Reading Progression Hucknall National C of E Primary School

The ability to communicate is a fundamental part of life. Developing literacy skills (speaking, listening, understanding, reading and writing) enables children to play a positive and active role in their communities. Equipped with these skills, they can find meaning and participate fully in life's rich opportunities, developing self-confidence, well-being and the ability to form positive relationships.

Our Reading curriculum is at the centre of all our practice. There is an unwavering consensus that reading is the key to all learning. In the early years, our focus is on oral language development and comprehension. We aim to develop children's understanding of language and their spoken vocabulary through real-life, meaningful experiences. We know that those who develop strong oral language skills in the early years will learn to read well. As children develop, we ensure that high quality shared and guided activities continue to accelerate their progress, especially those entitled to the Pupil Premium and those in need of SEND support.

We consider reading to be a crucial aspect of our curriculum and we aim to instil a love for reading that will remain with our children throughout their lives. We want to equip children with the skills and knowledge necessary for reading through discussion, a systematic teaching approach and regular exposure to high quality literature.

It is our intention that through our reading curriculum, our children will have opportunities to develop spiritually, culturally, emotionally, intellectually and socially. There is a strong link between disadvantage and poor reading skills. At Hucknall National we aim to provide equal access and opportunity to reading for very single pupil, regardless of their background in the knowledge that the richness of a child's vocabulary is a proven indicator of greater life choices. We have a moral duty to support our pupils to develop their reading skills and a love of reading in a safe environment, allowing them to develop the confidence to become successful language users.

How is reading taught at Hucknall National?

Phonics

We teach word reading through daily Read Write Inc. phonics sessions in both Reception and Key Stage One. By the end of Year 1, it is our expectation that all children will have been taught the skills needed to enable them to read widely and with fluency and that they will use their blending and segmenting skills to help them tackle unfamiliar words. These skills are assessed in June of Year 1 by the National Phonics Screening Check. Phonics sessions are still taught daily streamed across EYFS and KS1 to ensure pupils are targeted for gaps in their knowledge and to accelerate progress. Pupils who do not reach age related expectations by the end of each half term receive additional interventions and there are also phonics interventions that take place across Lower Key Stage 2 where needed. All our teachers in Reception and Key Stage 1 have received Read Write Inc. training and the whole staff have regular training sessions on phonics as we believe that all the staff need to have a strong understanding of how children learn to read. Key staff in Year 3-6 have Read Write Inc training and some are trained to deliver specific phonic interventions (Fresh Start).

Phonics sessions are informed by regular assessments and planned systematically using the Read Write Inc. scheme of work. Children learn the alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes. Books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases. There are lots of songs, rhymes and games to support the delivery of teaching and learning. Teaching Assistants are trained to deliver small group phonics and phonic interventions alongside the class teacher. There is also a focus on the application of phonics to read words in guided reading sessions, which build up in length and depth over time.

Guided Reading – Reception and Key Stage One

Guided Reading is taught through paired reading as part of the Read Write Inc. lesson from Reception and throughout Key Stage 1. Children are grouped according to their reading ability and the text is carefully chosen to match their colour level. These sessions are led by a teacher or teaching assistant and are used to develop the children's comprehension and understanding of texts. This is then progressed to children accessing the Complete Comprehension scheme as a whole class, in small groups and then independently to acquire specific reading comprehension skills. By the end of Year 2, children that have completed the Read, Write Inc scheme and are accessing Complete Comprehension lessons, move onto a three-week cycle of Complete Comprehension and Hooked on Books to prepare them for Key Stage 2. These children will also access Accelerated Reader for their reading book and will be encouraged to quiz at least once a week. Pupils will be assessed termly in Key Stage 1 using NFER assessments as well as end of Key Stage 1 DfE assessments. They will be assessed on Phonics ability every half term if they are accessing the Read, Write Inc scheme.

Development of Reading into Key Stage 2

All pupils are assessed at least termly on their reading ability using NFER assessments. As pupils progress, they continue accessing Complete Comprehension and start to access additional reading programmes of Accelerated Reader and Hooked on Books.

In Key Stage 2, all pupils access a daily comprehension and guided reading session based on Complete Comprehension and Hooked on Books. These are implemented on the three-week cycle; two weeks are using Complete Comprehension where teachers can target specific gaps of knowledge in skills and then one week following Hooked on Books in which children are able to develop their extended answers and understanding. These are progressive schemes that allow pupils to build up their reading skills, comprehension and analysis of texts over time. They also access Accelerated Reader and STAR test regularly to monitor their progress and to access their optimal reading range. Teachers monitor the frequency of pupils quizzing weekly and use this information to offer additional support where necessary. Pupils are encouraged to quiz at least once per week whilst they are reading shorter texts.

Some pupils in Key Stage 2 still access phonics and reading interventions to continually develop their word reading skills and fluency. These pupils are assessed every half term to carefully track progress and consolidate gaps in their learning.

Complete Comprehension

At Hucknall National Primary School, reading is taught through a combination of Complete Comprehension and following Jane Considine's Hooked on Books pedagogy. Complete Comprehension offers pupils the opportunity to gain a range of skills required to be successful when comprehending and engaging with texts. It uses a range of genres in the form of short texts and extracts to teach the following skills: word meaning, retrieval, sequencing, inference, prediction, relationship, word choice and comparison. Each week, the children have 'Book Talk' lessons that prompt discussion around the context of the text, make connections with their own experiences and fully understand the range of vocabulary the text contains. During these lessons, they are encouraged to read the text several times to develop their fluency. They are modelled a specific skill by their teacher in one of the lessons and then they answer their own set of questions either independently, in a small group or following the lead of their teacher. There is also opportunity for reconsolidation of skills on a weekly basis with the 'Mix it up' which provides a range of questions based on the text they have been studying. Complete Comprehension is also used for interventions to target specific gaps in the knowledge of reading comprehension skills.

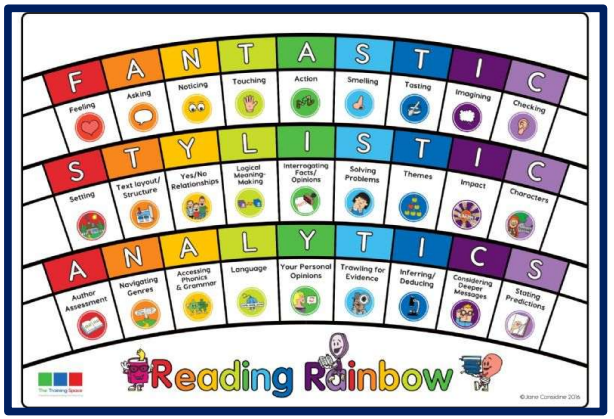
Each week has the following structure:

Day 1 – Book talk
Day 2 – Vocabulary focus
Day 3 – Model the skill
Day 4 – Children answer questions based on the skill for the week
Day 5 – Children answer questions to consolidate previous skills – 'Mix it up'



Hooked on Books

Hooked on Books' programme is in line with current National Curriculum expectations and encourages the discussion of rich texts.
During our guided reading sessions, the children engage in a vocabulary rich timetable which nurtures their love of reading. In Book Talk, children discuss the texts they are reading through different lenses of the reading rainbow. Children use the 'Reading Rainbow' to read and respond to texts through different lenses within 3 different zones of reading: The Fantastics, The Stylistics and The Analytics. These reading lenses are also incorporated as challenges during the Complete Comprehension weeks. Book Talk is key to developing oracy skills. Children collaborate in pairs or groups using sentence stems and high utility words to develop a Book Talk response. The children have a point system 'Me, P, T, P' which helps them construct well rounded, detailed answers. They use this to self and peer assess then the teacher also feedbacks.



Each week has the following structure:
Day 1 – Introduce the text: first, second and third reads of he text. Introduce the three reasons to read.
Day 2 – Book Talk: Discussion around the text, explore the reasons to read, gather ideas on thinking side
Day 3 – Demonstration writing: Plan the answers to model, or write them together as a whole class, or they have a go on whiteboards and feedback.
Day 4 – Independent writing: Children answer the three questions and self-assess using the Me, P.
Teachers mark this work complete with next steps and the T, P.
Day 5 – Edit and improve answers based on teacher feedback.

Accelerated Reader

Accelerated Reader is an electronic resource which can be used in school or at home to provide additional guidance for our pupils with their reading. It uses engaging quizzes and activities to help hone our pupils' reading skills with authentic practice to encourage growth in knowledge and comprehension.
Guide - personalised goals help students stay focused on the factors that matter most for reading growth and help teachers monitor their progress and provide feedback to keep learners on track.
Engage - individual reading recommendations use students' interests and reading levels to suggest "just-right" titles or pupils can self-select their own choice.
Practice – transforms high-quality reading practice that fuels growth. Reading quizzes monitor comprehension, while literacy skills and vocabulary quizzes extend student learning and build skills and mastery.
Grow - detailed reports provide teachers with insights into students' progress.
Children complete STAR Reading Tests every half term which give them their Zone of Proximal Development (ZPD) and a reading range to follow. Generally, children start on the lowest level of the range and then work their way up systematically. Once children have a wider ZPD range, they can read freely between the levels.

Reading at Home

Parents can help their child to sound out the letters in words (this is called 'Fred Talk') and then to 'blend' the sounds together to make a whole word. Letter names are not referred to. They help their child to focus on the sounds. A useful website for hearing how sounds are formed is found on YouTube - 'Read Write Inc. Phonemes Pronunciation Guide'. https://www.youtube.com/watch?v=5J2Ddf_0Om8&t=15s

Books are introduced in Foundation Stage as soon as they are settled into the school routines. These books go home for sharing. A reading and phonics evening for Foundation parents is delivered at the start of the academic year and a Phonics leaflet is made available.

All pupils have two books that they can take home to read. One book is selected by the teacher, based upon assessment, phonic knowledge, fluency and vocabulary. This is a book that the pupil can read and comprehend independently. Books are checked regularly across the school to ensure that this book is accessible independently for the child.

Every child takes home a reading book each day for practise at home and is expected to read a minimum of five times per week. Children that are following the Read Write Inc phonics scheme (Early Years & Year 1 and identified children in Years 2-6) are allocated a book each week that is matched to the phonic sounds they have been taught in class. The book is for the child to read to an adult to practise and embed the phonic sounds being learned in class. Closely matched books ensure that all children use their emerging decoding skills and experience high rates of success. Children that have completed the Read Write Inc programme are supported to choose a banded book. Once a child has completed the Read Write Inc scheme, they take home an Accelerated Reader book at the appropriate reading level advised by their teacher.

Personal choice/listening book – all pupils also have a book of their own choice to enjoy. This can be a listening book that they read with their parent and carer at home or one that they have chosen and can still read by themselves. This book does not have to be accessible independently and should be shared with an adult. These books can be accessed from the class weekly visits to the school library. Within our school library, we have 50 Recommended Reads for each year group to enjoy and to encourage them to explore a range of text types and genres.

These are in addition to the quality texts shared in all classes as part of class novel/story time where staff share a wide range of quality texts.

Home reading records are used by class teachers to monitor home reading. In Early Years and KS1, parents are asked to note the page number and initial in the home reading record each time their child has read at home. In KS2, children are asked to record the pages read/next page number and add a simple comment or summary about what has been read.

Reading for Pleasure

Every class in school has story or class novel time. These books have been chosen to ensure our children have access to quality texts at a level beyond that which they can read independently. By sharing the very best books together, we aim to develop a deep love of reading. Texts are chosen and reviewed regularly to ensure our children see themselves in books, to introduce new hopes and aspirations, as well as to explore characters and themes that they may be less familiar with.

Pupils visit the school library once a week. This is a special time to share a text with the class teacher and to choose and become immersed in a book themselves. The children use the library system to check books in and out school so that they can enjoy their books at home too.

There are termly visits to Hucknall Library to encourage our pupils to develop reading skills for life. This allows our pupils to access an even wider range of books, to listen to stories from different people in the community and to develop independent reading habits and skills for life.

Novel Study

At Hucknall National we believe that books open doors into new and exciting worlds. We use high quality novels and picture books as stimuli to enrich our curriculum, extend our children's experiences and build cultural capital. Novel Study is a holistic text-led approach to teaching reading and writing skills through

the main English Curriculum. It is both challenging and encouraging for all children as it is based on providing first hand experiences and deep exploration of texts and the themes within them.

Novel Study aims to: foster an enjoyment of reading and literature; develop children's communication in all forms, including oracy and language; heighten imagination – the ability to think, reflect and grow morally, socially and cognitively; build deep analysis skills and create a safe place for children to express their inner most thoughts.

Our wider curriculum is based upon reading and topic themes are developed from texts. Planning starts with the class text and allows pupils to explore themes and topics so that they are not simply learning unrelated facts but developing deeper knowledge and understanding. Where possible, every class has a text linked to their main topic theme for the term. Through this text, pupils can immerse themselves in their novel and the themed topic which they are studying which develops and supports our knowledge-based curriculum, allowing for deep analysis based on a range of knowledge and experiences. English lessons are led through the class novel which enhances the development of both reading and writing.

The Just Read Project

During the Spring/Summer term, the children in Year 2 – Year 5 take part in the Just Read Project. During this time, they read an ambitious, age-appropriate modern and classic text alongside their teacher. At the end of each chapter, they summarise what has happened and discuss unknown vocabulary. The children have a copy of the text in front of them so they are able can follow along. We have found this project inspires the children and encourages them to develop a love of reading whilst exposing them to texts that they may not have chosen themselves.

Progression

If a child is making little or no progress after an assessment window (this can be in any term), the teachers seek advice from the English Lead, the SENDCO, and other professionals in or out of the school. In addition, a child might be making progress in reading, but in a teacher's professional judgement, they believe the child may have specific learning difficulties, for example dyslexia. In such cases, teachers seek advice from the above professionals.

Encouraging Reading

Pupils are encouraged to read through a range of reading rewards, including reader of the week, reading millionaires, national readathon, library visits and teacher demonstrations. We believe that it is important to celebrate the successes that children have made in their reading. Each term there will be a 'Reading Champion' nominated from each class who receives a book of their choice as a gift. We also celebrate reading in our FAB assembly every week with our 'Book Worm' award. The recipient of the 'Book Worm' award receives a Golden Ticket to our school library to give them the opportunity to have additional reading time with a friend of their choice.

Assessment

At Hucknall National, we use assessment in reading as a tool to inform our teaching and target our interventions so that all pupils are given the tailored support they need to become a successful reader in line with the Simple View of Reading. We use RWI assessments on a half termly basis for all children who are on the programme from EYFS through to UKS2 so that gaps in knowledge of sounds are picked up on quickly and children are on the phonetically appropriate book band. On a termly basis, we use NFER assessment papers to gain an understanding of the children's comprehension skills and adapt our teaching in response to this.

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Love: *develop a love of reading to develop culturally, emotionally, intellectually, socially and spiritually.*
Faith: *Growing to learn and live life in all its fullness.*

	EYFS	KS1	KS2
Pedagogical Approach and Strategies	• Daily phonics sessions including guided reading. • Phonics interventions based on accurate assessments or target in the provision. • Reading books matched closely to children's phonetic ability. • Use of Hooked on Books strategies where appropriate. • Children take home a library book for parents/carers to read. • Children are taught a traditional story each half term. • Reading for pleasure book for all pupils.	• Reading for pleasure book for all pupils. Year 1 • Daily phonics sessions including guided reading. • Reading books matched closely to children's phonetic ability. • Phonics interventions and booster groups based on assessment. • Small group work and reading knowledge and skills taught through English lessons, building up to daily guided reading sessions by the end of the year. • Whole class reading teaching also included on timetable using Hooked on Books reading strategies. • Children take home a library book for parents/carers to read. • Whole class Guided Reading using Complete Comprehension in Summer 2 • Daily story time that has planned discussion points Year 2 • Daily phonics sessions, including guided reading. • Additional guided groups and individual reading as required. • Phonics intervention for children below ARE. • Reading for pleasure/listening book for all children. • Whole class reading teaching using Complete Comprehension and Hooked on Books reading strategies (Spring 2/ Summer 1). • Just Read project in the Spring/Summer term	• Reading sessions delivered 5 x per week at a minimum. • Whole class reading teaching on a three-week cycle using Complete Comprehension (two weeks) and Hooked on Books (one week) reading strategies. • Accelerated Reader sessions at least once a week. There are frequent opportunities to quiz using AR. • NFER test gap analysis informs teaching. • Phonics interventions in Key Stage 2 children below ARE • Speed Reading • Booster sessions/one to one for Key Stage 2. • Interventions to support pupils • Reading for pleasure book for all pupils. • Just Read project in the Spring/Summer term
Environment	• Every classroom has an engaging reading area for children to access with a variety of books in line with the DfE Reading Framework guidance. • Reading working wall or area to display current and previous learning. • Timetable for each year group to visit the library weekly. • 'Book Worm'/Golden Ticket winners to access the school library for an additional reading for pleasure time slot every Friday afternoon. • Inspire (ELS) topic themed books available in each year group. • Inspire (ELS) reading for pleasure books in each year group, changed every half term. • Reading can clearly be seen as a priority in the classroom.		
Assessment	• Development Matters (non-statutory) • Read Write Inc. half termly assessments. • EYFSP	<u>Year 1</u> • Read Write Inc. • Phonics screen and practises • Accelerated Reader STAR test for children on grey books. <u>Year 2</u> • Read Write Inc. • Phonics screen and practises • NFER half-termly/ termly tests	• NFER half-termly/ termly tests. • KS2 SATS also used for Year 6. • Accelerated Reader STAR test for all children. • Progress checks within the Complete Comprehension scheme

		• KS1 SATS also used for Year 2 • Book bands • Accelerated Reader STAR test for children on grey book band. • Progress checks within the Complete Comprehension scheme	
Timetabling	• Daily story time of class book. • Daily Read Write Inc. lessons including phonics • Guided groups and intervention groups • Children take books home and change once a week.	• Daily story time of class book. • Daily Read Write Inc. lessons including phonics • Guided groups and intervention groups Year 1 • Children take 2 books home at time and these are changed once a week. Year 2 • Independent/one to one reading and opportunities for book changes during the week.	• Daily story time of class book. • Opportunities for children to independently read daily. • Reading interventions. • Whole class guided reading lessons 5 times a week.
EAL Provision	• Bell's Foundation EAL Assessment Framework. • Advice can be found at: https://www.bell-foundation.org.uk/eal-programme/		
Interventions including SEND provision	• NELI the Nuffield Early Language intervention • One to one reading • Phonics intervention or targeting in the provision. • Additional reading with Pupil Premium children.	• Additional reading with Pupil Premium, SEND and lowest 20% readers. • Phonics intervention or targeting in the provision. • Speed Reading intervention • Reading Comprehension interventions • Phonics flashcards 1:1	• FFT Lightning Squad intervention • Fresh Start` • Phonics intervention (Lower KS2) • Reading comprehension interventions • Banana Milkshake – sight words intervention. • Speed reading. • Additional reading with Pupil Premium, SEND and lowest 20% readers.
Staff CPD and induction	• Staff meeting time allocated to reading to disseminate training and practice. • Hooked on Books training. • Read Write Inc. training • Opportunities for examples of excellent teaching and planning to be available to other members of staff. • Most staff access phonics training in school. Introduction of the RWI Portal this year and whole school phonics training. • Complete Comprehension training		
Phonics	• Read Write Inc. phonics programme used consistently in EYFS and Year 1 daily. • In Year 2 Read Write Inc. continues to be used daily for all children and for those who were below the expected level for phonics in year 1. • Half termly assessment and monitoring of children. This data is used to inform grouping, teaching and interventions. • Guided reading sessions in EYFS focus on decoding, and repetition of skills. • Year 2 use Phase 6 Read Write Inc.		• Small group and individual phonics taught as required. • Phonics interventions. • Fresh Start

Language	• Vocabulary is taught in reading and English lessons including Read Write Inc. • In reading lessons, key language is explicitly taught to ensure progress with both language acquisition and comprehension skills.		
	• The EYFS environment is language rich with many opportunities for children to read in the environment. The environment is based on the Curiosity Approach, using real life objects to engage pupils in language-rich conversations and to develop real-life vocabulary. • All EYFS adults support and extend language through play and through NELI materials through vocabulary.	• Vocabulary walls showing new vocabulary is displayed and updated regularly in KS1 classrooms. • Continuous provision is used to develop language within the environment. With language-rich experiences and resources to encourage vocabulary and reading development. • Dedicated 'Book Talk' lesson focussing on vocabulary every week within Complete Comprehension and Hooked on Books lessons.	• Vocabulary walls showing new vocabulary is displayed and updated regularly in KS2 classrooms. • Dedicated 'Book Talk' lesson focussing on vocabulary every week within Complete Comprehension and Hooked on Books lessons.
Reading Community	• Home reading books changed regularly throughout school. This is checked in line with their reading ability so that they can access books at home independently. • All pupils have two books – one that they can read independently using their phonic and developed reading skills. The other is a reading for pleasure book or listening book; this is a book that pupils have chosen that they can read themselves or read with an adult at home. • Reading diaries and Dojo messages promote home/school dialogue. • Pupils are rewarded for reading at home. • Reading celebrated in school – Millionaires from Accelerated reader, World Book Day, sharing of favourite books, weekly reading reward. • Book fair • Whole school reading projects • Visits to Hucknall library. • Book sharing activities – book swap sessions, share a book from home.		

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Reading Progression

Pupils develop their reading skills through a systematic synthetic phonics scheme (Read Write Inc) to develop their word reading skills and fluency. This then develops into their comprehension skills, which is supported by Complete Comprehension and Jane Considine's 'Hooked on Books' reading scheme, which progressively develops the ability to talk about, analyse and use evidence to discuss high-quality texts. The reading rainbow is used to allow children to look at texts through different lenses to build vocabulary, comprehension and analytical skills.

	Vocabulary 		**Analysis** 	
		Comprehension 		
	Word Reading	**Fluency**	**Book Talk**	**Analysis**
EYFS	- Link letters to sounds. Say a sound for each letter in the alphabet and at least 10 digraphs. - Hear and say initial sounds in words. - Use phonic knowledge to decode regular words and read accurately. Read some common exception/irregular words.	- Show interest in illustrations and print in books and the environment. - Look and handle books independently. - Know that print carries meaning and is read from left to right and top to bottom. - Ascribe meanings to marks they see. - Read words consistent with their phonics knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. - Use the environment and non-fiction books to develop new knowledge and vocabulary.	- listen to stories with increasing attention and recall. - Begin to be aware of the way stories are structured. - Describe main story settings, events and principal characters. - Follow a story without pictures or props. - Demonstrate understanding when talking with others about what they have read. - Recall and sequence key events, some as exact repetition, some in their own words. - Know that some texts are more interesting or enjoyable than others. - Compare simple texts	- Listen to stories, accurately anticipating key events and phrases and respond to what they hear with relevant comments, questions or actions. - Suggest how a story might end. - Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events or the environment.
	Vocabulary 		**Analysis** 	
		Comprehension 		

	Word Reading	**Fluency**	**Book Talk**	**Analysis**
Year 1	- Read aloud phonically decodable texts. - Respond speedily, giving the correct sound to graphemes for 40+ phonemes. - Apply phonic knowledge to decode words. - Know that graphemes can represent more than one phoneme and the context helps the reader to decide the correct pronunciation. Read polysyllabic words containing taught GPC. - Blend sounds in unfamiliar words using GPCs taught. - Read words containing Year 1 suffixes –s, -es, -ing, -ed and –est. - Read words with apostrophes and contractions. Read Year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	- Re-read books to build fluency and confidence. - Check that a text makes sense to them as they read and self-correct. - Accurately read texts consistent with their developing phonic knowledge. - Sound out unfamiliar words accurately. - Read aloud many words quickly and accurately without overt sounding and blending. - Develop some fluency and expression, pausing for full stops. - Discuss word meanings and link new meanings to words already known. - Know that reading words at a glance and using punctuation to read in phrases, leads to fluent reading.	- Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. - Link what they have read or had read to them to their own experiences. - Re-tell familiar stories in increasing detail and consider their particular characteristics. - Identify story language. - Know that to discuss a text the reader needs to listen to others and share their own opinions.	- Find specific information in simple texts. - Ask and answer questions in discussion with the teacher. - Begin to make simple inferences. - Predict what might happen on the basis of what has been read so far. -Begin to understand why things happen, and why a character feels or behaves in a certain way even though it is not written down. - Make simple comparisons of character - Know that language in text differs from spoken language.

	Vocabulary	**Analysis**

				
		Comprehension 		
	Word Reading	**Fluency**	**Book Talk**	**Analysis**
Year 2	- Read most words quickly and accurately without overt sounding and blending, including words with two syllables. - Secure phonic decoding until reading is fluent. - Read most Year 1 and Year 2 common exception words. - Read most words containing common suffixes (e.g. –s, -es, -ing, -ed, -er, -ent, -y, -ment, -ness, -full, -less, -ly) - Know that words and phrases can have more than one meaning but one will make sense in the context of the text.	- Read aloud books (closely matched to their improving phonics), sounding out unfamiliar words accurately, automatically and without undue hesitation or overt sounding and blending. This will allow them to focus on their understanding rather than decoding individual words. - Re-read books to build up fluency and confidence in word reading. - Draw on what they already know or background information and vocabulary when reading. - Check that the text makes sense to them as they read and correct any inaccurate reading. - Discuss and clarify the meaning of words, linking new meanings to known vocabulary. - Start to use appropriate intonation to make meaning clear. - Start to pay attention to punctuation to read with appropriate expression.	- Participate in discussion about books, poems and other works that are read to them and those that they can read themselves, explaining their understanding and expressing their views. - Become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales. - Discuss the sequence of events in books and how items of information are related. - Recognise simple recurring literary language in stories and poetry. - Ask and answer questions about a text. - Make links between the text they are reading and other texts they have read. - Recognise that non-fiction books are structured in different ways. - Retrieve evidence from the text when answering literal and inferential questions.	- Make inferences on the basis of what is being said and done. - Predict what might happen on the basis of what has been read so far in a text and explain the answer. - Know that the reader can use ideas from the text and their own experience to explain why things happen and why a character might behave or feel a certain way, even though it is not written down.

	Vocabulary 		**Analysis** 

		Comprehension 		
	Word Reading	**Fluency**	**Book Talk**	**Analysis**
Year 3	- Read independently using phonics, including a full range of digraphs and trigraphs to decode unknown words. - Apply their growing knowledge of root words, prefixes and suffixes. Prefixes includes: in-, im-, il-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-, auto-. Suffixes includes: -ation, -ly, -ous, -ture, -sure, -tion, -ssion, -cian. - Begin to read Year 3 and Year 4 exception words. - Understand the meaning of new words they meet and know the context of the text can be used to infer the meaning of unfamiliar words and phrases.	- In Key Stage 2, teaching comprehension skills takes precedence over teaching word reading and fluency for the majority of children. When teaching is focused on word reading and fluency, this is to support the development of vocabulary and speed (e.g. at over 90 words per minute) in age appropriate texts. - Check that the text makes sense, self-correcting when appropriate. - Pay attention to punctuation to read with appropriate expression. - Know that expression and intonation can be altered to suit the audience or purpose for reading. - Know that the reader can use what is known about familiar words to read unfamiliar words more fluently.	- Check that the text makes sense, discuss their understanding and explain the meaning of many words in context. - Recognise, listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books. - Use appropriate terminology when discussing texts (plot, character, setting). - Retrieve and record information. - Identify main ideas drawn from more than one paragraph and summarise these. - Retell main points, discuss character feelings, behaviour, relationships and make judgements. - Draw on the knowledge of a range of familiar texts and experiences and identify themes. - Know that readers use organisational features (e.g. title, headings, index, captions) in text to locate pertinent information.	- Ask and answer questions appropriately, including simple inference questions based on character feelings, thoughts and motives. - Justify predictions using evidence from the text. - Make comparisons within and across texts. - Discuss words and phrases that capture the readers' interest and imagination. - Know that the author makes deliberate choices about language and presentation to have an impact on the reader.

	Vocabulary 		Analysis 
		Comprehension 	
	Word Reading	**Fluency**	**Book Talk**	**Analysis**
Year 4	- Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. - Apply their knowledge of root words, prefixes and suffixes to read fluently. Read and comprehend most words from the Year 3 and Year 4 exception words.	- In Key Stage 2, teaching comprehension skills takes precedence over teaching word reading and fluency for the majority of children. When teaching is focused on word reading and fluency, this is to support the development of vocabulary and speed (e.g. at over 90 words per minute) in age appropriate texts. - Check that the text makes sense, self-correcting when appropriate. -Use a wide range of punctuation to read with appropriate expression. - Know that by controlling tone, pitch, pace and volume the reader can create an atmosphere. - Explain the meaning of many different words in context. - Know that the reader can use morphology and etymology to read unfamiliar words more fluently.	- Discuss and compare texts from a wide variety of genres and writers. - Read for a range of purposes. - Identify themes and conventions in a wide range of books. - Retrieve and record information. - Use the skim and scan technique to retrieve pertinent information. - Identify main ideas from more than one paragraph and summarise these. - Retell main points, discuss character feelings, behaviour, relationships and make judgements. - Identify themes and conventions in a wide range of books. - Refer to authorial style, overall themes and features. - Identify how language, structure and presentation contribute to meaning. - Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.	- Refer to authorial style, overall themes and features. - Identify how language, structure and presentation contribute to meaning. - Draw inferences from characters' feelings, thoughts and motives that justify their actions, supporting their views with evidence from the text. - Justify predictions from details stated and implied. - Discuss vocabulary used to capture the readers' interest and imagination. - Explore how different texts appeal to readers by using varied sentence structures and descriptive language. - Make comparisons within and across texts.

	Vocabulary 	Analysis 

		Comprehension		
	Word Reading	**Fluency**	**Book Talk**	**Analysis**
Year 5	- Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues. - Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to read aloud fluently and understand the meaning of new words they meet. (Including: -sion, -tion, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ably, -ible, -ibly). - Read most Year 5 and Year 6 exception words.	- In Key Stage 2, teaching comprehension skills takes precedence over teaching word reading and fluency for the majority of children. When teaching is focused on word reading and fluency, this is to support the development of vocabulary and speed (e.g. at over 90 words per minute) in age appropriate texts. - Check the text makes sense, self-correcting when appropriate. - Work out the meaning of unknown words from the context. - Use a full range of punctuation to read with appropriate expression. - Continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	- Read a wide range of genres, identifying the characteristics of text types and differences between text types. - Appraise a text quickly and gather its overall 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 courteously. - Identify main ideas drawn from more than one paragraph and to summarise these. - Understand aspects of narrative structure including how chapters link together and how the passing of time is conveyed to the reader. - Recommend texts to peers based on personal choice. - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. - Distinguish between statements of fact and opinion.	- Explain and discuss their understanding of what they have just read, drawing reasoned inferences and justifying these with evidence. - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Make predictions based on details stated and implied, justifying them in detail with evidence from the text. - Discuss vocabulary used by the author to create effect including figurative language, considering the impact on the reader. - Evaluate the use of authors' language and explain how it has created an impact on the reader. - Understand aspects of narrative structure including how chapters link together and how the passing of time is conveyed to the reader. - Provide reasoned justifications for their views. - Make comparisons of characters and settings within and across texts.

	Vocabulary	Analysis

		Comprehension 		
	Word Reading	**Fluency**	**Book Talk**	**Analysis**
Year 6	- Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes (morphology and etymology) and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	- In Key Stage 2, teaching comprehension skills takes precedence over teaching word reading and fluency for the majority of children. When teaching is focused on word reading and fluency, this is to support the development of vocabulary and speed (e.g. at over 90 words per minute) in age appropriate texts. - Check a text makes sense and self-correct when appropriate. - Work out the meaning of unknown words from the context. - Discuss their understanding of, and explore, the meaning of words in context. - Use knowledge of prefixes to explain the meaning of most words containing them. - Use a wide range of devices to engage the audience and for effect. - Know that rereading helps the reader find evidence to support their views and opinions.	- Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres. - Recognise more complex themes. - Explain and discuss their understanding, through formal presentations and debates, maintaining a focus. - Listen to feedback to make improvements. - Draw out key information and to summarise the main ideas in a text, using quotations for illustrations. - Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. - Compare characters, settings and themes within and across texts. - Retrieve, record and present information from non-fiction texts. - Use non-fiction materials for purposeful information retrieval and in contexts where pupils are genuinely motivated to find out information.	- Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). - Explain and discuss their understanding of what they have just read, drawing reasons inferences and justifying these with evidence. - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Discuss how characters change and develop through texts by drawing inferences based on indirect clues. - Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. - Provide reasoned justifications for their views - Make predictions from details stated and implied - Make comparisons within and across texts - Evaluate the credibility of the information retrieved from a variety of texts/sources. - Know that the author's choice of language and presentation can create bias and the reader needs

				to consider how this influences their developing opinions, values, and view of the world.