independently with concentration  Identify how texts differ in purpose, structure and layout  Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount | | **Build on Previous Term & Focus on:**  Recognise and read Year 3&4 Word List  Skim to gain the gist of a text or the main idea in a chapter  Scan for specific information using a variety of features in texts, e.g. titles, illustrations, pre taught vocabulary, bold print, captions, bullet points  Identify how texts are organised,e.g. lists, numbered points, diagrams with arrows, tables and bullet points  Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information  Look for specific information in texts using contents, indexes, glossaries, dictionaries  Re-reading sentences for clarity | | **Build on Previous Term & Focus on:**  Recognise and read Year 3&4 Word List  Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and intonation  Re-reading sentences for clarity | | **Build on Previous Term & Focus on:**  Recognise and read Year 3&4 Word List  Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks *and* intonation | **Build on Previous Term & Focus on:**  Recognise and read Year 3&4 Word List  Enhance understanding in information text through, *e.g. illustration, photographs, diagrams and charts*  Look for specific information in texts using contents, indexes, glossaries, dictionaries  Identify different purposes of texts, *e.g. to inform, instruct, explain, persuade, recount*  Skim to gain the gist of a text or the main idea in a chapter |
| **Content**  **Domains\*** | \*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.  2a give / explain the meaning of words in context  2b retrieve and record information / identify key details from fiction and non-fiction | | | | | | | | |
| 2e predict what might happen from details stated and implied  2a give / explain the meaning of words in context | 2e predict what might happen from details stated and implied  2f identify / explain how information / narrative content is related and contributes to meaning as a whole  2a give / explain the meaning of words in context | 2f identify / explain how information / narrative content is related and contributes to meaning as a whole  2d make inferences from the text / explain and justify inferences with evidence from the text  2c summarise main ideas from more than one paragraph | | 2d make inferences from the text / explain and justify inferences with evidence from the text  2h make comparisons within the text | | 2f identify / explain how information / narrative content is related and contributes to meaning as a whole  2h make comparisons within the text  2g identify / explain how meaning is enhanced through choice of words and phrases | | **2f** identify / explain how information / narrative content is related and contributes to meaning as a whole  **2h** make comparisons within the text  **2g** identify / explain how meaning is enhanced through choice of words and phrases |
| **Terminology** | Building on Previous Year and throughout Year 4 focus on:  root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present | | | | | | | | |

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| **Year 5** | **Autumn Term 1** | **Autumn Term 2** | | **Spring Term 1** | | **Spring Term 2** | | **Summer Term 1** | **Summer Term 2** |
| **Themes** | **Reading Breadth:**  **Other Cultures and**  **Traditions & Poetry –**  **Wider Range** | **Science:**  **Space** | | **History:**  **Victorians** | | **Geography:**  **North and South America/World** | | **Reading Breadth:**  **Myths and Legends.**  **Plays & Poetry**  **Wider Range** | **Reading Breadth:**  **Modern Fiction & Poetry –**  **Wider Range** |
| **Word**  **Reading** | Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words | | | | | | | | |
| **Comprehension** | **Building on Previous Year and throughout Year 5 focus on:**  Read and discuss a range of fiction, poetry, plays, non-fiction and reference books  Recommend books that they have read to their peers, giving simple reasons for their choices  Learn a wider range of age appropriate poetry by heart  With occasional prompting, draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence | | | | | | | | |
| **Build on Previous Year & Focus on:**  Increase their familiarity with a wide range of books, including books from other cultures and traditions  Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary  Identify and discuss themes and conventions in and across a wide range of writing  Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author’s language to create mood and build tension and the impact on the reader  Provide reasoned justifications for their views  Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience | **Build on Previous Year & Focus on:**  Read books that are structured in different ways and read for a range of purposes  Make comparisons within and across books e.g. plot, genre and theme  Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  Predict what might happen from details stated and implied  Identify how language, structure and presentation contribute to meaning  Retrieve, record and present some information from fiction and non- fiction  Distinguishing between statements of fact and opinion | | **Build on Previous Term & Focus on:**  Make comparisons within and across books e.g. plot, genre and theme  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 some views  With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas  Identify how language, structure and presentation contribute to meaning  With occasional prompting, draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence | | **Build on Previous Term & Focus on:**  Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary  Identify and discuss themes and conventions in and across a wide range of writing  Identify how language, structure and presentation contribute to meaning  Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author’s language to create mood and build tension and the impact on the reader  Provide reasoned justifications for their views | | **Build on Previous Term & Focus on:**  Increase their familiarity with a wide range of books, including myths and legends  Identify and discuss themes and conventions in and across a wide range of writing  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 some views  With occasional prompting, draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  Provide reasoned justifications for their views  Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience | **Build on Previous Term & Focus on:**  Increase their familiarity with a wide range of books, including modern fiction  Make comparisons within and across books e.g. plot, genre and them  Predict what might happen from details stated and implied  Participate in discussions about books that are read to them and those they can read for themselves  Ask questions to improve their understanding  Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience |
| **Skills & Strategies** | **Building on Previous year and throughout Year 5 Focus on:**  Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context  Read extended texts independently for sustained periods  Self-correction, including re-reading and reading ahead  Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context  Reading widely and frequently for pleasure and information | | | | | | | | |
| **Build on Previous Year & Focus on:**  Recognise and read all Year 5&6 Word List words with automaticity  Read closely, annotating for specific purposes  Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences  Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning  Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes | **Build on Previous Year & Focus on:**  Recognise *many Year 5&6 W*ord List words with automaticity  Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences  Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning  Connecting prior knowledge and textual information to make inferences and predictions  Scan to find specific details using graphic and textual organisers, *e.g. sub-headings, diagrams etc*  Use information on-screen and on paper | | **Build on Previous Term & Focus on:**  Recognise and read *most Year 5&6 W*ord List words with automaticity  Use a range of strategies for skimming, *e.g. finding key words or phrases, gist, main ideas, themes*  Identify features of texts, *e.g. introduction to topic, sequence, illustrations, formality through language choices*  Finding the main idea of a text  Use information on-screen and on paper  Read closely, annotating for specific purposes | | **Build on Previous Term & Focus on:**  Recognise and read *all Year 5&6 W*ord List words with automaticity  Identify features of texts, *e.g. introduction to topic, sequence, illustrations, degree of formality*  Use information on-screen and on paper  Read closely, annotating for specific purposes  Use a range of strategies for skimming, *e.g. finding key words or phrases, gist, main ideas, themes* | | **Build on Previous Term & Focus on:**  Recognise and read *most Year 5&6 W*ord List words with automaticity  Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences  Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning  Read closely, annotating for specific purposes  Use a range of strategies for skimming, *e.g. finding key words or phrases, gist, main ideas,*  *themes* | **Build on Previous Term & Focus on:**  Recognise and read *many Year 5&6 W*ord List words with automaticity  Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences  Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning  Connecting prior knowledge and textual information to make inferences and predictions  Read closely, annotating for specific purposes |
| **Content**  **Domains\*** | **\*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.**  2a give / explain the meaning of words in context  2b retrieve and record information / identify key details from fiction and non-fiction  2d make inferences from the text / explain and justify inferences with evidence from the text | | | | | | | | |
| 2h make comparisons within the text  2g identify / explain how meaning is enhanced through choice of words and phrases | 2e predict what might happen from details stated and implied  2h make comparisons within the text  2f identify / explain how information / narrative content is related and contributes to meaning as a whole | 2f identify / explain how information / narrative content is  related and contributes to meaning as a whole  2c summarise main ideas from more than one paragraph  2h make comparisons within the text  2d make inferences from the text /  explain and justify inferences with evidence from the text | | 2f identify / explain how information / narrative content is  related and contributes to meaning as a whole  2h make comparisons within the text  2g identify / explain how meaning is enhanced through choice of words and phrases | | 2d make inferences from the text / explain and justify inferences with evidence from the text  2h make comparisons within the text | | 2e predict what might happen from details stated and implied  2h make comparisons within the text |
| **Terminology** | Building on Previous Year and throughout Year 5 focus on:  figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare | | | | | | | | |

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| **Year 6** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | | **Summer Term 1** | **Summer Term 2** |
| **Themes** | **Reading Breadth:**  **Modern Fiction & Poetry**  **Wider Range** | **Reading Breadth:**  **Literary Heritage Plays & Poetry**  **Wider Range** | **Geography:**  **Coasts** | **Science:**  **Evolution and Inheritance** | | **History:**  **War** | **Reading Breadth:**  **Traditional Tales and Poetry**  **Wider Range** |
| **Word**  **Reading** | Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words | | | | | | |
| **Comprehension** | **Building on Previous Year and throughout Year 6 focus on:**  read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books  Recommend books that they have read to their peers, giving simple reasons for their choices  Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  Increase their familiarity with a wide range of books  Learn a wider range of poetry by hear | | | | | | |
| **Build on Previous Year & Focus on:**  Increase their familiarity with a wide range of books, including modern fiction  Make comparisons within and across books e.g. plot, genre and theme  Predict what might happen from details stated and implied  Ask questions to improve their understanding  Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience  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 | **Build on Previous Term & Focus on:**  Increase their familiarity with a wide range of books, including fiction from our literary heritage  Identify and discuss themes and conventions in and across a wide range of writing  Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  Provide reasoned justifications for their views  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  Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience | **Build on Previous Term & Focus on:**  Identify and discuss themes and conventions in and across a wide range of writing  Discuss and evaluate how authors use language, including figurative language considering the impact on the reader  Provide reasoned justification for their views  Identify how language, structure and presentation contribute to meaning  Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary | **Build on Previous Term & Focus on:**  Make comparisons within and across books e.g. plot, genre and theme  Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas  Distinguishing between statements of fact and opinion  Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  Identify how language, structure and presentation contribute to meaning  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 | | **Build on Previous Term & Focus on:**  Read books that are structured in different ways and read for a range of purposes  Make comparisons within and across books e.g. plot, genre and theme  Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  Predict what might happen from details stated and implied  Retrieve, record and present information from non-fiction  Identify how language, structure and presentation contribute to meaning | **Build on Previous Term & Focus on:**  Increase their familiarity with a wide range of books, including traditional tales  Identify and discuss themes and conventions in and across a wide range of writing  Discuss and evaluate the how authors use language, including figurative language considering the impact on the reader  Provide reasoned justification for their views  Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary  Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience |
| **Skills & Strategies** | **Building on Previous year and throughout Year 6 Focus on:**  Recognise and read all Year 5&6 Word List words with automaticity  Make meaning from words and sentences, including knowledge of phonics, word roots, word families,  Make meaning from text organisation  Make meaning by drawing on prior knowledge  Read increasingly complex texts independently for sustained periods  Find the main idea of a paragraph and text | | | | | | |
| **Build on Previous Year & Focus on:**  Recognise all Year 5&6 Word List words with automaticity  Identify how punctuation relates to sentence structure and how meaning is constructed in  multi-clause sentences  Read closely, annotating for specific purposes  Connecting prior knowledge and textual information to make inferences and predictions | **Build on Previous Term & Focus on:**  Recognise *all Year 5&6 W*ord List words with automaticity  Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity  Secure responses through re- reading and cross-check information  Read closely, annotating for specific purposes  Use a range of strategies for skimming, *e.g. finding key words or phrases, gist, main ideas, themes* | **Consolidate and embed all skills not secured and focus on:**  Recognise *all Year 5&6 W*ord List words with automaticity  Read closely, annotating for specific purposes  Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail  Use a range of strategies for skimming, e.g. *finding key words or phrases, gist, main ideas, themes* | **Build on Previous Term & Focus on:**  Recognise *all Year 5&6 W*ord List words with automaticity  Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity  Use a range of strategies for finding and locating information e.g. skimming scanning for detail  Summarising a text  Secure responses and understanding through re-reading and cross-check information  Read closely, annotating for specific purposes | | **Build on Previous Term & Focus on:**  Recognise *all Year 5&6 W*ord List words with automaticity  Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences  Read closely, annotating for specific purposes  Use a range of strategies for finding and locating information e.g. skimming scanning for detail  Connecting prior knowledge and textual information to make inferences and predictions | **Consolidate and embed all skills not secured and focus on:**  Recognise all Year 5&6 Word List words with automaticity  Read closely, annotating for specific purposes  Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences  Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning  Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes |
| **Content**  **Domains\*** | **\*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.**  **2a** give / explain the meaning of words in context  **2b** retrieve and record information / identify key details from fiction and non-fiction  **2d** make inferences from the text / explain and justify inferences with evidence from the text | | | | | | |
| 2e predict what might happen from details stated and implied  2h make comparisons within the text | 2h make comparisons within the text  2d make inferences from the text / explain and justify inferences with evidence from the text | 2f identify / explain how information / narrative content is related and contributes to meaning as a whole  2h make comparisons within the text  2g identify / explain how meaning is enhanced through choice of words and phrases | 2f identify / explain how information / narrative content is  related and contributes to meaning as a whole  2c summarise main ideas from more than one paragraph  2h make comparisons within a text  2d make inferences from the text / explain and justify inferences with evidence from the text | 2e predict what might happen from details stated and implied  2f identify / explain how information / narrative content is related and contributes to meaning as a whole  2h make comparisons within the text  2d make inferences from the text / explain and justify inferences with evidence from the text | | 2h make comparisons within the text  2g identify / explain how meaning is enhanced through choice of words and phrases |
| **Terminology** | Building on Previous Year and throughout Year 6 focus on:  figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare | | | | | | |