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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 wordDevelop an understanding of environmental print to inform, advise and instruct Recognise words in print remain the same when repeatedChildren 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 readingwords 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 spaceLeft to right direction of printRecognise 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 storiesDiscussing meaning and purpose of environmental print Making connections with own experiencesListening to experienced readers modelling reading and searching text and illustrations to find directly related information or answers Extending Language and vocabulary developmentSequence main events in a story using props / illustrationsUse 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 heardBegin to match spoken to written wordsTalk about texts and connect to own experiencePick out the main characters and key events in storiesSequence main events in a story usingprops / illustrations | **Build on Previous Term & Focus on:**Repeat and retell known rhymes, stories and texts previously heardTalk about texts and connect to own experiences and prior knowledgePick out the main characters and key events in stories | **Build on Previous Term & Focus on:**Repeat and retell known rhymes, stories and texts previously heardTalk about texts and connect to own experiences and prior knowledgePick out the main characters and key events in storiesSelect a number of key events to retell a storyLink and talk about ideas explicit from a text e.g. characters and eventsStart to make simple predictions | **Build on Previous Term & Focus on:**Talk about texts and connect to own experiences and prior knowledgePick out the main characters and key events in storiesSelect a number of key events to retell a storyLink and talk about ideas explicit from a text e.g. characters and eventsMake simple predictions about characters and eventsReread 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 knowledgePick out the main characters and key events in storiesSelect a number of key events to retell a storyLink and talk about ideas explicit from a text e.g. characters and eventsMake predictions about characters and eventsReread specific part of a text to checkfor meaning. | **Build on Previous Term & Focus on:**Become familiar with and talk about several key storiesRetell stories using illustrations and / or props and discuss main characters •Begin to compare charactersReread specific part of a text to check for meaningRespond 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 printUse a phonics first approach for decoding unfamiliar words and practicing known graphemes Blend known graphemes together when reading wordsSegment known graphemes when decoding wordsIdentify simple text features such as titles and pictures to indicate what a text is aboutTalk *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 wordsSelf-correction using phonics first strategy | **Build on Previous Term & Focus on:**Read simple captionsRecognising increased amount of high-frequency wordsShow an awareness of full stopswhen readingSelf-correction using phonics Identify simple text features such astitles and pictures to indicate what the text is about | **Build on Previous Term & Focus on:**Read simple captionsRecognise an increased amount of high-frequency wordsShow an awareness of full stopswhen readingShow an awareness of the differencebetween stories and information textsChoose reading materials and explain what the text is about and why they like itUse prior knowledge to help understandingSelf-correction using phonicsRead accuracy | **Build on Previous Term & Focus on:**Read captionsRecognising increased amount ofhigh-frequency wordsShow an awareness of full stops andquestion marks when readingShow an awareness of the differencebetween stories and information textsChoose reading materials and explain what the text is about and why they like itUse prior knowledge to help understandingSelf-correction using phonicsRe-read sentenceRead sentences accurately and fluently | **Build on Previous Term & Focus on:**Read captionsRecognising increased amount of high-frequency wordsShow an awareness of full stops and question marks when readingShow an awareness of the differencebetween stories and information textsChoose reading materials and explain what the text is about and why they like itUse prior knowledge to help understandingSelf-correction using phonicsRe-read sentenceRead sentences accurately and fluently | **Build on Previous Term & Focus on:** Read captionsRecognising increased amount ofhigh-frequency wordsShow an awareness of full stops and question marks when readingShow an awareness of the difference between stories and information textsChoose reading materials and explain what the text is about and why they like itUse prior knowledge to help understandingSelf-correction using phonicsRe-read sentenceRead 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 wordsSegment the sounds in simple words and blend them together and know which letters represent some of themLink sounds to letters, naming and sounding the letters of the alphabetBegin to read words and simple sentences | Continue a rhyming string Hear and say the initial sound in wordsSegment the sounds in simple words and blend them together and know which letters represent some of themLink sounds to letters, naming and sounding the letters of the alphabetBegin to read words and simple sentences | Use vocabulary and forms of speech that are increasingly influenced by their experiences of booksRead and understand simple sentencesUse phonic knowledge to decode regular words and read them aloud accuratelyRead some common irregular wordsDemonstrate understanding when talking with others about what they have read | Read phonically regular words of more than 1 syllableRead some common irregular wordsUse phonic knowledge to decode regular words and read them aloud accurately | Enjoy an increasing range of booksKnow that information can be retrieved from books and computersRead many irregular but high frequency wordsUse phonic, semantic and syntactic knowledge to understand unfamiliar vocabularyDemonstrate understanding when talking with others about what they have readDescribe the main events in the simple stories they have read | Enjoy an increasing range of booksKnows that information can be retrieved from books and computersRead many irregular but high frequency wordsUse phonic, semantic and syntactic knowledge to understand unfamiliar vocabularyDemonstrate understanding when talking with others about what they have readDescribe the main events in thesimple 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 GPCsRead other words of more than one syllable that contain taught GPCsApply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency Read all capital letters and the days of the weekRespond 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 taughtRead aloud accurately decodable books that are consistent with their developing phonic knowledge Re-read books to build up fluency and confidenceRead 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 independentlyLink what they read or hear read to their own experiencesRecognise and join in with predictable phrases with increased confidenceRecite by heart many poemsParticipate 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 characteristicsDraw on what they already know or on background information and vocabulary provided by the teacherDiscuss word meanings and link new meanings to those already knownPredict 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 characteristicsDiscuss significant events in storiesPredict 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 characteristicsMake 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 characteristicsMake 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 characteristicsMake 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 characteristicsCheck 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 graphemesBlend known graphemes when reading wordsSegment known graphemes when reading wordsIdentify simple text features such as titles and pictures to indicate what a text is aboutTalk 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 textSelf-correction including re-reading wordsIdentify and locate pre-taught vocabularyRe read sentences for fluency |
| **Build on previous Year & Focus on:**Show an awareness of full stops when readingIdentify simple text features such as titles and pictures to indicate what the text is aboutShow an awareness of the difference between stories, information and poetry | **Build on Previous Term & Focus on:**Read with attention full stops when readingDiscuss prior knowledge of contextDeepen understanding of story through Book Talk of illustrationsShow an awareness of the difference between stories, information and poetryUnderstand how captions can give informationMake simple predictions | **Build on Previous Term & Focus on:**Read simple captionsRecognise an increased amount of high-frequency wordsShow an awareness of full stops when readingShow an awareness of the difference between stories and information textsChoose reading materials and explain what the text is about and why they like itUse prior knowledge to help understandingSelf-correction using phonicsRead 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 contextDeepen understanding of story through Book Talk of illustrationsMake simple predictions | **Build on Previous Term & Focus on**:Read aloud with attention to capital letters to start sentences, full stops and question marksDiscuss prior knowledge of contextDeepen understanding of story through Book Talk of illustrationsUnderstand how captions can give informationMake simple predictions | **Build on Previous Term & Focus on:**Show an awareness of full stopswhen readingIdentify simple text features such as titles and pictures to indicate what the text is about to help understandingSelf-correction using phonicsRe-read sentenceRead 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 texts1d make inferences from the text |
| 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information1e predict what might happen on the basis of what has been read so far1d make inferences from the text | 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information1e predict what might happen on the basis of what has been read so far1d make inferences from the text | 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information1e predict what might happen on the basis of what has been read so far1c identify and explain the sequence of events in texts1d make inferences from the text | 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information1e predict what might happen on the basis of what has been read so far1d make inferences from the text | 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information1e predict what might happen on the basis of what has been read so far1c identify and explain the sequence of events in texts1d make inferences from the text | 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information1d 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 independentlyDiscuss their favourite words and phrases using some of them in their writingContinue 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 decodeRead some common exception wordsRead most words containing common suffixes - ly | **Build on Previous Term & Focus on:**Decoding automatically and build fluencyRead some common exception wordsRead most words containing common suffixes -er -est | **Build on Previous Term & Focus on:**Sound out most unfamiliar words accurately, without undue hesitationRead accurately most words of two or more syllablesRead most common exception wordsRead 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 readDiscuss the sequence of events in books and how many items of information are relatedUnderstand 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 writingMake 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 playsDiscuss their favourite words and phrases using some of them in their writingShow 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 independentlyDiscuss their favourite words and phrases using some of them in their writingContinue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clearMake 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 wordsRead sentences with increasing accuracy and fluencySelf-correction wordsRead aloud with attention to punctuation, including full stops, question, exclamation*and* intonation | **Build on Previous Term & Focus on:**Recognise and read *many* common exception wordsRead sentences with increasing accuracy and fluencySelf-correction wordsRead aloud with attention to punctuation, including full stops, question, exclamation*and* intonation | **Build on Previous Term & Focus on:**Recognise and read *most* common exception wordsRead a range of texts with increasing accuracy and fluencySelf-correction, including re- reading and reading aheadRe-reading sentences for clarity | **Build on Previous Term & Focus on:**Recognise and read *most* common exception wordsRead a range of texts with increasing accuracy and fluencySelf-correction, including re -reading and reading aheadLook for specific information in texts using contents and glossariesIdentify and use text features, e.g. titles, headings and pictures, to locate and understand specific informationRe-reading sentences for clarity | **Build on Previous Term & Focus on:**Recognise and read *all* common exception words with automaticityRead a range of texts with increasing accuracy and fluencySelf-correction, including re- reading and reading aheadTalk about book preferencesIdentify 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 automaticityRead a range of texts with increasing accuracy and fluencySelf-correction, including re- reading and reading aheadTalk about book preferences |
| **Skills & Strategies** | Apply the following reading strategies with increasing independence:Building on phonics subject skills and knowledgeConnect prior knowledge with contextUse a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word familiesLocate and discuss words and pre taught vocabulary to find out what the text is aboutConnect prior knowledge to context |
| **Build on Previous Year & Focus on:**Show an awareness of full stops when readingIdentify simple text features such as titles and pictures to indicate what the text is aboutShow an awareness of the difference between stories, information and poetry | **Build on Previous Term & Focus on:**Read with attention full stops when readingDiscuss prior knowledge of contextDeepen understanding of story through Book Talk of illustrationsShow an awareness of the difference between stories, information and poetryUnderstand how captions can give informationMake simple predictions | **Build on Previous Term & Focus on:**Read simple captionsRecognise an increased amount of high-frequency wordsShow an awareness of full stops when readingShow an awareness of the difference between stories and information textsChoose reading materials and explain what the text is about and why they like itUse prior knowledge to help understandingSelf-correction using phonicsRead 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 contextDeepen understanding of story through Book Talk of illustrationsMake simple predictions | **Build on Previous Term & Focus on:**Read aloud with attention to capital letters to start sentences, full stops and question marksDiscuss prior knowledge of contextDeepen understanding of story through Book Talk of illustrationsUnderstand how captions can give informationMake simple predictions | **Build on Previous Term & Focus on:**Show an awareness of full stopswhen readingIdentify simple text features such as titles and pictures to indicate what the text is about to help understandingSelf-correction using phonicsRe-read sentenceRead 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 texts1d make inferences from the text |
| 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information1e predict what might happen on the basis of what has been read so far1d make inferences from the text | 1a draw on knowledge of vocabulary to understand texts1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information1d make inferences from the text 1e predict what might happen on the basis of what has been read sofar | 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information1d make inferences from the text | 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information1c identify and explain the sequence of events in texts1d make inferences fromthe text | 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information1d make inferences from the text | 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information1d 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 wordsread 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 textbooksParticipate in discussion about both books that are read to them and those they can read for themselvesUse 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 evidenceIncrease 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 booksIdentify simple themes and conventions in an increasing range of booksDiscuss some words and phrases that capture the reader’s interest and imaginationRecognise 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 storiesIdentify simple themes and conventions in an increasing range of booksDraw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying many inferences with evidenceRecognise some different forms of poetry [for example, free verse, narrative poetry]Prepare short poems to read aloud and to perform, showing some understanding throughintonation, tone, volume and action | **Build on Previous Term & Focus on:**Increase their familiarity with a wide range of storiesUse dictionaries to check the meaning of many unknown words that they have readPredict what might happen from details stated and some which are impliedRecognise some different forms of poetry [for example, free verse, narrative poetry]Ask some questions to improve their understanding of a textPrepare 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 purposesIdentify how language, structure and presentation contribute to meaningCheck that the text makes sense to them, discuss their understanding and explain the meaning of some words in contextPredict what might happen from details stated and some which are impliedRetrieve 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 purposesIdentify simple themes and conventions in an increasing range of booksDiscuss some words and phrases that capture the reader’s interest and imaginationIdentify how language and structure contribute to meaningRetrieve and record some information from non-fiction | **Build on Previous Term & Focus on:**Increase their familiarity with a wide range of booksIdentify simple themes and conventions in an increasing range of booksDiscuss some words and phrases that capture the reader’s interest and imaginationRecognise 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 knowledgeConnect prior knowledge with contextLocate and discuss words and pre taught vocabulary to find out what the text is aboutUse 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 contextRead a range of texts with increasing accuracy and fluencyDevelop fluent and enthusiasm for reading and read widely and frequentlyDevelop views about what is read with supportDevelop 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 automaticityRead 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 wordsRead aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonationRe-reading sentences for clarity | **Build on Previous Term & Focus on:**Recognise and read many Year 3&4 Word List wordsRead aloud using punctuation to aid expression including speechSelf-correction, including re- reading and reading ahead | **Build on Previous Term & Focus on:**Recognise and read many Year 3&4 Word List wordsRead aloud using punctuation to aid expression including speechSelf-correction, including re- reading and reading aheadSkim to gain an overview of a text, e.g. topic, purposeIdentify different purposes of texts, e.g. to inform, instruct, explainRead short information texts independently with concentration | **Build on Previous Term & Focus on:**Recognise and read all Year 3&4 Word List words with automaticityEnhance understanding in information text through, e.g. illustration, photographs, diagrams and chartsSkim to gain an overview of a text,e.g. topic, purposeLook 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 automaticityRead 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 context2b retrieve and record information / identify key details from fiction and non-fiction2d 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 whole2h make comparisons within the text2g 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 text2h make comparisons within the text | 2e predict what might happen from details stated and implied2a give / explain the meaning of words in context | 2e predict what might happen from details stated and implied2f identify / explain how information / narrative content is related and contributes to meaning as a whole2a give / explain the meaning of words in context2b retrieve and record information/ identify key details from fictionand non-fiction | 2f identify / explain how information / narrative content isrelated and contributes to meaning as a whole2h make comparisons within the text2g identify / explain how meaning is enhanced through choice of words and phrases | 2f identify / explain how information / narrative content isrelated and contributes to meaning as a whole2h make comparisons within the text2g 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 wordsRead 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 textbooksConfidently participate in discussion about both books that are read to them and those they read independentlyBegin to use more complex dictionaries to check the meaning of many unknown words that they have readDraw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying most inferences with evidenceIncrease 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 languagePredict what might happen from details stated and impliedAsk some questions to improve their understanding of the textRecognise 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 purposesIdentify how language, structure and presentation contribute to meaningCheck 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 textPredict what might happen from details stated and impliedConfidently 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 purposesIdentify main ideas drawn from more than two paragraphs and summarise theseDraw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying most inferences with evidenceIdentify how language, structure and presentation contribute to meaningConfidently 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 languageDraw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying most inferences with evidenceIdentify themes and conventions in an increasing range of booksPrepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and actionRecognise 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 languageDiscuss many words and phrases that capture the reader’s interest and imaginationIdentify themes and conventions in an increasing range of booksPrepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and actionRecognise 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 purposesDiscuss many words and phrases that capture the reader’s interest and imaginationIdentify how language, structure and presentation contribute to meaningIdentify themes and conventions in an increasing range of booksConfidently retrieve and record information from non-fiction |
| **Skills & Strategies** | Building on phonics subject skills and knowledgeConnect prior knowledge with contextLocate and discuss words and pre taught vocabulary to find out what the text is aboutUse 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 contextRead a range of texts with increasing accuracy and fluencyDevelop fluent and enthusiasm for reading and read widely and frequentlyDevelop views about what is read with supportDevelop positive attitudes to reading and understanding of what is read |
| **Build on Previous Year & Focus on:**Recognise and read Year 3&4 Word ListRead aloud using punctuation to aid expression including speechSelf-correction, including re- reading and reading ahead | **Build on Previous term & Focus on:**Recognise and read Year 3&4 Word ListRead aloud using punctuation to aid expression including speechSelf-correction, including re- reading and reading aheadSkim to gain an overview of atext, e.g. topic, purposeRead short information texts independently with concentrationIdentify how texts differ in purpose, structure and layoutIdentify 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 ListSkim to gain the gist of a text or the main idea in a chapterScan for specific information using a variety of features in texts, e.g. titles, illustrations, pre taught vocabulary, bold print, captions, bullet pointsIdentify how texts are organised,e.g. lists, numbered points, diagrams with arrows, tables and bullet pointsIdentify and use text features, e.g. titles, headings and pictures, to locate and understand specific informationLook for specific information in texts using contents, indexes, glossaries, dictionariesRe-reading sentences for clarity | **Build on Previous Term & Focus on:**Recognise and read Year 3&4 Word ListRead aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and intonationRe-reading sentences for clarity | **Build on Previous Term & Focus on:**Recognise and read Year 3&4 Word ListRead 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 ListEnhance understanding in information text through, *e.g. illustration, photographs, diagrams and charts*Look for specific information in texts using contents, indexes, glossaries, dictionariesIdentify 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 context2b retrieve and record information / identify key details from fiction and non-fiction |
| 2e predict what might happen from details stated and implied2a give / explain the meaning of words in context | 2e predict what might happen from details stated and implied2f identify / explain how information / narrative content is related and contributes to meaning as a whole2a give / explain the meaning of words in context | 2f identify / explain how information / narrative content is related and contributes to meaning as a whole2d make inferences from the text / explain and justify inferences with evidence from the text2c summarise main ideas from more than one paragraph | 2d make inferences from the text / explain and justify inferences with evidence from the text2h make comparisons within the text | 2f identify / explain how information / narrative content is related and contributes to meaning as a whole2h make comparisons within the text2g 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 booksRecommend books that they have read to their peers, giving simple reasons for their choicesLearn a wider range of age appropriate poetry by heartWith 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 traditionsExplain 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 necessaryIdentify and discuss themes and conventions in and across a wide range of writingIdentify, 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 readerProvide reasoned justifications for their viewsPrepare 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 purposesMake comparisons within and across books e.g. plot, genre and themeCheck that the book makes sense to them, discussing their understanding and exploring the meaning of words in contextPredict what might happen from details stated and impliedIdentify how language, structure and presentation contribute to meaningRetrieve, record and present some information from fiction and non- fictionDistinguishing between statements of fact and opinion | **Build on Previous Term & Focus on:**Make comparisons within and across books e.g. plot, genre and themeParticipate 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 viewsWith 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 ideasIdentify how language, structure and presentation contribute to meaningWith 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 necessaryIdentify and discuss themes and conventions in and across a wide range of writingIdentify how language, structure and presentation contribute to meaningIdentify, 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 readerProvide reasoned justifications for their views | **Build on Previous Term & Focus on:**Increase their familiarity with a wide range of books, including myths and legendsIdentify and discuss themes and conventions in and across a wide range of writingParticipate 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 viewsWith occasional prompting, draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidenceProvide reasoned justifications for their viewsPrepare 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 fictionMake comparisons within and across books e.g. plot, genre and themPredict what might happen from details stated and impliedParticipate in discussions about books that are read to them and those they can read for themselvesAsk questions to improve their understandingPrepare 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 contextRead extended texts independently for sustained periodsSelf-correction, including re-reading and reading aheadUse 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 contextReading widely and frequently for pleasure and information |
| **Build on Previous Year & Focus on:**Recognise and read all Year 5&6 Word List words with automaticityRead closely, annotating for specific purposesIdentify how punctuation relates to sentence structure and how meaning is constructed in complex sentencesThrough discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaningUse 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 automaticityIdentify how punctuation relates to sentence structure and how meaning is constructed in complex sentencesThrough discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaningConnecting prior knowledge and textual information to make inferences and predictionsScan 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 automaticityUse 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 textUse information on-screen and on paperRead closely, annotating for specific purposes | **Build on Previous Term & Focus on:**Recognise and read *all Year 5&6 W*ord List words with automaticityIdentify features of texts, *e.g. introduction to topic, sequence, illustrations, degree of formality*Use information on-screen and on paperRead closely, annotating for specific purposesUse 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 automaticityIdentify how punctuation relates to sentence structure and how meaning is constructed in complex sentencesThrough discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaningRead closely, annotating for specific purposesUse 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 automaticityIdentify how punctuation relates to sentence structure and how meaning is constructed in complex sentencesThrough discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaningConnecting prior knowledge and textual information to make inferences and predictionsRead 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 context2b retrieve and record information / identify key details from fiction and non-fiction2d make inferences from the text / explain and justify inferences with evidence from the text |
| 2h make comparisons within the text2g identify / explain how meaning is enhanced through choice of words and phrases | 2e predict what might happen from details stated and implied2h make comparisons within the text2f identify / explain how information / narrative content is related and contributes to meaning as a whole | 2f identify / explain how information / narrative content isrelated and contributes to meaning as a whole2c summarise main ideas from more than one paragraph2h make comparisons within the text2d make inferences from the text /explain and justify inferences with evidence from the text | 2f identify / explain how information / narrative content isrelated and contributes to meaning as a whole2h make comparisons within the text2g 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 text2h make comparisons within the text | 2e predict what might happen from details stated and implied2h 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 booksRecommend books that they have read to their peers, giving simple reasons for their choicesDraw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidenceIncrease their familiarity with a wide range of booksLearn a wider range of poetry by hear |
| **Build on Previous Year & Focus on:**Increase their familiarity with a wide range of books, including modern fictionMake comparisons within and across books e.g. plot, genre and themePredict what might happen from details stated and impliedAsk questions to improve their understandingPrepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audienceParticipate 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 heritageIdentify and discuss themes and conventions in and across a wide range of writingDraw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidenceProvide reasoned justifications for their viewsParticipate 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 viewsPrepare 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 writingDiscuss and evaluate how authors use language, including figurative language considering the impact on the readerProvide reasoned justification for their viewsIdentify how language, structure and presentation contribute to meaningExplain 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 themeSummarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideasDistinguishing between statements of fact and opinionDraw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidenceIdentify how language, structure and presentation contribute to meaningParticipate 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 purposesMake comparisons within and across books e.g. plot, genre and themeCheck that the book makes sense to them, discussing their understanding and exploring the meaning of words in contextPredict what might happen from details stated and impliedRetrieve, record and present information from non-fictionIdentify 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 talesIdentify and discuss themes and conventions in and across a wide range of writingDiscuss and evaluate the how authors use language, including figurative language considering the impact on the readerProvide reasoned justification for their viewsExplain 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 necessaryPrepare 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 automaticityMake meaning from words and sentences, including knowledge of phonics, word roots, word families,Make meaning from text organisationMake meaning by drawing on prior knowledgeRead increasingly complex texts independently for sustained periodsFind the main idea of a paragraph and text |
| **Build on Previous Year & Focus on:**Recognise all Year 5&6 Word List words with automaticityIdentify how punctuation relates to sentence structure and how meaning is constructed inmulti-clause sentencesRead closely, annotating for specific purposesConnecting 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 automaticityIncrease understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguitySecure responses through re- reading and cross-check informationRead closely, annotating for specific purposesUse 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 automaticityRead closely, annotating for specific purposesConfidently use a range of strategies for finding and locating information e.g. skimming scanning for detailUse 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 automaticityIncrease understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguityUse a range of strategies for finding and locating information e.g. skimming scanning for detailSummarising a textSecure responses and understanding through re-reading and cross-check informationRead closely, annotating for specific purposes | **Build on Previous Term & Focus on:**Recognise *all Year 5&6 W*ord List words with automaticityIdentify how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentencesRead closely, annotating for specific purposesUse a range of strategies for finding and locating information e.g. skimming scanning for detailConnecting 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 automaticityRead closely, annotating for specific purposesIdentify how punctuation relates to sentence structure and how meaning is constructed in complex sentencesThrough discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaningUse 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 implied2h make comparisons within the text | 2h make comparisons within the text2d 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 whole2h make comparisons within the text2g identify / explain how meaning is enhanced through choice of words and phrases | 2f identify / explain how information / narrative content isrelated and contributes to meaning as a whole2c summarise main ideas from more than one paragraph2h make comparisons within a text2d make inferences from the text / explain and justify inferences with evidence from the text | 2e predict what might happen from details stated and implied2f identify / explain how information / narrative content is related and contributes to meaning as a whole2h make comparisons within the text2d make inferences from the text / explain and justify inferences with evidence from the text | 2h make comparisons within the text2g 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 |